Curriculum progression – History



	Reception	1 – 2 Phase	3 – 4 Phase	5 – 6 Phase
Chronology sequencing events/ objects in time; using chronological vocabulary	• Talks about the past & present events in their own lives and the lives of family members	• Creates simple timelines to sequence processes, events, objects within their own experience. • Confidently use vocabulary associated with the past e.g. 'old and new, then and now.' • Realizes that historians use dates to describe events. • Use phrases describing intervals of time e.g before, after at the same time etc.	• Uses and understands phrases such as 'over three hundred years ago' and AD/BC or BCE/CE. • Begin to understand how historical periods overlap each other and vary in length. • Use precise chronological vocabulary.	• Understand that past civilizations overlap with others in different parts of the world, and that their respective durations vary. • Understand that past civilizations overlap with others in different parts of the world, and that their respective durations vary.
Characteristic features of period/ person/ events studied	• Talk about the lives of people around them and their roles in society. • Understand the past through settings, characters & events encountered in books in class and storytelling.	• Recognizes that buildings, clothing, transport or technology could be different in the past. • Shows awareness of significant features not seen today. • Recognizes and describes, in simple terms, some characteristic features of a person or period studied. Increasingly uses period specific language in explanations.	• Can describe main features associated with the period/civilization studied, mostly using period specific language. • Can give simple explanations that not everyone in the past lived in the same way. • Consistently uses period specific language in explanations	• Understand that some past civilizations in different parts of the world have important similarities. • Can identify and make links between significant characteristics of a period/civilization studied and other studied previously. • Can contrast and make some significant links between civilizations/periods studied. • Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different periods studied.



Change/ continuity Similarities & differences between ways of life at different times	• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	• Can match old objects to people or situations from the past. • Can describe how some aspects of life today differ from the past using simple historical vocabulary. • Can talk about similarities and differences not just between then and not but between then and another then.	• Can describe some changes in history over a period of time and identify some things which stayed the same. • Can describe and give examples of a range of changes at particular points in history while some things remained the same. • Can explain why changes in different places might be connected in some way.	• Can give simple explanations with some simple examples of why change happened during particular events/periods. • Understands that there are usually a combination of reasons for any change. • Understands that changes do not impact everyone in the same way or at the same time. • Understands that changes in different places and periods can be connected. Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly.



Cause/ consequence- why people did things/ causes and results of events and changes		• Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions. • Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.	• Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its result. • Can describe with simple examples different types of causes seeing that events happen for different reasons not just human action.	• Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently. • Can link causes or explain that one cause might be linked to another making an event much more likely to happen. • Can explain the causes and the consequences of quite complex events, even though they might still link some in a simple way.
Significance		• Can recognize and describe special times or events for family or friends. • Can recognize and talk about who was important e.g. in a simple historical account.	• Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time) • Can identify significance reveals something about history or contemporary life.	• Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative. • Can make judgements about historical significance against criteria. • Recognizes that historical significance varies over time, and by the interpretation of those ascribing that significance (provenance)



Interpretation – explore ways we find out about the past and how it is represented		• Can identify and talk about different accounts of real historical situations. • Can identify and talk about differences in accounts relating people or events both from the time (contemporary source) and from the present (interpretive source).	• Can recognize differences between versions of the same event and can give a simple explanation of why we might have more than one version. • Can describe how different interpretations arise. • Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.	• Understands that different accounts of the past emerge for various reasons- different people might give a different emphasis. Understands that some interpretations are more reliable than other than others. • Can construct reasoned arguments about events, periods or civilizations studied. Can questions source reliability with reference to the period or civilization and/or the provenance of a source considering why different sources may give conflicting information and offering reasons for this.
Historical enquiry –asking /answering questions; using sources to find answers and show understanding		• Can talk about similarities and differences between two or more historical sources using simple historical terms. • Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc. • Can gather information from simple sources to ask and answer questions about the past. • Can explain events and action rather than just retell the story.	• Can describe in simple terms how sources reveal important information about the past. • Recognises that the absence of certain types of sources can make it more difficult to draw conclusions. • Can describe and question the origins and purposes of sources using knowledge of periods and civilizations. • Ask perceptive questions. • Knows how to find, select and utilize suitable information and	• Can describe with examples why a source might be unreliable. • Can construct simple reasoned arguments about aspects of events, periods and civilizations studied. • Can construct reasoned arguments about events, periods or civilizations studied. • Can question source reliability with reference to the period or civilization and/or the provenance of a



			sources to formulate and investigate hypothesis.	source, considering why different sources may give conflicting information and offering reasons for this.