



# History Progression Framework

## Whitehouse Primary School

<b>EYFS</b>	<b>People and Communities</b>	<ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>
<b>ELG Understanding the World</b>	<b>The World</b>	<ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Areas of Study</b>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Events beyond living memory that are significant nationally or globally.</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> <li>Significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Events beyond living memory that are significant nationally or globally.</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> <li>Significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>The Roman Empire and its impact on Britain</li> </ul>	<ul style="list-style-type: none"> <li>Significant events in the period of history between 410 AD and 1066 (Anglo Saxons and Vikings).</li> <li>The Norman Conquest and Battle of Hastings (1066).</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (The Tudors).</li> <li>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in depth study of Ancient Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (World War II).</li> <li>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in depth study of the Mayan Civilisation.</li> </ul>
<b>Chronology</b>	<ul style="list-style-type: none"> <li>Understand the difference between things that happened in the past and the present.</li> <li>Describe things that happened to themselves and other people in the past.</li> <li>Order a set of events or objects.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use the words past and present when telling others about an event.</li> <li>Recount changes in own life over time.</li> <li>Understand how to put people, events and objects in order</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>Place the time studied on a time line.</li> <li>Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Use a timeline to place historical events in chronological order including those that</li> </ul>	<ul style="list-style-type: none"> <li>Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Sequence up to 10 significant events, movements and dates on a timeline using dates accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</li> <li>Accurately use dates and terms to describe historical events.</li> </ul>

	<ul style="list-style-type: none"> <li>Use a timeline to place important events.</li> </ul>	<ul style="list-style-type: none"> <li>of when they happened, using a scale provided by a teacher.</li> <li>Use a timeline to place important events.</li> </ul>	<ul style="list-style-type: none"> <li>from the period studied.</li> </ul>	<ul style="list-style-type: none"> <li>are sometimes further apart.</li> <li>Describe dates of and order significant events from the period studied.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately use dates and terms to describe historical events.</li> <li>Describe the main changes in a period in history.</li> <li>Make comparisons between different times in the past e.g. Ancient Greece and Ancient Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare changes within and across different periods.</li> <li>Understand how some historical events/periods occurred concurrently in different locations (e.g. Ancient Greece, Ancient Egypt and Mayans all overlap) and evidence this on a timeline.</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>Identify different ways in which the past is represented.</li> <li>Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"</li> <li>Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different ways in which the past is represented.</li> <li>Ask questions about the past.</li> <li>Use a wide range of information to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources (documents, printed sources, Internet, pictures, photographs, music, artefacts, visits to museums and galleries) to find out about the past.</li> <li>Construct responses about one aspect of life or a key event in the past through relevant historical information provided.</li> <li>Address and sometimes devise own questions to find answers about the past.</li> <li>Begin to undertake their own research.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources (documents, printed sources, Internet, pictures, photographs, music, artefacts, visits to museums and galleries) to find out about the past.</li> <li>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</li> <li>Regularly address and devise own questions to find answers about the past.</li> <li>Begin to independently undertake their own research using sources.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise when they are using primary and secondary sources of information to investigate the past</li> <li>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.</li> <li>Select relevant sections of information to address historically valid questions and begin to construct detailed, informed responses.</li> <li>Continue to develop researching skills by identifying reliable sources.</li> </ul>	<ul style="list-style-type: none"> <li>Secure understanding of primary and secondary sources and evaluate their reliability.</li> <li>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.</li> <li>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</li> <li>Investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>
<b>Historical Interpretations</b>	<ul style="list-style-type: none"> <li>Look at books, videos, photographs, pictures and artefacts to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic</li> </ul>	<ul style="list-style-type: none"> <li>Look at more than two versions of the same event or story in history and identify differences.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate different accounts of historical events and be able to explain some of the reasons why the</li> </ul>	<ul style="list-style-type: none"> <li>Find and analyse a range of evidence about the past.</li> <li>Begin to use evidence to offer some clear</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of evidence to offer some clear reasons for different interpretations of</li> </ul>

		<p>buildings, museums, galleries, historical sites and the internet to find out about the past.</p>	<ul style="list-style-type: none"> <li>Investigate different accounts of historical events and begin to explain some of the reasons why the accounts may be different.</li> </ul>	<p>accounts may be different.</p> <ul style="list-style-type: none"> <li>Know that people in the past represent events or ideas in a way that persuades others.</li> </ul>	<p>reasons for different interpretations of events, linking this to factual understanding about the past.</p> <ul style="list-style-type: none"> <li>Consider different ways of checking the accuracy of interpretations of the past.</li> <li>Start to understand the difference between primary and secondary evidence and the impact of this on reliability.</li> <li>Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.</li> <li>Begin to evaluate the usefulness of different sources.</li> </ul>	<p>events, linking this to factual understanding about the past.</p> <ul style="list-style-type: none"> <li>Consider different ways of checking the accuracy of interpretations of the past; taking into account bias (using the terms subjective and objective).</li> <li>Start to understand the difference between primary and secondary evidence and the impact of this on reliability.</li> <li>Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.</li> <li>Evaluate evidence to choose the most reliable form.</li> </ul>
<p><b>Knowledge and Understanding</b></p>	<ul style="list-style-type: none"> <li>Recall some facts about people/events before living memory.</li> <li>Say why people may have acted the way they did.</li> </ul>	<ul style="list-style-type: none"> <li>Use information to describe the past.</li> <li>Describe the difference between then and now.</li> <li>Look at evidence to give and explain reasons why people in that past may have acted in the way they did.</li> <li>Recount the main events from a significant event in history.</li> </ul>	<ul style="list-style-type: none"> <li>Note key changes over a period of time and begin to give reasons for those changes.</li> <li>Find out about the everyday lives of people in the period studied including: clothes; way of life; actions of people; culture and leisure activities; buildings and their uses.</li> <li>Explain how people and events in the past have influenced life today.</li> </ul>	<ul style="list-style-type: none"> <li>Note key changes over a period of time and be able to give reasons for those changes.</li> <li>Find out about the everyday lives of people in the period studied including: clothes; way of life; actions of people; culture and leisure activities; buildings and their uses. Compare findings with our life today.</li> <li>Explain how people and events in the past have influenced life today.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and note connections, contrasts and trends over time in the everyday lives of people.</li> <li>Give own reasons why changes may have occurred, backed up by evidence.</li> <li>Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</li> <li>Examine causes and results of great events and the impact these had</li> </ul>	<ul style="list-style-type: none"> <li>Identify and note connections, contrasts and trends over time in the everyday lives of people.</li> <li>Give own reasons why changes may have occurred, backed up by evidence.</li> <li>Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</li> <li>Examine causes and results of great events and the impact these had</li> </ul>

					<p>on people.</p> <ul style="list-style-type: none"> <li>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>	<p>on people.</p> <ul style="list-style-type: none"> <li>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>
<p><b>Organisation and Communication</b></p>	<ul style="list-style-type: none"> <li>Sort events or objects into groups (i.e. then and now).</li> <li>Tell stories about the past.</li> <li>Walk, write and draw about things from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Describe objects, people or events in history.</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</li> <li>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.</li> <li>Start to present ideas based on their own research about a studied period.</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</li> <li>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.</li> <li>Present ideas based on their own research about a studied period.</li> </ul>	<ul style="list-style-type: none"> <li>Know and show a good understanding of historical vocabulary.</li> <li>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.</li> <li>Plan and present a self-directed project or research about the studied period.</li> </ul>	<ul style="list-style-type: none"> <li>Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, and religious.</li> <li>Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters etc.</li> <li>Present a self-directed project or research about the studied period.</li> </ul>