



Progression for History

Area	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Place the time studied on a time line Use dates and terms related to the unit and passing of time Sequence several events or artefacts	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD Know and sequence up to 6 events.	Know and sequence up to 8 key events of time studied on a timeline Use relevant terms and period labels Make comparisons between different time period studied	Place current study on timeline in relation to other periods studied and compare any events occurring concurrently. Use relevant dates and correct terminology. Sequence up to 10 events on a timeline
Historical enquiry	Use a range of sources to find out about a period . Introduce primary and secondary sources Ask and answer questions about the past, Begin to select and record relevant historical data Begin to use the library and internet for research	Use evidence to build up a picture of a past event Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources. Revisit the terms primary and secondary source Use the library and internet for research	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Bring knowledge gathered from several sources together in a fluent account Devise, ask and answer more complex questions about the past, considering key concepts in history
Interpreting history	Be aware that different versions of the past may exist and begin to suggest reasons for this Distinguish between different sources - compare different versions of the same story	Be aware that different versions of the past may exist and begin to suggest reasons for this Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	Understand that the past is represented and interpreted in different ways and give reasons for this Compare accounts of events from different sources - fact or fiction	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations - fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Causes and consequences	Recognise why people did things Recognise why some events happened Recognise what happened as a result of people's actions or events	Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes	Begin to offer explanations about why people in the past acted as they did	Provide clear explanations for why people in the past acted as they did, commenting on the effects of their actions (using evidence to support and illustrate their explanation).
Similarities and differences	Identify similarities and differences between ways of life in different periods, including present day life.	List some of the similarities and differences between different periods, e.g. social, belief, local, individual.	Show understanding of some of the similarities and differences between the time period studied and present day, e.g. social, belief, local, individual.	Show clear understanding of some of the similarities and differences between different time periods, e.g. social, belief, local, individual.

Significance	Recognise identify who was important within lessons based on specific historical events/accounts, e.g. talk about important places and who was important and why.	Identify and begin to describe historically significant people and events in situations	Understand that some events, people or developments are seen as more significant than others.	Give reasons why some events, people or developments are seen as more significant than others, giving examples
Communicate historically	Use appropriate historical vocabulary to communicate, including: Monument; folly; achievement; Significant impact; Monarch ; ruler; era; Continuity and change; time period; dates; Chronology; chronological order;	Use appropriate historical vocabulary to communicate, including: Empire, dissolution, expansion ,civilisation Legacy; century Pilgrimage; Cause and effect Primary and secondary sources; Impact across centuries	Use appropriate historical vocabulary to communicate, including: Superpower; space race; Military campaign; Civilisation; hierarchy; Extinct; origin; peasantry; hierarchy	Use appropriate historical vocabulary to communicate, including: Dictator; refugee; evacuation, parliament; Global; international crisis; Evolution; heresy ; Social pressures; acts of parliament; pioneering



