



ABPS History Progression EYFS-Y6 2020-21

| Stage/Year group | Understanding (Chronological) | Knowledge (range and depth) | Interpretations | Enquiry | Organisation & Communication | Vocabulary |
|-------------------|--|--|--|--|--|--|
| EYFS | <ul style="list-style-type: none"> • Birthdays, Days, months, seasons. • Understanding of changes in their own lifetime - personal timeline. • Uses everyday language related to time. (M - ELG) • Talk about things they did at the weekend, yesterday, this morning... Visual timetable • Orders and sequences familiar events (M - ELG). | <ul style="list-style-type: none"> • Understand key features of event e.g. Remembrance Day • Learn about the lives of significant family members • Children to talk about past and present events in their own lives and in the lives of family members. (UW - ELG) | <ul style="list-style-type: none"> • Recount an event, verbally and written. • Use past, present & future forms accurately when talking about events that have happened or are to happen in the future (Spk ELG) | <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. (UW - 40-60) • Talk about changes. (UW - ELG) • History mystery objects. • They answer 'how' and 'why' questions about their experiences and in response to stories and events. (CL - ELG) • Know that information can be retrieved from books and computers. (L - ELG) | <ul style="list-style-type: none"> • Children represent their own ideas, thoughts and feelings through: <ul style="list-style-type: none"> • design technology • art • music • dance • role play • stories (EAD - ELG) | <p><u>ABPS supplemental:</u></p> <p>past family tree</p> |
| 40-60 months/E LG | <ul style="list-style-type: none"> • Enjoys joining in with family routines and customs. | <ul style="list-style-type: none"> • Can sort "old and new" | <ul style="list-style-type: none"> • Can talk about past and present events. | <ul style="list-style-type: none"> • Can talk about past and present events. | <ul style="list-style-type: none"> • Represent things from the past in pictures and writing. | <p><u>ELG:</u></p> <p>old, new, before, now, a long time ago, special time, family, after, changes</p> |



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| Year 1 | <ul style="list-style-type: none"> • Sequence events in their life • Sequence photographs from different time periods in their life • Describe key memories • Identify objects old and new • Describe differences between old and new objects/artefacts • Begin sequencing photographs of key events studied | <ul style="list-style-type: none"> • Recognise the difference between past and present in their own and others' lives • Talk about and recall facts about the lives of significant people e.g Neil Armstrong • Identify and discuss key events linked to the significant people studied • Know and recount episodes from stories about the past | <ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • Use a range of pictures, photographs, books, videos, artefacts | <ul style="list-style-type: none"> • Begin to sort artefacts 'old' and 'new' • Find answers to simple questions about the past from sources of information e.g. artefacts e.g what were they used for? • Use a timeline to place important events or objects. | <ul style="list-style-type: none"> • Communicate their knowledge through: • Discussion • Drawing pictures · • Drama/Role • Play · • Music · • Models · • Writing · • ICT | <p>a long time ago now, yesterday, last week, when my grown ups were younger</p> <p>when I was little past</p> <p>since I was born</p> <p>famous celebrated event(s)</p> <p>Queen King rule</p> <p>years</p> <p>difference</p> <p>object artefact</p> <p>picture photograph</p> <p>explain</p> <p>used for</p> |



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| Year 2 | <ul style="list-style-type: none"> • Sequence photographs of key events studied • Sequence key facts of an event studied • Describe significant memories linked to national life (i.e family weddings/royal weddings) • Recount main events of a significant event in history | <ul style="list-style-type: none"> • Talk about and recall key information about significant people from the past • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times (then and now) | <ul style="list-style-type: none"> • Compare two versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories (i.e 1st,2nd and 3rd class accounts from the Titanic) | <ul style="list-style-type: none"> • Use a source - observe or handle sources to answer questions about the past on the basis of simple observations • Identify different ways the past is represented • Use a timeline to place important events | <ul style="list-style-type: none"> • Communicate their knowledge through: • Discussion • Drawing pictures • Drama/Role Play • Music • Models • Writing • ICT • Dance | <p>before I was born</p> <p>when I was younger</p> <p>before/after past/present then/now</p> <p>sequence chronological order</p> <p>earlier later local area</p> <p>historical event when grandparents were young Britain parliament older person source research Briton/s</p> |



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| Year 3 | <ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts | <ul style="list-style-type: none"> • Find out about everyday lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something | <ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources - compare different versions of the same story • Look at representations of the period- museum, cartoons etc | <ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details (same/different) - artefacts, pictures, clothes • Select and record information relevant to the study • Begin to use the library and internet for research | <ul style="list-style-type: none"> • Communicate their knowledge through: <ul style="list-style-type: none"> • Discussion • Drawing pictures • Drama/Role Play • Models • Music • Writing • ICT • Dance | <p>BC/AD</p> <p>decade</p> <p>ancient</p> <p>century</p> <p>timeline</p> <p>period</p> <p>Brits</p> <p>settlers</p> <p>settlement</p> <p>invaders/invasion</p> <p>conquer(ed)</p> <p>combat</p> <p>archaeologists</p> <p>excavate</p> <p>evidence</p> <p>similarities/</p> <p>differences</p> <p>information</p> <p>finding skills</p> <p>historical</p> <p>information</p> <p>historian</p> |



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| Year 4 | <ul style="list-style-type: none"> • Place events from the period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms E.g. BC/AD, BCE/CE | <ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Introduce the idea of empathy through a study of people's behaviour and characteristics and beliefs e.g rich/poor • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events • Describe how some of the things I have studied from the past affect/influence life today. | <ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge • Look at different versions of the same event in history and identify differences. • Know that people in the past represent events or ideas in a way that persuades others. | <ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Choose relevant sources to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research | <ul style="list-style-type: none"> • Recall, select and organise historical information. • Communicate and present their knowledge and understanding • Discussion/debates • Drawing pictures • Drama/role play • Models • Music • Writing • ICT • Dancing | <ul style="list-style-type: none"> recent history time difference shape our lives religious differences wealthy/poor items accurate picture of the past version historical argument point of view BCE/CE |



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| Year 5 | <ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past • Describe similarities and differences between some people, events and artefacts studied. • Describe how historical events studied affect/influence life today. | <ul style="list-style-type: none"> • Study different aspects of different people - differences between men and women • Recognise the beliefs, behaviour and characteristics through a critical lens • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period • Make links between some of the features of past societies (e.g religion, houses, society, technology). | <ul style="list-style-type: none"> • Compare accounts of events from different sources-fact or fiction • Offer some reasons for different versions of events and how reliable they are • Give own reasons why changes may have occurred, backed up by evidence. | <ul style="list-style-type: none"> • Begin to identify primary and secondary sources and their reliability. • Use evidence to build up a picture of a past event • Select relevant sections of information from sources • Use the library and internet for research with increasing confidence | <ul style="list-style-type: none"> • Recall, select and organise historical information in greater detail • Communicate their knowledge and understanding in greater detail • Discussion/debates • Drawing pictures • Drama/role play • Models • Music • Writing • ICT • Dancing | <p>comparison</p> <p>role of Britain</p> <p>Christian values</p> <p>crime</p> <p>punishment</p> <p>hypothesis</p> <p>primary</p> <p>reliable</p> <p>Secondary</p> |



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| Year 6 | <ul style="list-style-type: none"> • Place current study on timeline in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line • Order significant events, movements and dates on a timeline • Identify and compare changes within and across different periods • Understand how some historical events occurred concurrently in different locations i.e Ancient Egypt and Prehistoric Britain, | <ul style="list-style-type: none"> • Understand beliefs, behaviour, characteristics and motives of people, recognising that not everyone shares the same views, feelings and values of empathy. • Compare beliefs and behaviour with another time studied • Communicate and provide an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied • Give reasons why changes may have occurred, backed up by evidence. | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Compare and evaluate primary and secondary sources through a critical lens (reliability) • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Collate knowledge from several sources in a fluent account • Choose reliable sources of evidence to answer questions realising that there is often not a single answer to historical questions. | <ul style="list-style-type: none"> • Drawing pictures Drama/role play Writing (See progression through text types and genres) Recall, select and organise historical information in greater detail. Communicate their knowledge and understanding in greater detail. To self-select and organise information to produce structured work, making appropriate use of dates and terms. ICT Debates | <ul style="list-style-type: none"> societies summarise major influence world history civilisations changes/continuity persuade viewpoint propaganda |



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|--|--|---|--|--|--|--|
| | | <ul style="list-style-type: none">• Describe similarities and differences between some people, events and artefacts studied.• Describe how some of the things studied from the past affect/influence life today.• Make links between some of the features between some of the features of past societies, e.g religion, houses, society, technology | | | | |
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