



Esh Winning Primary School History Progression

Curriculum Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Extension
Chronological Understanding	<p>Use Year One vocabulary accurately</p> <p>Understand the difference between what happened in the past and present.</p> <p>Put event and objects in order of when they happened.</p> <p>Use a simple timeline to order events or objects</p>	<p>Use Year Two (and One) vocabulary accurately</p> <p>Describe the difference between what happened in the past and present</p> <p>Use a given timeline to order events or objects</p> <p>Recount changes over time (such as own life, village life, event)</p>	<p>Use Year Three (and KS1) vocabulary accurately</p> <p>Understand BC and AD</p> <p>Place dates from times studied onto a timeline</p>	<p>Use LKS2 vocabulary accurately</p> <p>Understand the past is divided into centuries</p> <p>Place dates from times studied onto a timeline</p>	<p>Use UKS2 (and LKS2) vocabulary accurately</p> <p>Create a timeline to place dates from times studied</p> <p>Begin to understand that a timeline is divided into periods of history</p>	<p>Use UKS2 (and LKS2) vocabulary accurately</p> <p>Understand that a timeline is divided into periods of history</p> <p>Create a detailed timeline to place dates from times studied independently</p>	
Historical Enquiry	<p>Ask and answer questions about the past</p> <p>Recall a story from the past</p>	<p>Use sources of evidence (artefacts, books, visits) to answer questions about the past</p> <p>Recount or write a story from the past accurately</p> <p>Identify different ways history is represented (eye witness accounts, pictures, books, artefacts)</p>	<p>Devise questions for the period studied</p> <p>Suggest sources of evidence for answering questions.</p> <p>Use sources of evidence to find out about the past</p>	<p>Devise valid questions for the period studied.</p> <p>Identify why some sources of evidence might be more or less reliable when answering questions with support.</p> <p>Use sources of evidence to find out about the past</p> <p>Give reasons why there may be different accounts of history</p>	<p>Devise historically valid questions for the period studied.</p> <p>Identify why some sources of evidence might be more or less reliable when answering questions</p> <p>Give clear reasons why there may be different accounts of history</p> <p>Look at different versions of the same event in history and</p>	<p>Devise historically valid questions for the period studied about a variety of historical concepts (change, cause, similarity and difference, significance</p> <p>Understand that evidence may not always be reliable and can evaluate and select reliable sources of evidence independently.</p> <p>Use evidence to explain why there may</p>	

				Look at different versions of the same event in history and identify difference.	identify differences	be different accounts of history (there may not be a single answer to a historical questions)	
Knowledge and Understanding	<p>Knows facts about people and events studied in Year One</p> <p>Talk about why people acted as they did in the past.</p> <p>Show awareness of similarities and difference between ways of life in the past</p>	<p>Knows facts about people and events studied in Year Two</p> <p>Use evidence to suggest reasons why people acted as they did in the past and what happened as a result.</p> <p>Identify similarities and difference between ways of life in the past</p>	<p>Knows facts about people and events studied in Year Three</p> <p>Describe similarities and differences between the people, events and objects I have studied</p>	<p>Knows facts about people and events studied in Year Four</p> <p>Describe how the time period studied has affected life today</p> <p>Understand some reasons why an event happened</p>	<p>Knows facts about people and events studied in Year Five</p> <p>Explain how the time period studied has affected life today</p> <p>Explain different reasons why an event happened.</p> <p>Understand what makes some events and people more significant that others with support</p>	<p>Knows facts about people and events studied in Year Six</p> <p>Explain how the time period studied has affected life today</p> <p>Make links between time periods of a chosen element of society</p> <p>Prioritise which reasons were the most important why an event took place.</p> <p>Understand what makes some events and people more significant that others</p>	