History Progression Ladder

Intent: History offers learners a wealth of opportunities to progress in their world understanding and not least from a historical stance. History inspires curiosity which allows children to gain perspective from the judgements that they make – judgments made from primary and secondary historical evidence and sources. Through the study of History across the world and different time periods, children gain a sense of personal and national identity and can see the issues that are still troubling the world today whilst avoiding an anachronistic stance on these issues.

Content Knowledge

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
• Pupil memories and family memories shared. • Significant people: Black History Month -Ruby Bridges, Floella Benjamin, Neil Armstrong, emergency services and people who help us. • Celebrations such as Diwali and Chinese New Year.	• Changes within living memory Events, people and places in own locality: Toys from Victorian era and toys now • Significant event beyond living memory- The Titanic • Lives of significant individuals who have contributed to national and international achievements - Kings and Queens -Queen Victoria, Elizabeth I and Elizabeth II.	• Significant individual -Grace O'Malley • Events beyond living memory that are significant nationally: The Great Fire of London	• Local study – child apprentice and Quarry Bank Mill-life then and now-comparison to activist Malala • Settlers and the Stone Age to Iron Age • The achievements of an early civilisation: Ancient Egyptians	• The Roman Empire and its impact on Britain • Britain's settlement by the Anglo Saxons – the Saxon struggle for the Kingdom of England to the time of Edward the Confessor	• Viking and Anglo-Saxon struggle for the kingdom • A non-European society that provides contrast with British History – Empires	• A study of an aspect in British history that extends knowledge beyond 1066: World at War • Ancient Greece – study of Greek life and achievements and their influence on the western world

Range and depth of knowledge

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
• Recount events they have experienced over time e.g. day/ week/ • Use appropriate terminology to show knowledge of the passing of time e.g. yesterday, last week, last year, now • Listen to a broad selection of stories to broaden knowledge. • Name and describe people who are familiar to them in their local community.	• Describe the lives of some significant people who lived in the past and say why they are famous. • Use appropriate terminology e.g. past, then and now • Describe what happened in important events in the past.	• Know and can recount episodes from stories about the past • Describe significant people from the past • Pupils recognise dates are used to identify when evens happened in the past.	• Pupils have knowledge and understanding of some of the main events, people and changes from the past • Use vocab. Related to the unit of study • Pupils have some awareness of different periods of the past	• Have knowledge of different times in the past that have been studied • Some awareness of how people's lives have shaped this nation.	• I can give a broad overview of life in Britain in periods studied and some major events from the rest of the world • Pupils can understand why some civilisations have been successful and why others have not. • I can describe the social, ethnic, cultural or religious diversity of the past I can compare an aspect of life with the same aspect in another period	• I can examine causes and results of great events and the impact on people and explain them using evidence • Pupils show depth of factual knowledge and understanding of Britain and the wider world. Pupils can identify features and make links between past societies and periods • Study the beliefs, behaviour, attitudes, and characteristics of people, recognising that not everyone shares the same views and opinions. Compare the above in different periods •

Chronology

EYFS	Y1	Y2	Y3	Y4	Y5	Y6

• To begin to organise events using basic chronology, recognising that things happened before they were born. • Pupils can talk about significant events in their own experience • Pupils can talk about past and present events in their own life • Pupils can talk about a past event in the correct order (day/week/half-ter,/year) • Sequence events and photographs from own life.	• Understand simple chronology and use words relating to the passing of time • Talk about memories of key events in their life • Sequence artefacts from very different time periods • Sequence events in own life and place them on a timeline • Label timelines with words such as: past, present, older, newer.	• Sequence artefacts from similar time periods Match objects to people of different ages • Pupils can use dates where appropriate and label timeline • Sequence artefacts from different periods and check with reference books.	• Use basic timelines (i.e. when the period was) to place events • Use language associated with the passing of time e.g century, decade, BC, after, during • Sequence several events or artefacts.	• Name the date of significant events from the past and place in approximately the right place on a timeline • Place a few events from periods studied on a timeline • Use precise dates • Understand BC and AD.	• Apply knowledge of chronology in a secure way • Make a timeline of events or developments • Identify specific changes within and across different periods over a long arc of development • Describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.	• Place events, people and changes of British, local and world history, on a timeline, using appropriate dates / chronological conventions e.g. BC, BCE and AD • Tell the story of events within and across the time periods studied • Identify specific changes within and across different periods over a long arc of development • Pupils make appropriate use of dates and specialist terms.
EYFS	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Historical Concepts -Similarity, difference and significance						
Similarity, difference and significance • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.	**Similarity, difference and significance** • Know the difference between past and present in pupils own and others lives • Describe similarities and differences between Queens from the past and explain what made them significant.	**Similarity, difference and significance** • Identify similarities and differences between ways of life at different times • Describe why and how people from the past were significant • Describe what happened In important events and why they are significant	**Similarity, difference and significance** • Identify some similarities and differences between periods • Find out about the everyday lives of the people studied and compare with modern life	**Similarity, difference and significance** • Describe why events, people or individuals are significant • Make connections and describe similarities and differences between civilizations • Look for links throughout the time period studied	**Similarity, difference and significance** • Discuss trends over time • Study different aspects of different people within the time period Compare life in early and late time period studied (i.e. like when Queen Victoria ascended the throne compared to her death) • Compare life in different periods • Pupils understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past. •	**Similarity, difference and significance** • Discuss trends over time and notice similarities and differences between civilisations • Pupils use historical concepts to create their own structured accounts, including written narratives and analyses • Understand and compare beliefs, behaviours and attitudes between different periods •
EYFS	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Historical Concepts - Cause and consequence						

Cause and consequence • To know what has caused an event to take place. e.g. wearing Green to celebrate St Patrick's day /fireworks for Diwali • Know how objects link to people and events e.g. match objects from class memory box to people and explain how they are linked if they are from pupils memories.	**Cause and consequence** • Recognise and explain why people did things and what happened because of it Pupils can give a simple explanation of a consequence to an action specifically a result of an event or action of an individual	**Cause and consequence** • Explain why people did things and what happened as a result, giving reasons Give more than one effect of an event with simple explanation	**Cause and consequence** • Identify reasons for, and the results of, people's actions • Understand why people may have wanted something Begin to make connections and contrast	**Cause and consequence** • Identify key features and events in the time period studied and explain what happened because of them / what caused them Explain some of the main events and give reason or cause for change overtime	**Cause and consequence** • Begin to understand the complexity of life in the past and how some societies are very different due to changes or challenges at the time • I begin to see the relationship between different periods and the legacy or impacts for me and my identity. Examine the causes and results of great events and the impact	**Cause and consequence** • Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. • I can see the relationship between different periods and the legacy or impacts for me and my identity Examine the causes and results of great events, with a range of evidence, and the impact
EYFS	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Interpretation						
• Compare and contrast characters from stories, including figures from the past. • Pupils can talk about past photos of themselves and families • Pupils can ask questions about why things happen and give explanations • Pupils can talk about events that have happened on a class timeline	• Distinguish between fact and fiction in a story • Give basic opinion about a past event • Understand some of the ways we find out about the past Begin to find out about life in the past by looking at: stories/information books /pictures or photographs /DVDs /the internet /artefacts /museum displays /old buildings and heritage sites.	• Give basic interpretation of a past event, justified by talking about simple sources such as pictures, photos or what they have read/seen in lessons, internet/ books • Compare two versions of a past • Begin to discuss the reliability of photos/ accounts / stories • Identify way in which the past is interpreted	• Use words to describe how time passes and events are recorded • Know of primary and secondary sources • Look at the evidence available and form own conclusion based on it • With support, begin to evaluate how useful a source is	• Describe the beliefs and ideas people held • Understand primary and secondary sources and select appropriate information to find out about the past such as novels, information books, artefacts • Compare different versions of the same event • Explain why the past is represented in different ways (i.e. Why an Ancient Briton might be angry about a Roman soldier but a Roman General would not) Make connections between local, regional and national history	• Compare and contrast sources and comment on which ones are useful, giving reasons • Understand bias within sources Offer some reasons for different versions of events, understanding that the past can be interpreted in different ways	• Recognise primary and secondary sources • Compare and contrast sources and determine how conclusions were arrived at • Consider ways of checking the accuracy of interpretations • Understand how different evidence will lead to different conclusions • I can explain that the past can be represented or interpreted in many different ways. • Carefully select relevant historical information, considering different viewpoints or thinking about possible bias.
EYFS	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Enquiry						
• Pupils can ask questions about why things happen and give explanations • Pupils can talk about differences between sources from the recent past and now e.g. black and white	• Ask and answer simple questions about the past • I can find answers to simple questions about the past from sources of information e.g. artefacts,	• I can use a source – artefacts, pictures, stories, online sources and databases to find out about the past observe or handle sources to answer questions about the past	• Answer a variety of questions • Use a source of information to help answer questions about the past in sentences	• Answer and sometimes devise own historically valid questions • Use a range of sources of information to help answer question a bout the past	• Understand that not all answers from the past are available to us, and why • I can devise my own historically valid questions.	• I can devise my own historically valid questions. • I can answer more complex questions about the past.

photos and colour photos, telephones and mobile phones	• E.g *What was life like for people? What happened? How long ago?*	Pupils can draw simple conclusions and deduce information on the past from pictures and information. Pupils are beginning to give simple reasons why changes occurred in the past.	• Use the library and internet for research	• Observe smaller or more complex details of sources With confidence, use the internet for research purposes • Know what is relevant and what is not relevant	• I can answer more complex questions about the past. • Select relevant information With confidence, use the internet and non-fiction books for research purposes	• I know how our knowledge of the past is constructed from a range of sources. • Suggest evidence / omissions of the historical record and the means of finding out • Collate knowledge from a range of sources in a fluent account
EYFS	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Organisation and Communication						
• Communicate knowledge through: group and class discussion, drawings and painting, sharing objects and writing • Pupils use words or phrases such as: a long time, years, my mum and dad/ nan and grandad did/had… • Comment on images of familiar situations in the past. • Talk about the lives of the people around them and their roles in society.	• Communicate knowledge through: discussion, drawing and labelling pictures, writing, drama • Pupils use words and phrases such as: *a long time ago, recently, when my parents were children, years,* Pupils show an understanding of concepts such as monarchy	• Describe events using time connectives and adverbs as markers to show structure • Communicate knowledge through: painting and collage, writing, drama, making models and using ICT • Pupils use words and phrases such as: decades, centuries Pupils show an understanding of concepts such as parliament and war	• Present findings about the past • Record understanding of the past through drama, writing, presenting Identify some of the different ways the past is represented	• Pupils can write as if they were living in the past – autobiography or diary • Begin to organize understanding of history in different ways: writing, performing, spoken presentation, creating a presentation • Understand aspects of the past have been represented an interpreted in different ways	• Can write as if they were living in the past – autobiography, diary or monologue • Begin to organize understanding of history in different ways: writing, short film, news report, spoken presentation • Pupils are beginning to make use of dates and terms to structure their work	• Pupils can judge the value of sources and identify those that are useful for answering a question • Pupils can identify and make detailed use of sources of information to help reach and support a conclusion • Arguments and interpretations of the past have been constructed