



EYFS - Understanding the World – Past and Present Year 1 – 6 - History Curriculum Progression 2022 - 2023

	EYFS	KS1		KS2		
	Reception / Year 1	Year 1 / Year 2	Year 3	Year 4	Year 5	Year 6
Areas of study	<p>Significant historical events, people and places in their own locality.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>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.</p>	<p>Significant historical events, people and places in their own locality.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>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.</p>	<p>Significant historical events, people and places in their own locality.</p> <p>A study of achievements of the earliest civilizations – an overview of where the and when the first civilizations appeared- Ancient Egypt</p> <p>The Roman Empire and its impact on Britain</p> <p>Study of British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Significant historical events, people and places in their own locality.</p> <p>Study of British history that extends pupils' chronological knowledge beyond 1066</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Significant historical events, people and places in their own locality.</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Significant historical events, people and places in their own locality.</p> <p>A local history study – cotton trade</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>
Chronological Understanding	<p>Understand and use the words past and present when telling others about an event.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Recount changes in my own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>Use a timeline to place important events.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations</p>



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Knowledge and understanding of events, people and changes in the past	<p>Talk about the lives of people around them and their roles in society.</p> <p>Compare and contrast characters from stories, including figures from the past.</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>Changes within living memory to describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p>	<p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Use evidence to describe, places, buildings and their uses of people from the past</p> <p>Changes within living memory to describe the differences between then and now.</p>	<p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Use evidence to describe, places, buildings and their uses of people from the past</p> <p>Changes within living memory to describe the differences between then and now.</p>	<p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p> <p>Changes within living memory to describe the differences between then and now.</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> <p>Changes within living memory to describe the differences between then and now.</p>
Historical interpretation	<p>Comment on images of familiar situations in the past.</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</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>Explore the idea that there are different accounts of history.</p>	<p>Explore the idea that there are different accounts of history.</p>	<p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Evaluate evidence to choose the most reliable forms.</p>	<p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>
Historical enquiry	<p>Identify different ways in which the past is represented</p> <p>Explore events, look at pictures and ask questions i.e. "Which things are old i.e. "Which things are old</p>	<p>Identify different ways in which the past is represented</p> <p>Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What</p>	<p>Identify different ways in which the past is represented.</p> <p>Ask questions about the past. Use a wide range of information to answer</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and</p>



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	<p>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>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>questions.</p>	<p>galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.</p>	<p>galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past.</p>	<p>galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>
<p>Organisation and Communication</p>	<p>Sort events or objects into groups (i.e. then and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Talk, write and draw about things from the past.</p>	<p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p> <p>Ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>