



## History – Curriculum Progression

Year R	Changes now and in the past. Explain how they have changed since they were born. Use everyday language related to time. Children talk about the past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about the similarities and differences between themselves and others, and among families, communities and traditions	Understanding the past through story and settings; To listen to stories and understand changes that take place for those characters in the past. Explore new words. To sequence stories and understand that things happen in chronological order. Order and sequence familiar events.	Lives of people around them and their roles in society: To begin to use historical based language – language associated with the passage of time. Ask and answer simple 'how' and 'why' questions. To be curious and understand they're each of their own personal timelines is different and that families are made up differently in relation to gender, race, culture and faith. Recognise and describe special times and events for family and friends.
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	Historical enquiry	Chronological understanding	Knowledge interpretation	Identity and Diversity
Year 1	Answer questions about an artefact and why it was used in the past. To explore through historical enquiry. Find answers to simple questions about the past from different secondary sources of information.	Begin to develop an awareness of the past. Place objects and events in order and explain that some belong in the past. E.g., The Great Fire of London	Explain how some people from the past have made our lives better today. E.g., Inventors such as Thomas Edison. Describe the difference between the present and the past in their own and other people's lives. Use common words and phrases relating to the passing of time.	To identify that people with similarities and differences across race, gender, culture and faith all live together. Make simple observations about these. To choose historical stories that link to different times and different people in different cultures.
Year 2	Find out and ask questions about a famous event or the life of a famous person. Write a simple historical account. Think and discuss why there are differences in the way that things are retold.	Use historical information words such as before, after, present, past, then, now. Sequence a set of events in order and give reasons for that order.	Think and discuss reasons things happened the way that they did. Show an understanding that the past can be interpreted in different ways. Ask and answer historical questions. Recount interesting facts from historical events or the life of someone from Britain in the past (beyond living memory) E.g. The Great Fire of London. Expand their historical vocabulary. Events beyond living memory that are significant nationally or globally. Compare how things in their life are different from when their parents or grandparents did them. Changes within living memory including change in national life.	To choose to investigate important people from different cultures than their own. E.g., Mary Seacole rather than Florence Nightingale. Learn about a diverse range of significant individuals in the past who have contributed to national and international achievements.



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Year 3	Answer questions by using a specific source such as a non-fiction book. Answer historical questions by asking an older person. Regularly address and sometimes devise historically valid questions	Use historical vocab; Begin to explore different time periods and set these in chronological sequence throughout KS2.	Discuss why different sources might be different. Begin to use 2 or more sources that tell them about the same thing	To celebrate and find out important people that link to cultures and times that are important to families, the class and the school. To begin to challenge the stereo types of history in relation to race, culture and gender
Year 4	Ask historically relevant questions and discuss possible answers. Understand how knowledge of the past is constructed from a range of sources	Continue to develop chronologically secure knowledge and establish clear narratives within and across periods studied; Use historical vocab	Discuss what these mean and why they might be different. Begin to use 4 or more sources that tell them about the same thing, including primary and secondary sources of evidence.	Continue to challenge the stereo types of history in relation to race, culture and gender, by championing the lives and the contributions of all. Begin to understand about the lives of all people from every race and culture at different periods of time
Year 5	Continue to ask and develop detailed understanding for their historical enquiry questions. Select and organise relevant historical information	Extend and deepen chronological secure knowledge of history and identify significant events; use historical vocab	Construct their response to knowledge by using a range of sources. Understand that there might be different versions of the same historical period and why this might be the case.	Confidently challenge the stereo types of history in relation to race, culture and gender and begin to question historical sources; Begin to champion the lives and the contributions of all races, cultures and genders



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Year 6	<p>Create relevant structured and evidentially supported accounts;          Investigate their own historical enquiry questions.          Understand how different types of sources rigorously to make historical claims</p>	<p>Extend and deepen chronologically secure knowledge and develop a well-informed context for further learning;          use Historical vocab; Explore connections, contrasts and trends over time, across the chronology of periods studied.</p>	<p>Select and organise the most relevant historical information. Construct their response to knowledge by using a range of sources and use these to decide their historical perspective.</p>	<p>Championing the lives and the contributions of all races, cultures and genders;          Actively challenge historical stereo types and question historical sources in relations to diversity</p>
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