

## Progression in History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Historical knowledge</b>							
<b>Vocabulary</b>							
<b>Chronological Understanding</b>	Talk about past and present events in their own lives and in the lives of family members. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	Understand common words and phrases relating to the passing of time.  Sequence people, events or objects taught so far.	Understand common words and phrases relating to the passing of time.  Sequence people, events or objects taught so far.	Understand common words and phrases relating to the passing of time.  Understand timelines can be divided into BC and AD.  Place periods of history studies onto a given timeline.	Understand common words and phrases relating to the passing of time.  Use given timelines to place key events from within the period studied.	Understand common words and phrases relating to the passing of time.  Use a given timeline to place local, national and international events within a period of history.  Use a given timeline to demonstrate changes in one key area (e.g. technology, religion, leisure).	Understand common words and phrases relating to the passing of time.  Use a timeline to place a range of periods from around the world, some occurring concurrently.
<b>Vocabulary</b>	now, then, old, older, new, newer  today, yesterday, tomorrow, last week, last year	year, decade, century, ancient, modern, long ago, timeline, date order, past, present, events, lives, living memory	chronological order, era, period, recently, old fashioned, traditional,	Anno Domini (AD), Before Christ (BC), Common Era (CE), Before the common era (BCE), millennium, circa, reign	chronology, 18 <sup>th</sup> /19 <sup>th</sup> /20 <sup>th</sup> century	concurrently, anachronism	
<b>Historical Enquiry</b>	Use physical sources from the past in relation to topics covered. E.g. toys in the past / ICT through the years – old cameras tape players etc.	Ask simple questions about a significant event/person in history.  Use a given source (e.g. diary entry, artefacts) to find facts about the past.	Ask a range of questions about the past (Who? What? When? Why?)  Understand that a source provides information about the past and that there are different types of sources.	Ask focused questions in order to find out specific information about the past.  Use a number of given source to infer information about the past.  Select and record relevant information	Develop and adapt questions based on what they find and what they still need to know.  Suggest different sources which could be used to find out about the period they are studying (e.g. eye witness accounts, newspapers,	Identify if a source is primary or secondary.  Identify fact and opinion within a written source.	Evaluate the usefulness and accuracy of different sources of evidence.  Suggest accurate and plausible reasons for how/why aspects of the

				from written sources.	photographs, stories).  Use a number of sources to infer information about a specific aspect of the past.  Understand sources can be sorted into two categories: primary and secondary.	Understand that the past has been represented in different ways and that different sources may provide a different viewpoint.	past have been represented and interpreted in different ways.  Select the most appropriate source of evidence for a particular task.
<b>Vocabulary</b>	who, what, when	source, artefacts, why? where? when? opinion, fact, viewpoint, detective, investigate, historians, change,  This source tells me..	impact, primary source (first hand evidence), secondary source (second hand evidence), experts, research, evidence, cause, effect	enquiry, infer, relevance. continuity, impact, importance, significance, reason  This suggests/implies...	hypotheses  My conclusion is.., The evidence suggests, on one hand...	consequence, plausible, interpret, validity, impression  This supports/contradicts the idea that...	reliability, subjective, objective, bias, justification  The source omits to mention...