

History Learning Progression

F2 to Y6

Key Area	F2	Y1	Y2	Y3	Y4	Y5	Y6
Chronological Knowledge	<p>Know the sequence of familiar events at home and school and the language of time when doing this e.g. first, then, last.</p> <p>Know about past events in their own life.</p>	<p>Know about events in own life recognising the difference between present and past.</p> <p>Understand how to place familiar objects and events in order of age or time.</p>	<p>Explain a timeline showing events from own life using key words and phrases.</p> <p>Understand how to place objects and events in order.</p> <p>Understand that their own lives are different from the lives of people in the past.</p>	<p>Understand how to place events and people on a timeline in chronological order using key dates and terms.</p> <p>Know that a historical period is a passage of time that happened in the past.</p>	<p>Know that a timeline can show change over a period of time.</p> <p>Understand dates and terms such as 849 AD, invasion, settlement.</p> <p>Realise that the past can be divided into different periods of time.</p>	<p>Understand a detailed timeline relating to a period of time or a particular event, putting key events in order.</p> <p>Know there are similarities and differences between different periods of time.</p>	<p>Understand two parallel timelines which compare two periods in history.</p> <p>Explain the characteristic features of past societies and periods, and understand changes within and across different periods of time.</p>
Range and Depth of Historical Knowledge	<p>Know that there was a time before they, or the people around them, were born.</p> <p>Know about significant events in their own life. Know that objects can be old or new.</p>	<p>Understand the difference between past and present in their own and others' lives.</p> <p>Know and recount episodes from stories about the past.</p>	<p>Begin to know there are reasons why people in the past acted as they did.</p> <p>Explain differences between ways of life at different times.</p>	<p>Know some reasons for and results of people's actions.</p> <p>Know about the everyday lives of people in the period studied and compare with our life today. Show knowledge</p>	<p>Explain, with reasons, some events, and the results of events, in the period studied.</p> <p>Know how to use evidence to reconstruct everyday life in</p>	<p>Explain the impact of great events and changes on people and give reasonable explanations for this impact.</p> <p>Use factual knowledge and understanding of</p>	<p>Know about the impact of great events and changes on people and give reasonable explanations for this impact.</p> <p>Use factual knowledge and understanding of</p>

			Show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people studied.	and understanding of the main events and changes during the time studied.	the period studied. Identify the main events, people and changes of the period studied.	aspects of British history and of the wider world to describe features of past societies and periods, and begin to make links between them. Know key dates, characters and events of time studied. Know about different aspects of life for different people e.g. between men and women, rich and poor.	aspects of British history and of the wider world to describe features of past societies and periods, and begin to make links between them. Know key dates, characters and events of time studied. Know about the beliefs and characteristics of people studied.
Historical Terms and Vocabulary	Old, new, young, first, next, last, baby, child, grown up, long ago.	Yesterday, today, next week, tomorrow, past, present, long ago, day, week, month, year, last year, calendar, same, different, change, because.	Past, present, future, recently, important event, artefact, museum, evidence, time order, timeline, invention, inventor, discovery, fair, unfair, similar,	Primary evidence, chronological order, period, decade, century, local, national, nation, power, influence, significance, source, oral history, fact, opinion,	Secondary evidence, interpretation, conquest, empire, kingdom, slave invasion, invader, retreat, emperor, settlement, trade, settler, global, international, migration, myths	Democracy, gods and goddesses, republic, monarchy, oppression, Golden Age of Islam, era, social structure, rise and fall, continuity, hierarchy, cause,	Ancient civilisations, pre-history, Stone Age, Iron Age, Bronze Age, archaeology, hunter-gatherer, nomad, agriculture, sacrifice, burial, hoard, execution,

			different, because.		and legends, compare, contrast, consequence.	consequence, chronology.	ideology, culture, causation, hypothesis.
Historical Concepts – the Big Ideas							
Continuity and Change (in and between periods)	<p>Know that people change over time and say how they have changed.</p> <p>Talk about a change in their own family or class.</p>	<p>Know that people, places and objects change over time.</p> <p>Explain how everyday objects have changed over time e.g. toys and phones, and how they have changed in their lives so far.</p>	<p>Explain what has changed in everyday life from the period of time studied including jobs, school, family life, homes and technology.</p> <p>Know about new ideas and inventions of the time.</p>	<p>Know that many aspects of everyday life stay the same over time but that some things change e.g. jobs people do, technology, clothes, the way people spend their spare time.</p>	<p>Know that changes over time can happen rapidly due to significant events like invasion, or more slowly over time.</p> <p>Know that change can depend on economic circumstances, inventions and people’s beliefs.</p>	<p>Know that continuity is the idea that many aspects of everyday life stay the same over time.</p> <p>Name some of these aspects and also identify key events that caused great change for large numbers of people e.g. in the language spoken or the structure of society.</p>	<p>Know that changes can have long or short-term consequences and have an effect on large numbers of people or only particular groups.</p> <p>Describe key changes in the period studied and the effect these had on different groups of people.</p>
Cause and Consequence	<p>Know about things that have happened in their own lives or in stories and begin to say why.</p>	<p>Explain why people did things, and what happened as a result.</p>	<p>Explain why people did things, why events happened and what happened as a result of this.</p>	<p>Explain why people did things, why events happened and give explanations about why they may have done things.</p>	<p>Explain why people did things, why events happened and give explanations about why they may have done things.</p>	<p>Know that people make decisions for a variety of reasons e.g. personal gain, the opinions of others.</p> <p>Explain the positive and</p>	<p>Know that people make decisions for a variety of reasons e.g. personal gain, a lack of options.</p> <p>Know they make decisions based</p>

				Explain the consequences of their actions.	Explain the consequences of their actions on different groups of people.	negative consequences of these decisions.	on the cultural context of the time and that this may be different from our context.
Similarity, Difference and Significance	<p>Know about special times and events in their family.</p> <p>Know some similarities and differences between themselves and others.</p>	<p>Know who was important in a simple historical recount.</p> <p>Know there are similarities and differences between new and old objects</p>	<p>Know who was important in a simple historical recount and give reasons why.</p> <p>Explain similarities and differences between life now and in the past.</p>	<p>Know some key people in historical events and say why they were important.</p> <p>Make simple observations about different people and their beliefs in a period of time.</p>	<p>Know the key people in historical events, what they did and say why they were important.</p> <p>Make observations about different people and their beliefs in a period of time.</p>	<p>Know the historically significant people and events in a period and say why they were significant.</p> <p>Know about similarities and differences in everyday life for different groups of people e.g. men and women, rich and poor, rulers and ordinary people</p>	<p>Know there are similar aspects to different periods of time e.g. strong leadership, invasion, but that there are also differences e.g. where an invasion was successfully repelled.</p>
Historical Enquiry	<p>Know about the past and present through their own experiences and through stories.</p> <p>Ask and answer simple questions</p>	<p>Know that artefacts are objects that were made and used in the past and that they give us clues about life long ago.</p> <p>Be curious and ask questions</p>	<p>Know several ways of finding out about the past e.g. books, artefacts, people, the internet.</p> <p>Know how to find answers to simple questions about</p>	<p>Know a wider range of historical sources that can be used to learn about the past e.g. letters, speeches, photographs.</p> <p>Use these sources of information to</p>	<p>Know there are primary and secondary sources and understand that they can vary in reliability.</p> <p>Know how to select and combine</p>	<p>Know which sources are generally considered most reliable for gaining an accurate understanding of events or periods in time.</p>	<p>Know which source of evidence is most appropriate, and evaluate its usefulness and accuracy in order to reach conclusions, and form own</p>

	about stories and people.	about people and artefacts.	the past from different sources of information. Ask own questions from handling artefacts and listening to recounts.	ask and answer questions about the period studied.	information from different sources to create a fuller picture of an event or person.	Begin to evaluate sources of information and identify those that are useful for particular tasks.	opinions about events or people. Know that some accounts are biased and may miss out key facts.
Historical Interpretation		Know the difference between fact and fiction. Understand there may be differences about how adults talk about the past and how they remember things.	Understand that people see the past in different ways. Compare pictures, photos and accounts of people and events in the past and say how they differ.	Understand that different versions of the past may exist, giving some reasons for this. Compare different versions of the same event and talk about how reliable these may be.	Show some understanding that aspects of the past have been represented and interpreted in different ways. Compare accounts of events from different sources.	Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Begin to evaluate the usefulness of different sources.	Know and begin to analyse, why there are different historical interpretations of events, people and changes. Know how to check the accuracy of interpretations and to work out what is fact, fiction or opinion.
Historical Perspective	Know that a world existed before they or the people around them were born.	Develop knowledge of the passing of time by sorting people and events studied into chronological order. Know that some things happened within living memory but that many things happened beyond this.	Continue to develop a chronologically secure knowledge and understanding, establishing clear narratives within and across periods studied. Understand the connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history. Understand the connections between short-term and long-term timescales.				

