

History progression framework

EYFS ELG - History						
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.			
	Y1	Y2	Y3	Y4	Y5	Y6
<b>History Projects</b>	<b>The Gunpowder Plot Man's first Moon landings</b>	<b>The Great Fire of London Florence Nightingale and Mary Seacole</b>	<b>From Flint to Forge Ancient Egyptians</b>	<b>Romans Anglo- Saxons Vikings</b>	<b>Mayans Greeks</b>	Life in Victorian Britain Propaganda
Constructing the past	identify relevant features of particular historical themes, events and people from family, local, national and global history. E.g. Recall some events and people associated with the Gunpowder Plot.	briefly describe features of particular <b>themes, events</b> and people from <b>family, local, national</b> and <b>global history</b> . E.g. <i>Retell the story of the Great Fire of London.</i>	identify details from several <b>themes, societies, events</b> and significant people covered in <b>local, national</b> and <b>global history</b> . E.g. <i>Identify some of the achievements made during the Stone Age and Iron Age and by Ancient Egyptians.</i>	identify details from <b>local, national</b> and <b>global history</b> to demonstrate some overall awareness of <b>themes, societies, events</b> and people. E.g. <i>Recall a number of details about the Romans/Anglo-Saxons and their achievements.</i>	understand some features associated with <b>themes, societies, people</b> and <b>events</b> . E.g. <i>Understand aspects of life in Mayan times.</i>	provide <b>overviews</b> of the most significant features of different <b>themes, individuals, societies</b> and <b>events</b> covered. E.g. <i>Give a summary of the main features of Victorian Britain</i>

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	Sequencing the past	<p>depict on a timeline the sequence of a few objects and/or pieces of information. <i>E.g. Put the main features of cooking in chronological order on a timeline</i></p> <p>can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'.</i></p>	<p>sequence <b>independently</b> on an <b>annotated timeline</b> a number of objects or events related to particular themes, events, periods, societies and people. <i>E.g. Select a range of farming methods to place on a timeline.</i></p> <p>understand securely and use a wider range of time terms. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.</i></p>	<p>sequence some <b>events</b>, objects, <b>themes</b>, periods and people from topics covered, by providing a few dates and/or period labels and terms. <i>E.g. Group a few events, structures and artefacts belonging to the Bronze and Iron Ages</i></p>	<p>sequence a number of the most significant <b>events</b>, objects, <b>themes</b>, societies, periods and people using some dates, period labels and terms. <i>E.g. Sequence many of the main features of the Roman and Anglo-Saxons.</i></p>	<p>sequence with some independence many of the significant <b>events</b>, societies and people within topics covered using appropriate dates, period labels and terms. <i>E.g. Place many of the important Greek developments, people and events on an annotated timeline.</i></p>	<p>sequence with independence the key <b>events</b>, objects, <b>themes</b>, societies and people using dates, period labels and terms. <i>E.g. Select from a range of material and sequence using appropriate labels and dates (such as 'Classical') many of the main developments, people and events.</i></p>
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		Y1	Y2	Y3	Y4	Y5	Y6
Historical Concepts	Change and Development	Identify with <b>support</b> a few similarities, differences and changes occurring within a particular topic. <i>E.g. Identify differences and similarities between space travel now and then.</i>	Identify <b>independently</b> a range of similarities, differences and changes within a specific topic <i>E.g. Recognise changes in London/nursing</i>	describe some similarities, differences and changes within topic <i>E.g. Describe some similarities and differences between the Earlier and New Stone Ages.</i>	make valid statements about the main similarities, differences and changes occurring across topics. <i>E.g. Categorise changes across the different periods</i>	provide valid reasons why some <b>changes and developments</b> were more important than others	compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. <i>E.g. Provide some similarities and differences affecting different forms of communication</i>

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Cause and Effect		<p>identify at least one relevant <b>cause</b> for, and <b>effect</b> of, several <b>events</b> covered. <i>E.g. Identify an effect of the Gunpowder Plot.</i></p>	<p>identify a few relevant <b>causes and effects</b> for some of the main <b>events</b> covered. <i>E.g. Identify several causes, motives and effects of the Great Fire of London</i></p>	<p>describe some relevant <b>causes for, and effects</b> on, some of the key <b>events</b> and developments covered. <i>E.g. Describe some reasons why and how preparation of food changed over a period and the causes for this.</i></p>	<p><b>comment</b> on the importance of <b>causes and effects</b> for some of the key <b>events</b> and developments <i>E.g. Explain why some reasons were important in changing settlements during different historical periods.</i></p>	<p>place several valid <b>causes and effects</b> in an order of importance relating to <b>events</b> and developments. <i>E.g. Decline of the Mayan civilization and its reasons.</i></p>	<p>explain the role and significance of different <b>causes and effects</b> of a range of <b>events</b> and developments. <i>E.g. Explain how the Victorians innovated. Henry VIII and Queen Elizabeth using propaganda in their portraits to make them look more powerful. Propaganda in WW2.</i></p>
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	Significance and interpretations	consider one reason why an <b>event</b> or person might be significant. <i>E.g. Explain why we remember a particular person (Neil Armstrong) or event ( The Gunpowder Plot)</i>	identify a range of significant aspects of a <b>theme</b> , society, period or person and offer some <b>comments</b> on why they have selected these aspects. <i>E.g. Give reasons why they have chosen particular aspects of the life of a famous person (Florence Nightingale or Mary Seacole) in time</i>	select what is most significant in a historical account. <i>E.g. Describe in some detail some of the most significant features of the Ancient Egyptians.</i>  provide a reason why two accounts of the same <b>event</b> might differ. <i>E.g. Recognise and provide a reason why different people might have different views about the Egyptians</i>	explain why some aspects of historical accounts, <b>themes</b> or periods are significant. <i>E.g. Explain why Roman achievements were significant</i>  <b>comment</b> on a range of possible reasons for differences in a number of accounts. <i>E.g. Explain how and why there were different viewpoints about Boudica.</i>	describe the significant issues in many of the topics covered. <i>E.g. Describe several of the most successful achievements of Ancient Greece.</i>  identify different interpretations for <b>events</b> , developments and people covered <i>E.g. Recognise several different representations and interpretations about Athens.</i>	explain reasons why particular aspects of a historical <b>event</b> , development, society or person were of particular significance. <i>E.g. Critically evaluate the significance of the achievements of the Victorian Era</i>  explain how and why it is possible to have different interpretations of the same <b>event</b> or person. <i>E.g. Explain how and why it is possible to have different interpretations about Henry VIII (Beyond Face Value unit).</i>
		Y1	Y2	Y3	Y4	Y5	Y6
Historical Enquiry	Planning and Carrying out Historical Enquiry	ask and answer a few <b>valid historical questions</b> . <i>E.g. Ask a few questions about historical figures, locate relevant information and communicate the answers as sentences</i>	plan questions and produce answers to a few <b>historical enquiries</b> using historical terminology. <i>E.g. Plan and find information needed to write a paragraph about the similarities and differences between Florence Nightingale and Mary Seacole</i>	ask valid questions for enquiries and answer using a number of sources. <i>E.g. Produce a plan for investigating the skeletons of Maiden Castle and use a few different sources to produce a police report.</i>	devise <b>independently</b> a range of historically valid questions for a series of different types of enquiry and answer them with <b>substantiated</b> responses. <i>Pose independently a series of questions to investigate the success of the Anglo-Saxons using a range of different sources</i>	reach valid conclusions based on devising and answering questions relating to a <b>historical enquiry</b> . <i>E.g. Studying the hierarchy of the Mayan population and their roles in society.</i>	reach a valid and <b>substantiated</b> conclusion to an <b>independently</b> planned and investigated enquiry with suggestions for development or improvement. <i>E.g. Pose independently a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion. Not sure</i>

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Using sources as evidence	<p>extract information from several different types of source including written, visual and oral sources and artefacts. <i>E.g. Extract some relevant information about the life of Neil Armstrong, e.g. from pictures, artefacts or a story.</i></p>	<p>select information <b>independently</b> from several different types of source including written, visual and oral sources and artefacts to answer historical questions. <i>E.g. Choose several different sources to select information about the key features of the life of Florence Nightingale</i></p>	<p>understand how sources can be used to answer a range of historical questions. <i>E.g. Describe how particular sources help provide evidence about the Ancient Egyptians</i></p>	<p>recognise possible uses of a range of sources for answering <b>historical enquiries</b>. <i>E.g. Use a range of different sources to reconstruct aspects of people's lives in different historical periods.</i></p>	<p>accept and reject sources based on valid criteria when carrying out particular enquiries. <i>E.g. Ask questions about the usefulness and reliability of sources relating to Greek mythology.</i></p>	<p><b>comment</b> with confidence on the value of a range of different types of source for enquiries, including extended enquiries. <i>E.g. Select evidence that supports their judgements of how the war affected the local area</i></p>
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