

History Progression Foundation Stage

2-3 Years

- Begin to make sense of their own life-story and family's history.
 - Able to say who they are and who they live with.
 - Can talk about any pets they may have.
 - Can talk about some members of their family.
 - Talk about events that occur during the day.

3-4 Years

- Make sense of their own life-story and family's history.
 - Daily chart/conversations—Day and weather.
 - Able to say who they are and who they live with (This is Me)
 - Can talk about any pets they may have (This is Me)
 - Can talk about some members of their family (This is Me)
 - Order/sequence 3 events that occur during the school day.
 - Sequence family members by age (baby, child, adult) or sequence 3/4 events in the lifecycle of a girl or boy.
 - Celebrate bonfire night and talk about Guy Fawkes
 - Talk about why we have remembrance Day/Poppies (through the artist Georgia O'Keeffe)
 - Comments on picture of experiences in their own life "this was me at the farm..."
 - Talk about toys they had for Christmas and explore toys from the past.
 - Talk about why Christians celebrate Christmas (Jesus)

4-5 Years

- Comment on images of familiar situations in the past e.g. Christmas in school, photos from nursery.
 - Compare their toys with toys from the past.
 - Compare and contrast characters from stories including figures from the past.
 - Use books and stories to find out/identify information.
 - Know about significant individuals e.g. The Queen.

Early Learning Goals

- 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.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

History Progression of Disciplinary Knowledge

Threshold Concept - Investigate and Interpret the Past



Key Stage 1 (Y1/Y2)

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Identify some of the different ways the past has been represented.
- Use artefacts, pictures, stories, online sources and databases to find out about the past.

Lower Key Stage 2 (Y3/Y4)

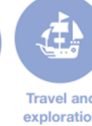
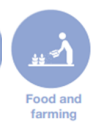
- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.

Upper Key Stage 2 (Y5/Y6)

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate

History Progression of Disciplinary Knowledge

Threshold Concept - Build an overview of world history



Key Stage 1 (Y1/Y2)

- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

Lower Key Stage 2 (Y3/Y4)

- Describe changes that have happened in the locality of the school throughout history.
- Give a broad overview of life in Britain: from ancient to medieval times.
- Compare some of the times studied with those of other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Upper Key Stage 2 (Y5/Y6)

- Identify continuity and change in the history of the locality of the school.
- Give a broad overview of life in Britain and some major events from the rest of the world.
- Compare some of the times studied with those of the other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.



Threshold Concept - Understand Chronology

Key Stage 1 (Y1/Y2)

- Place events and artefacts in order on a timeline.
- Label timelines with words or phrases such as: past, present, older and newer.
- Use dates where appropriate.
- Recount changes that have occurred in their own lives.

Lower Key Stage 2 (Y3/Y4)

- Place events, artefacts and historical figures on a timeline using dates.
- Understand the concept of change over time, representing this, along with evidence, on a timeline.
- Use dates and terms to describe events.

Upper Key Stage 2 (Y5/Y6)

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.
- Use dates and terms accurately in describing events.

History Progression of Disciplinary Knowledge

Threshold Concept - Communicate Historically



Key Stage 1 (Y1/Y2)

Use words and phrases such as: · a long time ago

- recently
- when my parents/carers were children
- years, decades and centuries to describe the passing of time.

Show an understanding of concepts such as:

- nation and a nation's history
- civilisation
- monarchy
- parliament
- democracy
- war and peace.

Lower Key Stage 2 (Y3/Y4)

Use appropriate historical vocabulary to communicate, including:

- dates
- time period
- era
- change
- chronology.

Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Upper Key Stage 2 (Y5/Y6)

Use appropriate historical vocabulary to communicate, including:

- dates
- time period
- era
- chronology
- continuity
- change
- century
- decade
- legacy.

Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.