



## History Progression Guide

Developing Together for Tomorrow's World

## Chronological Understanding / Organisation and Communication

| EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Key Stage 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Lower Key Stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Upper Key Stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <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>Understand the past through settings, characters and events encountered in books in the class and storytelling.</p> <ul style="list-style-type: none"> <li>• Talk about past experiences with my family e.g. how I celebrated my last birthday.</li> <li>• Talk about where they have visited locally in own past. Identify these towns / cities / countries on a map.</li> <li>• Talk about their previous experience of weather and plants.</li> <li>• Talk about their own experiences of babies or younger child.</li> <li>• Talk about how own family has changed over time.</li> <li>• In stories, books and photographs explore how families / homes were different in the past.</li> </ul> | <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <ul style="list-style-type: none"> <li>• Talk, write and draw about things from the past, describing objects, people or events in history.</li> <li>• Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young</li> <li>• Understand the difference between things that happened in the past and the present, sorting these into groups (i.e. then and now.)</li> <li>• Describe events that happened to themselves and other people in the past.</li> <li>• Order a set of events or objects to form a simple timeline that has been structured by an adult.</li> <li>• Recount changes in their own life over time</li> <li>• Study their locality and identify how this has changed over time</li> </ul> | <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods of study.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>• Use a timeline to place historical events in chronological order with some adult guidance to structure the timeframe.</li> <li>• Describe dates of and order significant events from the period studied.</li> <li>• Describe the main changes in a period in history.</li> <li>• Communicate ideas about the past using specified genres.</li> <li>• Understand an aspect of their local heritage (chain making) and how it relates to the national story, developing a sense of pride in where they live.</li> </ul> | <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods of study.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <ul style="list-style-type: none"> <li>• Identify significant contrasts and trends within studied periods of time.</li> <li>• Order significant events, movements and dates on a timeline, devising the timeline themselves.</li> <li>• Identify and compare changes within and across different periods, using historical sources to evidence their observations.</li> <li>• Understand how some historical events occurred concurrently in different locations.</li> <li>• Communicate learning using a range of chosen genres, reflecting on past evidence and how this is presented.</li> <li>• Understand an aspect of their local heritage (speedway) and how it relates to the national story, developing a sense of pride in where they live.</li> </ul> |

| Knowledge and understanding of events, people and changes in the past                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Key Stage 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Lower Key Stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Upper Key Stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>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 in the class and storytelling.</p> <ul style="list-style-type: none"> <li>• Talk about children's previous experiences of visiting a farm</li> <li>• Talk about the roles of important people in society.</li> <li>• Identify similarities and differences between transport now and in the past.</li> <li>• Explore through books, photographs and artefacts how people and places have changed over time.</li> <li>• Identify how some animals are extinct. Explore what this means. Talk about animals at risk of becoming extinct in the future.</li> </ul> | <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> <li>• Recall some facts about people/events beyond living memory and within living memory</li> <li>• Explain why people may have acted the way they did using information and historical evidence to describe the past.</li> <li>• Describe the differences between then and now.</li> <li>• Recount the main events from a significant event in history.</li> <li>• Develop a sense of pride in where they live, identifying the changes from the past.</li> </ul> | <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods of study.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Address historically valid questions about change, cause, similarity and difference, and significance. Understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> <li>• Use evidence to describe activities, clothing, ways of life and actions of people from the past, identifying how they compare and contrast to present day.</li> <li>• Use evidence to describe what was important to people from the past.</li> <li>• Describe similarities and differences between people, events and artefacts studied.</li> <li>• Use a range of primary and secondary sources to gain a deeper understanding of history.</li> <li>• Describe how items studied have affected /influenced life today.</li> <li>• Develop a sense of pride in where they live, identifying the changes from the past and how Cradley Heath was an integral part in a historic event.</li> </ul> | <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods of study.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Address historically valid questions about change, cause, similarity and difference, and significance. Understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> <li>• Choose primary and secondary sources of information to find out about the past, identifying reliability and conflict in historical records.</li> <li>• Give their own reasons why changes may have occurred over time, backing these up with evidence.</li> <li>• Describe similarities and differences between some people, events and artefacts studied</li> <li>• Describe how historical events studied affect/influence life today.</li> <li>• Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> <li>• Develop a sense of pride in where they live, identifying the changes from the past and how Cradley Heath is famous for its Speedway.</li> </ul> |

## Historical Interpretation and enquiry

| EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Key Stage 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Lower Key Stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Upper Key Stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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