
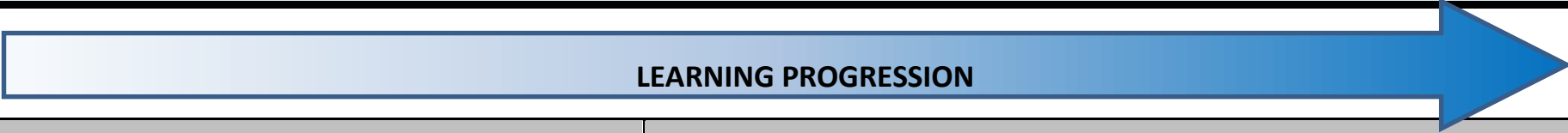



# History Curriculum Progression

EYFS			
LEARNING PROGRESSION 			
Nursery (3-4 year olds)		Reception	
		Reception	ELG
Chronological Understanding	I can begin to make sense of my own life story. (Understanding the World)	I understand what is meant by the 'past'.	I can understand the past through settings, characters and events encountered in books read in class and in storytelling. (Understanding the World)
	I can understand my family's history. (Understanding the World)	I can comment on images of familiar situations in the past. (Understanding the World)	
		I can discuss my experiences. (Communication and Language)	I can express my ideas and feelings about my experiences, including use of past, present and future tenses. (Communication and Language)


# History Curriculum Progression

EYFS			
			
Nursery (3-4 year olds)		Reception	
		Reception	ELG
Knowledge and Interpretation	I can understand the lives of others through role-play. (Communication and Language)	I can talk about the lives of people around me and their roles in society. (Understanding the World)	
		I can say how some things have changed from the past until now. (Understanding the World)	I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. (Understanding the World)
	I can use recently introduced vocabulary. (Communication and Language)	I can use new words in context. (Communication and Language)	

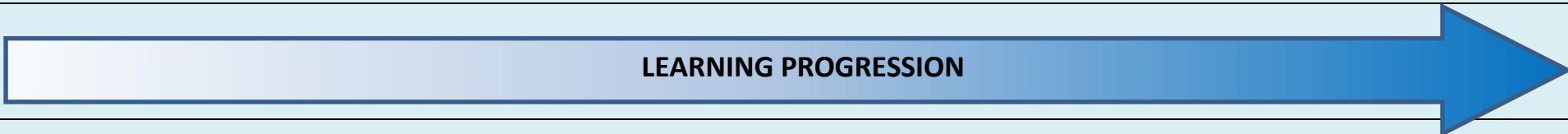
# History Curriculum Progression

EYFS			
			
Nursery (3-4 year olds)		Reception	
		Reception	ELG
Historical Enquiry		I can answer questions and elaborate on my answers. (Communication and Language)	I can develop a rich vocabulary and use key terms in my answers. (Communication and Language)
	I can ask relevant questions. (Communication and Language)	I can listen attentively and respond to what I have heard.	I can respond to what I have heard with relevant questions. (Communication and Language)

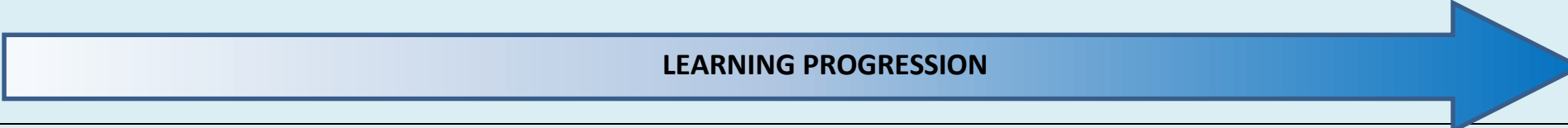
# History Curriculum Progression

Key Stage 1		
		
Overarching Themes		
	Everyday Life	Transport
Chronological Understanding	I understand what is meant by the 'past' and the 'present'.	I can use common words and phrases relating to the passing of time, e.g., 'in the past', 'a long time ago', 'before I was born', 'before my parents/ grandparents were born'.
	I have an understanding of the passing of time.	I have an understanding of the passing of time.
	I know what is meant by chronological order and I can sequence objects or events.	I know where the people and events I study fit within a chronological framework.
	I can use a range of everyday historical terms, such as 'old', 'new', 'change', 'similar' and 'different'.	I can use a range of historical terms, such as 'similarity', 'difference', 'recently', 'ancient' and 'modern'.


# History Curriculum Progression

Key Stage 1		
		
Overarching Themes		
	Everyday Life	Transport
Knowledge and Interpretation	I can begin to understand how things have changed over time (everyday life, transport)	I can identify similarities and differences between ways of life in different periods (everyday life, transport)
	I can begin to identify similarities and differences between ways of life in different periods.	
	I understand changes within my own living memory and the living memory of others.	I understand that things have changed within my parents, grandparents and great grandparents' living memory and I can consider how. (everyday life, transport, legacy)
	I understand that some important events happened beyond living memory and I can recount some of these.	I can recount events beyond living memory which are significant nationally or globally, e.g. the Great Fire of London or the first aeroplane flight.
		I can explain why events were significant nationally or globally.
	I can recognise significant individuals from the past (such as Queen Elizabeth and Christopher Columbus) and I know what they did and why they are important.	I can recognise the national and/ or international achievements of significant individuals from the past.

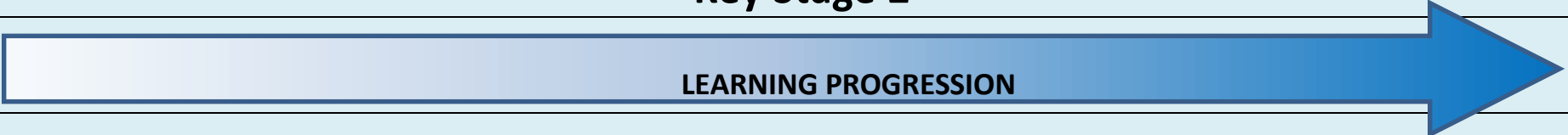
# History Curriculum Progression

Key Stage 1		
		
Overarching Themes		
Everyday Life	Transport	Legacy
Historical Enquiry	I can ask and answer questions about the past.	I can ask and answer questions about the past.
	I can identify objects which might have belonged in the past.	I understand some of the ways in which we find out about the past.
	I can recognise stories set in the past and I can recall them.	I can use parts of stories and other sources to show my understanding of events.
	I can use an artefact, photograph or other source to find out about the past.	I can use a range of sources to answer questions about the past.
		I can find out how my locality has changed (everyday life, transport, legacy)
		I can research historical events, people and places in my own locality.

# History Curriculum Progression

Key Stage 2	
	
Overarching Themes	
Everyday Life	Transport
Legacy	
Chronological Understanding	I can place historical events in chronological order.
	I can place historical events in chronological order and I can begin to work out how long ago they happened.
	I can use historical terms such as 'BC', 'AD', 'century' and 'decade' to describe when something happened.
	I can use a range of historical terms such as 'BC', 'AD', 'century', 'decade' and 'duration' to describe when something happened.
	I know where the people and events I study fit within a chronological framework.
	I can understand when something happened in relation to other time periods I have studied and I can suggest similarities and differences.

# History Curriculum Progression

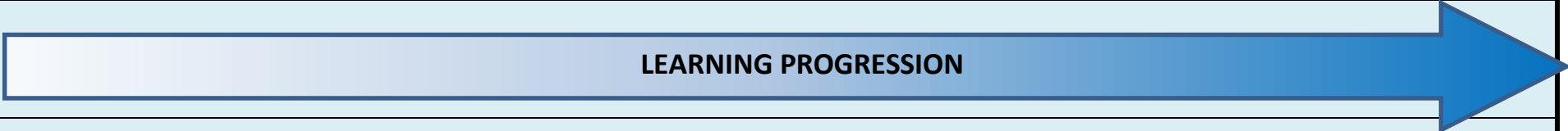
Key Stage 2		
		
Overarching Themes		
	Everyday Life	Transport
		Legacy
Knowledge and Interpretation	I can identify similarities and differences between ways of life in different time periods (everyday life, transport, legacy).	I can identify connections and contrasts between different time periods (everyday life, transport, legacy)
	I can understand the possible causes of an event.	I can consider different causes of an event.
	I can understand the possible effects of an event and how it has shaped our lives (legacy).	I understand the impact of an event on peoples' lives (legacy).
		I know what is meant by 'historically significant' and I can explain why an event is historically significant.
	I can answer historically valid questions, e.g. 'What was life like?' 'Why did they behave in this way?'	I can answer historically valid questions using different sources of evidence, e.g. 'What was life like?' 'Why did they behave in this way?'



# History Curriculum Progression

	I can explain how Britain changed from the Stone Age to the Iron Age (everyday life, transport, legacy)	
	I can identify differences between the history of Britain and the history of a non-European society (everyday life, transport, legacy).	I can identify differences between the history of Britain and a further non-European society.
		I can explain the impact of the Roman Empire on Britain (everyday life, transport, legacy).
	I understand the importance of historical events in my own locality.	
		I can recount aspects of British history beyond 1066, such as the changing of monarchs or the rule of Queen Victoria.

# History Curriculum Progression

Key Stage 2		
		
Overarching Themes		
Everyday Life	Transport	Legacy
Historical Enquiry	I can research an event using different sources.	I can select and organise historical information effectively.
	I understand what sources of evidence are and what they are used for.	I can use a range of sources to learn more about the past and give an informed response.
	I can use a range of sources to learn more about the past.	I understand the significance of various sources of evidence, including primary and secondary sources.
	I can begin to use sources to give an informed response.	I can devise my own historically valid questions and research the answers to them.

