Progression in History

Aspect	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
Chronological awareness	• Begin to develop an awareness of time through familiar routines, experiences and events. • Notice that people and things change as time passes.	• Begin to sequence familiar events and experiences when describing them. • Recognise that some stories and events happened a long time ago. • Recognise significant dates and events in their own lives. • Use everyday language to talk about the passing of time and events that have happened, even if not always accurately. • Recount experiences from their own past, using photographs and other prompts. • Understand that people are different ages and that family members may belong to different generations.	• Sequence events from their own lives and familiar stories in chronological order. • Use common words and phrases to describe the passing of time, including now, then, before, after and long ago. • Sequence artefacts, events and people from different periods of the past. • Place events and stories in chronological order using simple timelines. • Understand that the past refers to events that have already happened and the present refers to the time happening now. • Understand that within living memory refers to the relatively recent past that people alive today may remember.	• Sequence a series of events, photographs, artefacts or developments in chronological order. • Place people, events and periods studied within a broader chronological framework. • Use timelines to show the sequence and duration of events. • Recognise that historical events and periods can last for different lengths of time. • Use terms such as decade to describe periods of time. • Understand the distinction between events within and beyond living memory.	Develop a secure chronological framework, placing people, events and periods in relation to one another and using increasingly precise language to describe sequence, duration and change over time.

Aspect	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
Disciplinary concepts	• Begin to notice that people, places and things can change over time. • Talk about similarities and differences between familiar people, places and experiences. • Begin to talk about things they have seen, heard or experienced.	• **Change and continuity:** Notice that people, places and things change over time, while some things stay the same. • **Cause and consequence:** Begin to recognise that actions and events can have consequences. • **Similarity and difference:** Compare familiar situations, people and objects from the past and present. • **Historical significance:** Recognise people and events that are important to themselves and their families. • **Sources and evidence:** Use photographs, stories, books and artefacts to find out about the past. • **Historical interpretations:** Recognise that the past can be represented in different ways through photographs, drawings, stories and other accounts.	• **Change and continuity:** Describe simple changes and things that have stayed the same over time, including changes within their own lives and in everyday objects. • **Cause and consequence:** Ask and answer simple questions about why things happened or changed, with support. • **Similarity and difference:** Identify similarities and differences between life today and life in the past. • **Historical significance:** Recognise that some people and events are considered significant or important. • **Sources and evidence:** Use photographs, artefacts, accounts and visits to museums to find out about the past and answer simple historical questions. • **Historical interpretations:** Recognise that the past can be represented in different ways, including through photographs, stories and artefacts.	• **Change and continuity:** Identify changes and continuities over time and begin to recognise reasons why things changed. • **Cause and consequence:** Explain simple reasons why people acted, events happened and what happened as a result. • **Similarity and difference:** Identify similarities and differences between ways of life at different times and make comparisons with their own lives. • **Historical significance:** Recognise that some people and events have greater historical significance than others and describe their impact on people or society. • **Sources and evidence:** Use a range of sources, including artefacts, photographs, maps and accounts, to ask and answer questions about the past and make simple observations and inferences. • **Historical interpretations:** Recognise that the past can be represented in different ways and compare different representations or accounts of people and events.	Use historical concepts and evidence to explain change and continuity, cause and consequence, similarity and difference and significance, recognising that the past can be interpreted in different ways.

Aspect	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
Historical enquiry	• Begin to notice and talk about things they see, hear and experience. • Begin to ask questions about people, places and events.	• Ask simple questions about people, places, objects and images from the past. • Use photographs, pictures, stories and artefacts to find out about the past. • Make simple observations about what sources show about the past. • Begin to recognise whether an image, photograph or story represents the past. • Share ideas about what they have found out using simple language, pointing to or referring to sources.	• Ask simple questions about people, events and objects from the past, including how and why questions. • Use photographs, artefacts, stories and other sources to find out about the past and answer questions. • Make simple observations and deductions from sources of evidence. • Identify simple information about the past from sources. • Draw simple conclusions to answer historical questions, using evidence from sources. • Communicate findings through discussion, drawing, writing, drama and simple timelines. • Use appropriate historical vocabulary when discussing and communicating ideas about the past.	• Ask a range of questions about people, events and aspects of the past. • Use books, photographs, artefacts, maps and accounts to find information about the past. • Select relevant information from sources to answer historical questions. • Make simple inferences and connections using evidence from sources. • Begin to consider how useful a source is for answering a particular question. • Use evidence from more than one source to support an answer. • Draw simple conclusions about the past and explain how evidence supports them. • Communicate answers in a range of ways, including discussion, writing, drawing, drama and simple recounts. • Use relevant historical vocabulary when communicating findings.	Develop the ability to ask purposeful historical questions, select and interpret evidence from a range of sources, draw conclusions and communicate answers using appropriate historical vocabulary.

Aspect	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
Substantive concepts	• Begin to notice that people have different roles and responsibilities. • Begin to recognise that people can achieve, create and discover things.	**Power**: • Begin to recognise that some people have important roles and responsibilities and may have more power or influence than others. **Achievements and follies of mankind:** • Recognise achievements, creations and discoveries in their own lives and those of people around them. • Begin to recognise that people in stories from the past may be remembered for what they did or achieved.	**Achievements and follies of mankind:** • Identify some inventions and discoveries that continue to influence people's lives today. • Recognise some achievements of significant individuals from the past. • Begin to recognise that inventions and discoveries can change people's lives.	**Power** • Know that a monarch is a king or queen. • Recognise that power can be exercised in different ways by different people and groups, including monarchs. • Know that Britain was once made up of different kingdoms ruled by monarchs. • Begin to recognise that the way power is organised can change over time. **Achievements and follies of mankind** • Identify significant inventions and achievements from the past that continue to influence people's lives today. • Explain in simple terms the contribution or impact of significant inventions and discoveries. • Recognise the achievements and contributions of significant individuals. • Begin to recognise that achievements and inventions can have both positive and negative consequences.	Develop understanding of how power, achievements and human actions have shaped societies over time, recognising that their impact can be both positive and negative.

Vocabulary Progression in History

Key vocabulary is revisited and consolidated across year groups, with new vocabulary introduced progressively as pupils' knowledge and understanding develops. Repetition of key terms is intentional and supports secure understanding and confident use of vocabulary.

Aspect	EYFS		KS1		Moving into KS2
	Preschool	Reception	Year 1	Year 2	
Chronological awareness	after, before, today, tomorrow, now, old, yesterday	after, before, long ago, memory, new, now, old, past, present, today, tomorrow, yesterday	after, before, event, future, memory, past, present, then, timeline	beyond living memory, decade, future, history, lifetime, living memory, past, period, present, timeline	Continue to broaden and deepen historical vocabulary, using increasingly precise language to describe people, events, ideas and developments in the past.
Disciplinary concepts	change, different, same	change, different, past, same, similar	artefact, change, clues, different, similar	change, clues, evidence, important, same, similar, source	
Historical enquiry	ask, find, look, question	ask, find, look, question, remember, tell	answer, ask, find, question, tell	answer, evidence, explain, find, question, source, tell	
Substantive concepts	create, home, leader, make, move, rule	create, discover, invention, king, leader, queen, rule, travel	discover, explorer, invention, king, leader, queen, rule, war	discovery, inventor, invention, king, monarchy, power, queen, ruler	