7.1 Progression in EYFS

	Development Matters & ELG
Nursery	**Nursery:** • Communication & Language: • Use a wider range of vocabulary. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat? • Literacy • Engage in extended conversations about stories, learning new vocabulary • Understanding the World: • Begin to make sense of their own life-story and family's history
Reception	**Reception:** • Communication & Language: • Learn new vocabulary • Use new vocabulary in different contexts. • Describe events in some detail • Engage in non-fiction books. • Understanding the World: • Talk about members of their immediate family and community. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past **ELG** • Listening, attention and understanding • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Speaking • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Literacy • Comprehension • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Understanding of the World • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

7.2 Progression in KS1 & KS2 – Investigate and interpret the past.

KS1	• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.
LKS2	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.
UKS2	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.

7.3 Progression in KS1 & KS2 – Build an overview of world history.

Y1/2	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.
Y3/4	• Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Y5/6	• Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

7.4 Progression in KS1 & KS2 – Understand chronology.

Y1/2	• Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.
Y3/4	• Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.
Y5/6	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.

7.5 Progression in KS1 & KS2 – Communicate historically.

Y1/2	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

Y3/4	• Use appropriate historical vocabulary to communicate, including:
	  • dates
	  • time period
	  • era
	  • change
	  • chronology.
	• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Y5/6	• Use appropriate historical vocabulary to communicate, including:
	  • dates
	  • time period
	  • era
	  • chronology
	  • continuity
	  • change
	  • century
	  • decade
	  • legacy.
	• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.
	• Use original ways to present information and ideas.