



Launton Church of England Primary School



History progression document

End of EYFS	Nursery <ul style="list-style-type: none"> • Begin to make sense of their own life story and their family history. Can order photographs of themselves from when they were a baby to now. • Can distinguish between old and new. 	Reception <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories including figures from the past. • Compare and contrast old and new toys. 		
Threshold concepts	Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
KS1 Milestone 1 Year 1 Basic Year 2 Advancing/Deep	<p>Observe and handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p> <p>Recount changes that have occurred in their own lives.</p>	<p>Use words and phrases such as:</p> <ul style="list-style-type: none"> • a long time ago • recently • when my parents/carers were children • years, decades and centuries to describe the passing of time. <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> • nation • civilisation • monarchy • parliament • democracy • war and peace •

<p>LKS2 Milestone 2</p> <p>Year 3 Basic</p> <p>Year 4 Advancing/ Deep</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the account might differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history,</p>	<p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Give a broad overview of life in Britain: from ancient to medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p>	<p>Use appropriate historical vocabulary to communicate including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>
<p>UKS2 Milestone 3</p> <p>Year 5 Basic</p> <p>Year 6 Advancing/ Deep</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of the evidence studied.</p>	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social =, ethnic cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Use appropriate historical vocabulary to communicate including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p>

Understand that no single source of evidence gives the full answer to questions about the past.

Refine lines of enquiry as appropriate.

Use original ways to present information and ideas.