

# History Progression

## Level Expected at the End of EYFS

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>
Reception	Understanding the World		<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

## History in EYFS

- Our Families – generations
- Birthdays • People who help us -roles in society – parents
- The way people lived in the past is different to how we live now.

- Changes to toys, transport, food, activities and clothing over time.
- Significant people – Kings and Queens of the past
- Guy Fawkes – The Gunpowder Plot and firework night
- Shrove Tuesday

**Understanding the World ELG: *Past and Present*** - Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

### Continuous provision for History

- Small World
- Doll Area
- Role play

### Historical Interpretation

	KS1	LKS2	UKS2
	Children start to compare two versions of a past event, observing and using pictures, photographs and artefacts to find out about the past. They start to use stories or accounts to distinguish between fact and fiction and can explain that there are different types of evidence and sources that can be used to help represent the past.	Children look at more than two versions of the same event or story in history and identify differences. They investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	Children find and analyse a wide range of evidence about the past, using a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Children learn to consider different ways of checking the accuracy of interpretations of the past and start to understand the difference between primary and secondary evidence and the impact of this on reliability. Children build an awareness of the concept of propaganda and know that people in the past represent events or ideas in a way that may be to persuade others.

## Historical Investigation

	<p>Children observe or handle evidence to ask simple questions about the past and choose and select evidence to make suggestions on how it can be used to find out about the past.</p>	<p>Children use a range of primary and secondary sources to find out about the past, gathering more detail from sources such as maps to build up a clearer picture. Children will construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. Children regularly address and sometimes devise own questions to find answers about the past and begin to undertake their own research.</p>	<p>Children will recognise when they are using primary and secondary sources of information to investigate the past. They will use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. They will also investigate their own lines of enquiry by posing historically valid questions to answer.</p>
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## Chronological Understanding

	<p>Children will learn to sequence artefacts and events that are close together in time and order dates from earliest to latest on simple timelines. They will attempt to sequence pictures from different periods whilst describing memories and changes that have happened in their own lives; Children will begin to use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>Children will sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, showing an understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>Children will order an increasing number of significant events, movements and dates on a timeline using dates accurately. They will learn to describe in some detail the main changes to an aspect in a period in history and understand how some historical events/periods occurred concurrently in different locations, e.g. Romans and Ancient Egypt.</p>
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## Knowledge and Understanding of Events, People and Change in the Past

	<p>Children should recognise some similarities and differences between the past and the present. They should understand that there are reasons why people in the past acted as they did and describe significant individuals from the past.</p>	<p>Children will be able to note key changes over a period of time and be able to give reasons for those changes. They will find out about the everyday lives of people in time studied compared with our life today and consider how people and events in the past have influenced life today. Children will learn to describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>Children will identify and note connections, contrasts and trends over time in the everyday lives of people. They will use appropriate historical terms such as culture, religious, social, economic and political when describing the past and examine causes and results of great events and the impact these had on people.</p>
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## Presenting, Organising and Communicating

	<p>In KS1, children will show an understanding of historical terms, such as monarch, parliament, government, war and remembrance. They will talk, write and draw about things from the past and use historical vocabulary to retell simple stories about the past</p>	<p>In LKS2, children will use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer and kingdoms. They will present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</p>	<p>In UKS2, children will know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. They will present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p>
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