



# Progression in History

EYFS to Year 6



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## History Progression across all year groups

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	30-50 months 40-60 months Early Learning Goals						
Chronological Understanding	<p>*Use everyday language related to time such as now,</p> <p style="color: green;">Children talk about past and present events in their own lives and family members.</p>	<p>*Sequence events in their life.</p> <p>*Develop a simple awareness of the past.</p> <p>*Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>*Match objects to people of different ages.</p> <p>*Place events on a simple timeline.</p>	<p>*Sequence artefact closer together in time. Check accuracy using books/ICT.</p> <p>*Sequence photographs from different periods of their life.</p> <p>*Place events on a simple timeline, adding times previously studied.</p>	<p>*Place the time studied on a timeline, compare where this fits in to topics previously studied.</p> <p>*Use dates and terms related to the study unit and passing of time.</p> <p>*Sequence several events or artefacts. Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</p>	<p>*Place the time studied on a timeline, compare where this fits in to topics previously studied.</p> <p>*Use terms related to the period and begin to date events.</p> <p>*Understand more complex historical terms e.g. BC/AD/CENTURY</p> <p>*Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</p>	<p>*Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.</p> <p>*Gain greater historical perspective by placing their growing knowledge into different contexts.</p> <p>*Use and relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity,</p>	<p>*Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.</p> <p>*Use relevant dates and terms - empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.</p> <p>*Sequence previously studied topic on a timeline to gain greater historical perspective.</p> <p>*Develop a chronologically secure</p>

						<p>difference and significance.</p> <ul style="list-style-type: none"> <li>*Make comparisons between different times in the past.</li> <li>*Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied</li> </ul>	<p>knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</p>
<p>Range and depth of historical knowledge</p>	<p>Children know that other children don't always enjoy the same things and are sensitive to this.</p>	<ul style="list-style-type: none"> <li>*Recognise the difference between past and present in their own life and the lives of others.</li> <li>*Know and recount episodes from stories about the past, knowing and understanding key events.</li> <li>*Talk about simple similarities and differences between life at different times.</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise why people did things, why events happened and what happened as a result.</li> <li>*Know and recount episodes from stories about the past, knowing and understanding key events.</li> <li>*Talk about similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>*Find out about everyday lives of people in time studied.</li> <li>*Compare with our life today.</li> <li>*Identify reasons for and results of people's actions.</li> <li>*Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>*Use evidence to reconstruct life in the time studied.</li> <li>*Identify key features and events of time studied.</li> <li>*Look for links and effects in the time studied.</li> <li>*Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>*Study different aspects of different people – differences between men and women.</li> <li>*Examine causes and results of great events and the impact on people.</li> <li>*Compare life in 'early' and 'late' times studied. Compare an aspect of life with the</li> </ul>	<ul style="list-style-type: none"> <li>*Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>*Compare beliefs and behaviour with another time studied.</li> <li>*Write another explanation of a past event in terms of cause and effect using evidence to support and</li> </ul>






















						<p>same aspect in another period.</p>	<p>illustrate their explanation.</p> <p>*Know key dates, characters and events of time studied.</p>
<p>Interpretation of History</p>	<p>*Look at their own families and immediate surroundings.</p>	<p><b>Extracting</b></p> <p>*Use stories to encourage children to distinguish between fact and fiction and to help them remember key historical facts.</p> <p>*Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.</p> <p><b>Interrogating</b></p> <p>*Compare adults talking about their past – How reliable are their memories?</p>	<p><b>Extracting</b></p> <p>*Use stories to encourage children to distinguish between fact and fiction and to help them remember key historical facts.</p> <p><b>Interrogating</b></p> <p>*Compare 2 versions of a past event.</p> <p>*Compare pictures or photographs of people or events in the past.</p> <p>*Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.</p>	<p><b>Extracting</b></p> <p>*Use 2 or more different sources, media or artefacts to piece together information about a period of history that is being studied.</p> <p>*Recognise the role of archaeologists.</p> <p><b>Interrogating</b></p> <p>*Identify and give reasons for the different ways in which the past is represented.</p> <p>*Distinguish between different sources – compare different versions of the same story.</p> <p>*Note connections in Historical periods studied.</p>	<p><b>Extracting</b></p> <p>*Investigate primary &amp; secondary sources and explain the differences between these two types of sources.</p> <p>*Use textbooks and own growing historical knowledge to gain a better perspective.</p> <p><b>Interrogating</b></p> <p>*Look at and evaluate the evidence available.</p> <p>*Begin to evaluate the usefulness of different sources.</p> <p>*Note connections in historical periods studied.</p>	<p><b>Extracting</b></p> <p>*Investigate and understand two different versions of a similar event and compare and contrast these.</p> <p><b>Interrogating</b></p> <p>*Compare different accounts of events from different sources – fact or fiction.</p> <p>*Offer some reasons for different versions of events.</p> <p>*Beginning to understand source bias.</p> <p>*To comment on the reliability and bias of sources and</p>	<p><b>Extracting</b></p> <p>*To be able to gather information from a wide range of sources and select which sources are most relevant – with varying opinions.</p> <p><b>Interrogating</b></p> <p>*Link sources and work out how conclusions were arrived at.</p> <p>*Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>*Be aware that different evidence will lead to different conclusions.</p>

				<ul style="list-style-type: none"> <li>*Look at representations of the period e.g. museum, cartoons etc.</li> </ul>		<ul style="list-style-type: none"> <li>how it may impact the validity.</li> </ul>	<ul style="list-style-type: none"> <li>*Confidently use the library and internet for research.</li> <li>*To consider different ways to check and evaluate the reliability of different sources, which may be bias.</li> </ul>
<p><b>Historical Enquiry</b></p>	<ul style="list-style-type: none"> <li>*Children know about similarities and differences between themselves, others, and families, and communities and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>*Find answers to simple questions about the past from sources of information e.g. artefacts.</li> <li>*Ask and answer simple historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>*Handle sources and evidence to ask and answer questions about the past on the basis of simple observations.</li> <li>*Ask and answer appropriate historical questions, using their growing historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>*Use a range of sources to find out about a period.</li> <li>*Observe small details – artefacts, pictures.</li> <li>*Select and record information relevant to the study.</li> <li>*Use the library and the Internet for own personal research.</li> <li>*Ask and answer simple questions</li> </ul>	<ul style="list-style-type: none"> <li>*Use evidence to build up a picture of a past event.</li> <li>*Choose relevant material to present a picture of one aspect of life in time past.</li> <li>*Ask and answer a variety of questions.</li> <li>*Use the library and the internet for own personal research.</li> <li>*Answer and begin to devise own historically valid questions</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to identify primary and secondary sources.</li> <li>*Use evidence to build up a picture of a past event.</li> <li>*Select relevant sections of information.</li> <li>*Use the library and internet for research with increasing confidence.</li> <li>*Answer and devise own historically valid questions about change, cause, similarity and difference and significance.</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise primary and secondary sources.</li> <li>*Use a range of sources to find out about an aspect of time past.</li> <li>*Suggest omissions and the means of finding out.</li> <li>*Bring knowledge gathered from several sources together in a fluent account.</li> <li>*Answer and devise own historically valid questions about change, cause, similarity and</li> </ul>

<p><b>Organisation and Communication</b></p>	<p>*Children talk about past and present events in their own lives and family members.</p>	<p>*Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT.</p> <p>*Use simple terms to talk about the passing of time.</p> <p>*Use timelines to order events or objects.</p> <p>*Tell stories about the past.</p> <p>*Talk, write and draw about things from the past.</p>	<p>*Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and ICT.</p> <p>*Use simple terms to talk about the passing of time.</p>	<p>*Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</p> <p>*Begin to construct own responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>*Use historically accurate terms to talk about the passing of time.</p>	<p>*Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</p> <p>*Construct own responses beginning to select and organise relevant historical information.</p> <p>*Use historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</p>	<p>*Recall, select and organise historical information.</p> <p>*Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>*Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.</p> <p>*Use historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</p>	<p>difference and significance.</p> <p>*Recall, select and organise information.</p> <p>*Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>*Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.</p> <p>*Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>*Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</p>
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# Progression in Chronology

## Progression in Chronology

Year Group	Objectives	Examples	Key Chronological Vocabulary																
EYFS		Sequencing <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid #002060; background-color: #ADD8E6; padding: 5px; margin: 2px;">Baby</div> <div style="border: 1px solid #002060; background-color: #ADD8E6; padding: 5px; margin: 2px;">1 year</div> <div style="border: 1px solid #002060; background-color: #ADD8E6; padding: 5px; margin: 2px;">2 years</div> <div style="border: 1px solid #002060; background-color: #ADD8E6; padding: 5px; margin: 2px;">Nursery</div> <div style="border: 1px solid #002060; background-color: #ADD8E6; padding: 5px; margin: 2px;">Reception</div> </div>	Before, after, soon, later																
Year 1	<ul style="list-style-type: none"> <li>*Sequence events in their life.</li> <li>*Develop a simple awareness of the past.</li> <li>^Sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>*Match objects to people of different ages.</li> <li>*Place events on a simple timeline.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; background-color: #ADD8E6;">Old</th> <th style="width: 50%; background-color: #ADD8E6;">New</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </tbody> </table> <div style="margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; background-color: #ADD8E6; text-align: center;">Bears</td> <td style="width: 75%;"></td> </tr> <tr> <td style="text-align: center;">   <small>Grandparents</small> </td> <td style="text-align: center;">    <small>Parents</small>      <small>Me</small> </td> </tr> </table> </div> <div style="margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td style="background-color: #ADD8E6; text-align: center;">First</td> <td style="background-color: #ADD8E6; text-align: center;">Second</td> <td style="background-color: #ADD8E6; text-align: center;">Third</td> <td style="background-color: #ADD8E6; text-align: center;">Now</td> </tr> </table> </div>	Old	New			Bears		 <small>Grandparents</small>	  <small>Parents</small> <small>Me</small>					First	Second	Third	Now	before, after, now, then, autumn, winter, spring, summer, tomorrow, yesterday, days of the week, months of the year, this week, next week, past, history, first, second, third, early
Old	New																		
Bears																			
 <small>Grandparents</small>	  <small>Parents</small> <small>Me</small>																		
																			
First	Second	Third	Now																



Year 2

\*Sequence artefact closer together in time. Check accuracy using books/ICT.

\*Sequence photographs from different periods of their life.

\*Place events on a simple timeline, adding times previously studied.

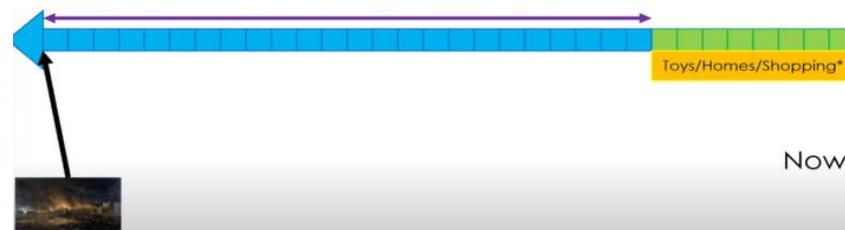
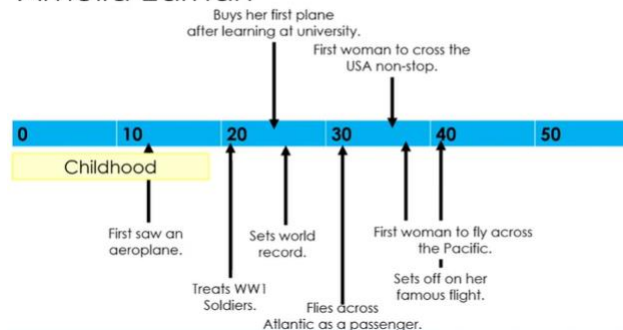


Chronological order,  
sequence, decade, era,  
period, century

Sequencing



Amelia Earhart



Great Fire of London

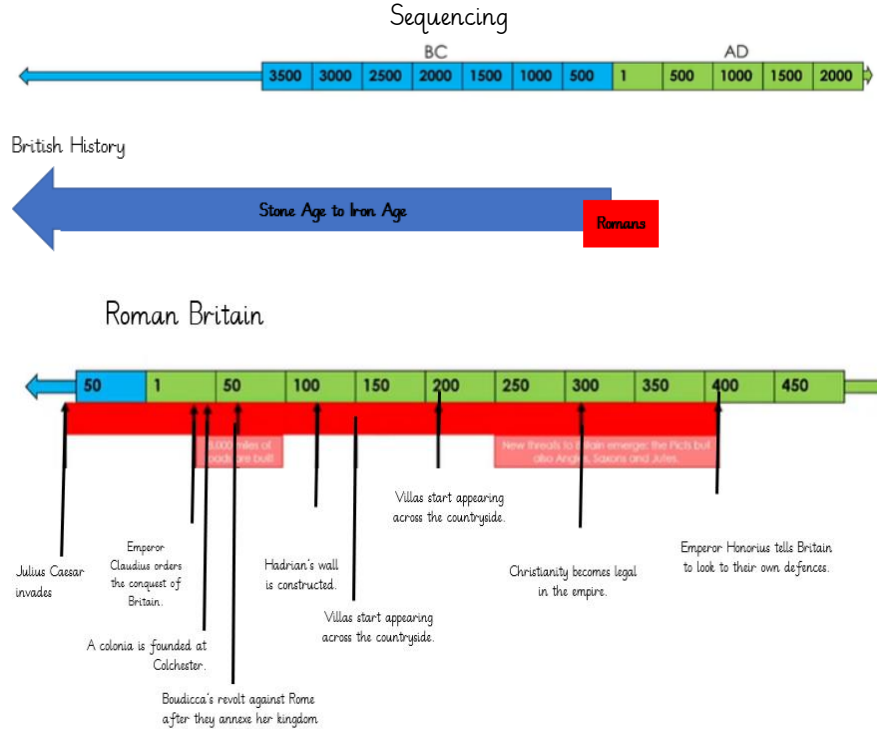
Now

Year 3

\*Place the time studied on a timeline, compare where this fits in to topics previously studied.

\*Use dates and terms related to the study unit and passing of time.

\*Sequence several events or artefacts. Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.



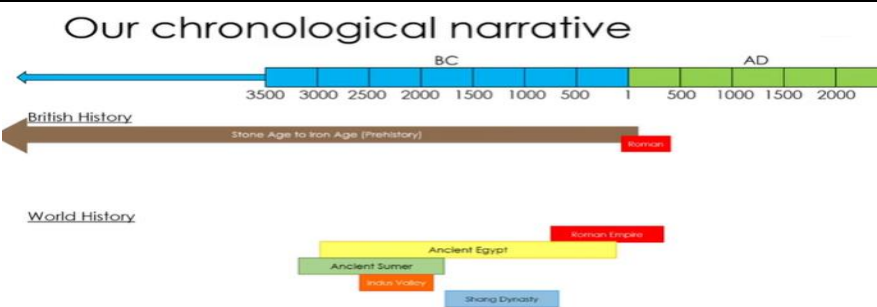
Chronological order, B.C.E (Before the Common Era), A.D (Anno Domini), Stone Age, Neolithic, Iron Age, thousands of years

Year 4

\*Place the time studied on a timeline, compare where this fits in to topics previously studied.

\*Use terms related to the period and begin to date events.

\*Understand more complex historical terms e.g. BC/AD/CENTURY



\*Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.

\*Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.

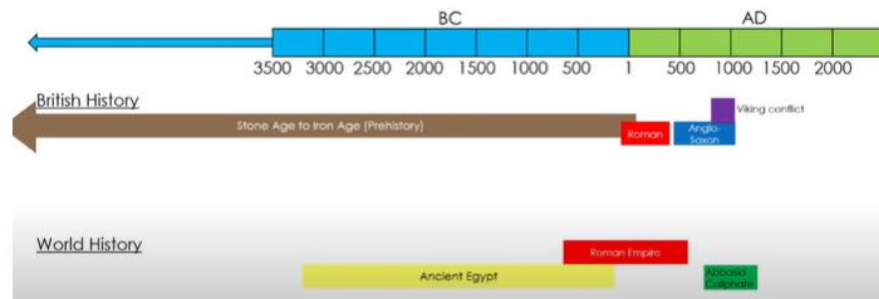
\*Gain greater historical perspective by placing their growing knowledge into different contexts.

\*Use and relevant terms and period labels  
- Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.

\*Make comparisons between different times in the past.

\*Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied

## Chronological Concurrence



Chronological order, B.C.E (Before the Common Era), A.D (Anno Domini), first civilisations, chronological order, C.E (The Common Era), millennium, era, period, B.C (Before Christ), thousands of years,

Year 5

Year 6

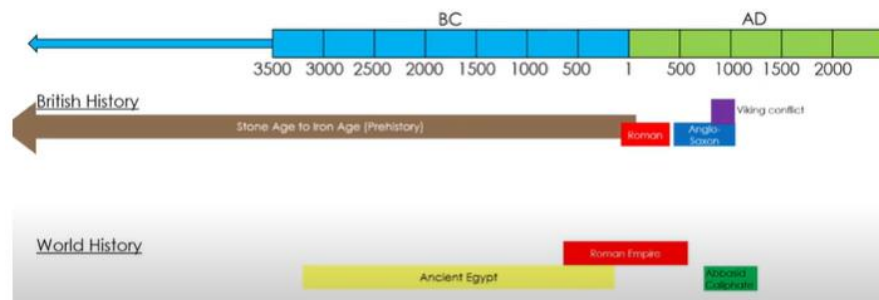
\*Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.

\*Use relevant dates and terms - empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.

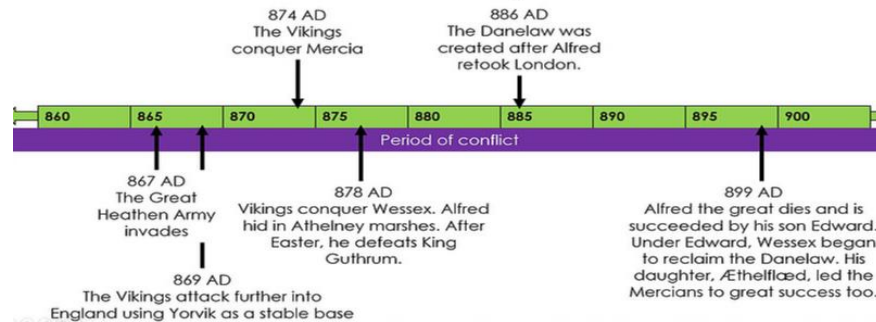
\*Sequence previously studied topic on a timeline to gain greater historical perspective.

\*Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.

## Chronological Concurrence






## The invasion and conquest



Chronological order, B.C.E (Before the Common Era), A.D (Anno Domini), first civilisations, chronological order, C.E (The Common Era), millennium, era, period, B.C (Before Christ), thousands of years,

Progression in historical  
enquiry

## Progression in historical interpretation

Year Group	Objectives	Examples
EYFS		
Year 1	<p><b>Extracting</b>            *Use stories to encourage children to distinguish between fact and fiction and to help them remember key historical facts.</p> <p>*Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.</p> <p><b>Interrogating</b>            *Compare adults talking about their past – How reliable are their memories?</p>	<p>Talk about simple ways in which the past is represented</p>   

Year 2

### Extracting

\*Use stories to encourage children to distinguish between fact and fiction and to help them remember key historical facts.

### Interrogating

\*Compare 2 versions of a past event.

\*Compare pictures or photographs of people or events in the past.

\*Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.

### John Evelyn's fire of London account

John Evelyn also kept his diary during the events of September 1666 and, given their length, it seems appropriate to give them a home here. The diary entries below are taken from this source (mirror). I've included all of Evelyn's relevant entries, so, if you know nothing about what happens during the Fire, some of the below might count as SPOILERS!

Many thanks to Terry Foreman for suggesting this article.

Sunday 2 September 1666

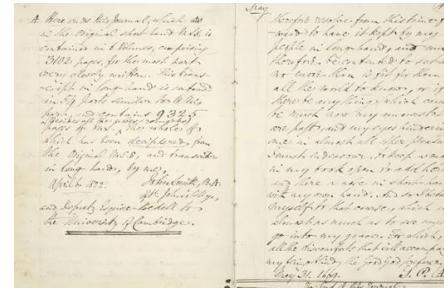
This fatal night about ten, began that deplorable fire, neere Fish-streete in London.

I had pub, prayers at home. After dinner the fire continuing, with my Wife & Sonn took Coach & went to the bank side in Southwarke, where we beheld that dismal spectacle, the whole City in dreadfull flames neere the Water side, & had now consumed all the houses from the bridge all Thames Streete & up-wards towards Cheape side, downe to the three Cranes, & so returned exceedingly astonish'd, what would become of the rest. (Permalink)

Compare pictures of people in the past



### Samuel Pepys' diary





Year 3

### Extracting

\*Use 2 or more different sources, media or artefacts to piece together information about a period of history that is being studied.

\*Recognise the role of archaeologists.

### Interrogating

\*Identify and give reasons for the different ways in which the past is represented.

\*Distinguish between different sources – compare different versions of the same story.

Recognise the role of archaeologists



Use 2 or more different sources to piece together information

### Julius Caesar's description of Britain in 54BC from book V of Caesar's *Gallie War*

*Simplified from translations of the original Latin in the public domain*

The interior (inland) part of Britain is inhabited by those... who were born in the island itself. The area next to the sea is made up of people from the country of the Belgae<sup>1</sup>, who travelled there to plunder and make war... and who then stayed and began to farm the lands. The people are countless in number, and they have many buildings, mostly very like those of the Gauls<sup>2</sup>. The number of cattle is great. They use either brass or iron rings, set at a certain weight, as their money. Tin is produced in the midland regions; near the sea, iron is produced, but in small amounts, [so] they use brass, which is imported. As in Gaul, there is timber (wood) of every type, except beech and fir. They do not see it as lawful to eat the hare, cockerel or goose; however, they do breed them for amusement and pleasure. The climate is more temperate (mild) than in Gaul, the colds being less severe.



Cassius Dio account of Boudicca



Tacitus account of Boudicca

### Chapter 29

During the consulship of Lucius Caesennius Paetus and Publius Petronius Turpilianus [AD 60-61], a dreadful calamity befell the army in Britain. Aulus Didius, as has been mentioned, aimed at no extension of territory, content with maintaining the conquests already made. Veranius, who succeeded him, did little more: he made a few incursions into the country of the Silures, and was hindered by death from prosecuting the war with vigour. He had been respected, during his life, for the severity of his manners; in his end, the mark fell off, and his last will discovered the low ambition of a servile flatterer, who, in those moments, could offer incense to Nero, and add, with vain ostentation, that if he lived two years, it was his design to make the whole island obedient to the authority of the prince.



Iceni tribe coins



Year 4

### Extracting

\*Investigate primary & secondary sources and explain the differences between these two types of sources.

\*Use textbooks and own growing historical knowledge to gain a better perspective.

### Interrogating

\*Look at and evaluate the evidence available.

\*Begin to evaluate the usefulness of different sources.

\*Note connections in historical periods studied.

Primary sources – Sutton Hoo



Anglo-Saxon artefacts



Secondary sources



Primary Sources – The Anglo-Saxon Chronicle



Year 5

**Extracting**

\*Investigate and understand two different versions of a similar event and compare and contrast these.

**Interrogating**

\*Compare different accounts of events from different sources – fact or fiction.

\*Offer some reasons for different versions of events.

\*Beginning to understand source bias.

\*To comment on the reliability and bias of sources and how it may impact the validity.

**Comparing and contrasting**

**How are those prejudices manifested?**

The idea that pharaohs were worshipped as all-powerful gods, for instance, is just plain silly. Translated ancient Egyptian letters show us that the relationship between a pharaoh and his courtiers was very far from that between a god and his worshippers. But the idea of an all-powerful god was very common at the time that these books were written in the early 20th century, so it became an important concept when this history was being laid down.

*“ Letters show us that the relationship between a pharaoh and his courtiers was very far from that between a god and his worshippers ”*

**Pharaoh: Lord of the Two Lands**



The most powerful person in ancient Egypt was the **pharaoh**. The pharaoh was the political and religious leader of the Egyptian people, holding the titles: 'Lord of the Two Lands' and 'High Priest of Every Temple'.

As 'Lord of the Two Lands' the pharaoh was the ruler of Upper and Lower Egypt. He owned all of the land, made laws, collected taxes, and defended Egypt against foreigners.

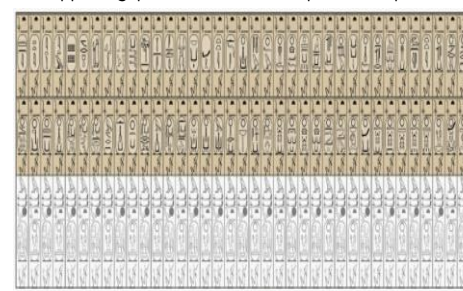
As 'High Priest of Every Temple', the pharaoh represented the gods on Earth. He performed rituals and built temples to honour the gods.



**Turin Papyrus – Manetho**



**Opposing pharaoh list – Apion Josephus**



Year 6

**Extracting**

\*To be able to gather information from a wide range of sources and select which sources are most relevant – with varying opinions.

**Interrogating**

\*Link sources and work out how conclusions were arrived at.

\*Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.

**Different evidence will lead to different conclusions.**



Uncensored



Censored



German photos of Dresden



\*Be aware that different evidence will lead to different conclusions.

\*Confidently use the library and internet for research.

\*To consider different ways to check and evaluate the reliability of different sources, which may be bias.

Elements to examine if a source is biased

Author of the source

Intended audience

Reason for writing the source

Time when the source was written



## BORDER COUNTIES WELCOME CITY CHILDREN

GREAT SCHEME CARRIED OUT WITHOUT A HITCH

MAGNIFICENT WORK BY LOCAL RECEPTION WORKERS

The great scheme of evacuating some three million children and mothers of infants under five years of age from what are regarded as vulnerable areas to less vulnerable areas came into operation on Friday.

By yesterday (Tuesday) the evacuation was practically complete. Everything proceeded "according to plan" and the whole scheme went through with such smooth precision as to call for the highest admiration for the enthusiasm and efficiency of all those taking part.

To the Border Counties have come thousands of these children and it can be said that they received a real kindly Border welcome. Oswestry as a distributing centre saw the arrival of some 4,000 mothers and children for the borough and the Rural District spread over four days.

The various reception committees threw themselves into the work with whole-hearted enthusiasm and the smooth way in which the children were detained and conveyed to their destinations by buses to the rural areas and by private motor cars in the borough is worthy of the highest praise. And not only the committees but the various urban and rural officials, the railway staffs, the bus conductors, the owners of private cars and the people who have taken the children into their homes have worked with a unity of purpose.



**DON'T do it,  
Mother—**

**LEAVE THE CHILDREN  
WHERE THEY ARE**

