



History Progression Framework

Whitehouse Primary School

EYFS 2021 ELG -Understanding the World	Past and Present	<ul style="list-style-type: none"> 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
	People, Culture and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Areas of Study	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. 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. Significant historical events, people and places in their own locality 		<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age Local History Study – Milton Keynes The Roman Empire and its impact on Britain Ancient Egypt – a study of Egyptian life and achievements and their influence on the western world Significant events in the period of history between 410 AD and 1066 (Anglo Saxons and Vikings). The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of Ancient Greece A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (World War II). The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of The Maya 			
Chronology	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects.</p> <p>Use a timeline to place important events.</p>	<p>Identifying and comparing people from different periods of time – Rosa Parks and Emily Davison</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale provided by a teacher.</p> <p>Use a timeline to place important events.</p>	<p>Placing Stone, Bronze and Iron Ages into wider chronological contexts</p> <p>Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Developing an understanding of concurrence of civilisations around the world during these times.</p> <p>Sequence several events or artefacts from the period studied.</p>	<p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Placing early civilisations into chronological context – in-depth Egyptians</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p> <p>Use a timeline to place historical events in chronological order including</p>	<p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Placing the Ancient Greeks into the wider context of historical chronology</p> <p>Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p> <p>Describe the main changes in a period in history.</p>	<p>Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p> <p>Identify and compare changes within and across different periods.</p> <p>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.</p>

				those that are sometimes further apart. Describe dates of and order significant events from the period studied.	Make comparisons between different times in the past e.g. Ancient Greece and Ancient Egypt. Begin to accurately use dates and terms to describe historical events.	Begin to accurately use dates and terms to describe historical events.
Continuity and Change	<p>Identifying that changes have happened in history that can impact on today – how childhood has adapted over time and how our lives are different now</p> <p>Identifying that there are reasons for continuities and changes and stating some of these – continuities such as school, washing and toys, changes are the access to and availability of.</p> <p>Identifying that continuity or change can be a good thing or a bad thing.</p>	<p>Identifying that changes throughout history have had important consequences – Emily Davison, Rosa Parks and the Great Fire of London</p> <p>Identifying WHY some things have stayed the same throughout history – monarchy, government ?</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> • Trade • Civilisation <p>Identifying the continuity and changes to the local area</p>	<p>Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> • Trade • Civilisation <p>Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> • Monarchy • Trade 	<p>Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> • Monarchy • Trade <p>Identifying the continuities and changes of Greek achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> • Civilisation • Monarchy 	<p>Identifying the continuity and change from WWII to the modern day.</p> <p>Comparing similarities and differences between the Ancient Maya and the modern day Maya through comparison of:</p> <ul style="list-style-type: none"> • Civilisation
Cause and Effect	<p>Identifying that certain events and individuals have had major consequences in history – Florence Nightingale and Mary Seacole</p> <p>Begin to use the terms ‘cause’ and ‘effect’.</p>	<p>Identifying that certain events and individuals have had major consequences in history – The Great Fire of London</p> <p>Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night</p> <p>Identifying that history can affect the local area, as well as nationally and globally – Alan Turing</p>	<p>Identifying the major causes of advancement from Stone to Bronze to Iron Age and explaining the impact on life.</p>	<p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain.</p> <p>Identifying the importance of the Nile for the Ancient Egyptians, making links between natural resources and humans (incl. early civilisations)</p>	<p>Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.</p> <p>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p> <p>Identifying that one event can have multiple effects – invasions of Britain by Anglo Saxons and Vikings</p>	<p>Identify the cause and effect of WWII and placing this within our locality – Bletchley Park</p> <p>Identifying the cause and effect of Spanish explorers on the Maya – positive or negative?</p>
Significance and Interpretation	<p>Identifying why certain people/events are significant in history – achievements, impact etc.</p> <p>Begin to understand what makes someone or something significant - Nightingale, Seacole, Victoria and Barnado</p>	<p>Identifying why certain people/events are significant in the wider context of history – Rosa Parks, Emily Davison and the Great Fire of London</p> <p>Identifying why some individuals are significant both locally and nationally – Alan Turing</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p>	<p>Use Boudicca primary sources to understand that is one viewpoint and cannot be verified</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history</p>	<p>Using Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints.</p> <p>Identify why interpretations can change in light of new</p>	<p>Identifying the significance of WWII achievements and their impact on today</p> <p>Understanding why others might choose alternative achievements</p> <p>Interpreting WWII as a key point in British history and the</p>

				Identify why interpretation of these sources is critical to our understanding of the past	evidence – change in meaning of the word ‘barbarian’	<p>impact this has on our lives today – who felt more of their impact, us or them?</p> <p>Interpret the achievements of the Maya compared to the other ancient civilisations.</p>
<p>Historical Enquiry</p>	<p>Identify different ways in which the past is represented – posters, photographs, living history.</p> <p>Explore events, look at pictures and ask questions i.e. “Which things are old and which are new?” or “What were people doing?”</p> <p>Look at objects from the past and ask questions i.e. “What were they used for?” and try to answer.</p>	<p>Identify different ways in which the past is represented – newspaper articles, photos and artwork.</p> <p>Ask questions about the past.</p> <p>Use a wide range of information to answer questions.</p>	<p>Begin to use a range of primary and secondary sources (documents, printed sources, Internet, pictures, photographs, music, artefacts, visits to museums and galleries) to find out about the past.</p> <p>Construct responses about one aspect of life or a key event in the past through relevant historical information provided, by beginning to make independent decisions and use evidence to justify their response.</p> <p>Begin to undertake their own research to address and ask own questions.</p>	<p>Use a range of primary and secondary sources (documents, printed sources, Internet, pictures, photographs, music, artefacts, visits to museums and galleries) to find out about the past.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information, by making independent decisions and using evidence to justify their response.</p> <p>Begin to independently undertake their own research using sources and ask own questions.</p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past</p> <p>Begin to use a wide range of different primary and secondary sources 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.</p> <p>Select relevant sections of information to address historically valid questions and begin to construct detailed, informed responses.</p> <p>Continue to develop researching skills by independently identifying reliable sources.</p> <p>Making independent decisions using a range of evidence to justify</p>	<p>Secure understanding of primary and secondary sources and evaluate their reliability.</p> <p>Use a wide range of different primary and secondary sources 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.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</p>
<p>Historical Interpretations</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Begin to understand the difference between primary and secondary sources.</p>	<p>Identifying primary and secondary sources – artefacts, books, internet etc.</p> <p>Identifying why sources are limited for the Stone, Bronze and Iron Ages</p>	<p>Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be</p>	<p>Find and analyse a range of evidence about the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p>	<p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past; taking into account bias (using</p>

		<p>Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>		<p>different - Boudicca, Tacitus and Cassius Dio</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Identify why interpretations is critical to our understanding of the past.</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Begin to evaluate the usefulness of different sources and use them to interpret viewpoints, including bias – Battle of Thermopylae – Herodotus and Tacitus</p> <p>Identify why the amount of written primary sources varies depending on individual time periods – Greeks/Anglo-Saxons/Vikings</p>	<p>the terms subjective and objective).</p> <p>Understand the difference between primary and secondary evidence and the impact of this has on reliability.</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Evaluate evidence to choose the most reliable form.</p> <p>Identify the effectiveness of sources as evidence.</p> <p>Use sources of evidence as the basis for an opinion.</p> <p>Begin to make references to evidence as justification</p>
<p>Knowledge and Understanding</p>	<p>Recall some facts about people/events before living memory.</p> <p>Say why people may have acted the way they did.</p>	<p>Use information to describe the past.</p> <p>Describe the difference between then and now.</p> <p>Look at evidence to give and explain reasons why people in that past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p>	<p>Begin to note key changes over a period of time and begin to give reasons for those changes.</p> <p>Begin to 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.</p> <p>Begin to explain how people and events in the past have influenced life today.</p>	<p>Note key changes over a period of time and be able to give reasons for those changes.</p> <p>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.</p> <p>Explain how people and events in the past have influenced life today.</p>	<p>Begin to identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Begin to give own reasons why changes may have occurred, backed up by evidence.</p> <p>Begin to examine causes and results of great events and the impact these had on people.</p> <p>Begin to describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Examine causes and results of great events and the impact these had on people.</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>

Organisation and Communication	Sort events or objects into groups (i.e. then and now).	Using simple phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘Long ago’ ‘before I was born’ ‘changes to now’	Using phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’ ‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’	Using phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’ ‘decade’ ‘century’ ‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’	Using phrases and words to describe the passing of time - e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’ ‘during this time’ ‘previously’ ‘compared to’	Using phrases and words to describe the passing of time and context of civilisations - e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’ ‘chronology’ ‘context’ ‘the duration of...’ ‘continuing on from...’
	Use simple words to describe the passing of time – e.g. ‘past’ ‘before’ ‘now’ ‘then’					
	Tell stories about the past	Using simple words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’	Using words and phrases to describe events and people from the past – e.g. ‘local’ ‘national’ ‘important’ ‘significant’ ‘primary source’ ‘impact’	Using words and phrases to describe events and people from the past – e.g. ‘impact’ ‘significant’ ‘continuity’ ‘change’ ‘warrior’ ‘artefact’ ‘BC/AD’ ‘ruled’ ‘reigned’ ‘empire’ ‘invasion’ ‘conquer’ ‘kingdoms’	Using words and phrases to describe events and people from the past – e.g. ‘empire’ ‘emperor’ ‘migration’ ‘conquest’ ‘cause’ ‘effect’ ‘peasant’ ‘rebellion’ ‘reliable’	Using words and phrases to describe events and people from the past – e.g. ‘farmer-warrior’ ‘democracy’ ‘Christianity’ ‘myth’ ‘legend’ ‘global’ ‘invader’ ‘interpretation’ ‘viewpoint’ ‘bias’ ‘civilization’ ‘social’ ‘political’ ‘economic’ ‘cultural’ ‘religious’
	Talk, write and draw about things from the past	Describe objects, people or events in history	Begin to 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	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	Begin to 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	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
		Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT	Start to present ideas based on their own research about a studied period	Present ideas based on their own research about a studied period	Plan and present a self-directed project or research about the studied period	Present a self-directed project or research about the studied period
					Begin to use appropriate historical terms such as culture, religious, social, economic and political when describing the past.	Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.