

SITHNEY COMMUNITY PRIMARY SCHOOL

History – Core Concepts Progression

Cause and Consequence



EYFS

	2-3 Year Olds	3-4 Year Olds	Reception
Progression	<p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')</p> <p>Recognise features of own family and others families</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Ask questions about the book. Makes comments and shares their own ideas.</p>	<p>Ask who, what, when and how questions</p> <p>Talks about significant times or events for family and friends. Shows an interest in different occupations and ways of life (indoors and outdoors)</p> <p>Enjoys longer stories and can remember much of what happens. Share stories about people from the past who have an influence on the present</p>	<p>Understands questions such as who, why, when, where and how</p> <p>Talks about past and present events in own lives and the lives of family members</p> <p>Compares and contrast characters from stories, including figures from the past.</p>
ELG	<p>Talk about the lives of 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.</p>		

KS1/2

	Y1	Y2	Y3	Y4	Y5	Y6
National Curriculum	<p>KS1 Describe historical events. Recognise that there are reasons why people in the past acted as they did.</p>		<p>LKS2 Describe historical events. Recognise that there are reasons why people in the past acted as they did.</p>		<p>UKS2 Compare some of the times studied with those of the other areas of interest around the world.</p>	

					Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Progression	<p>Talk about a sequence of events and how they are related</p> <p>Say why people may have acted the way they did.</p>	<p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p>	<p>Identify reasons for and results of people's actions</p> <p>Understand why people may have had to do something.</p>	Can give or suggest reasons why changes may have happened during a time period	<p>Examine causes and results of great events and the impact on people.</p> <p>Know key dates, characters and events of time studied.</p> <p>Give an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p>
Related Concepts	Civilization War Peace Government Economy Religion Monarchy Empire Parliament, Invasion				
Key Vocabulary	Because, when, as a result, meant that, led to, contributed to, changed, legacy, empire, revolution, invasion, settle, rebellion				

SITHNEY COMMUNITY PRIMARY SCHOOL

History – Core Concepts Progression

Change, Continuity and Development



EYFS

	2-3 Year Olds	3-4 Year Olds	Reception
	<p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</p> <p>Recognise features of own family and others families Is interested in photographs of themselves and other familiar people and objects</p>	<p>Remembers & talks about significant times or events for family & friends Begin to make sense of own life-story & family's history Enjoys listening to longer stories and can remember much of what happens</p> <p>Develop an understanding of growth, decay and changes over time Bring in photographs, videos, visitor Preserve memories of special events e.g. make a book, video, photos</p>	<p>Knows about similarities and differences between themselves and others. Comment on images of familiar situations in the past.</p> <p>Talk about members of their immediate family and community Name and describe people who are familiar to them.</p>
ELG	<p>Talk about the lives of 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.</p>		

KS1/2

	Y1	Y2	Y3	Y4	Y5	Y6
National Curriculum	<p>Understand the concept of change over time Describing historical events and significant people</p>		<p>Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. Describe historical events Identify change in the locality of the school Describe characteristic features of a period in the past</p>		<p>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.</p>	

					Use dates and terms accurately in describing events Identify change in the history and locality of the school Describe characteristic features of the period of time inc ideas, beliefs, attitudes and experiences	
Progression	Describe how eg parent/grandparent's childhood was the same and different to their own	Compare their own life and experiences with those of people in the past Compare artefacts Compare picture or photographs of people or events in the past.	Use simple evidence to explain and describe significant changes	Describe how some things change while others stay the same Describe the key features of a time period	Identifies changes within and across historical periods.	Identify and compare changes within and across different periods. (Including rapid change compared to times of relatively little change)
Related Concepts	Civilization, War, Peace, Government, Economy, Religion, Monarchy, Empire, Nation, Society, Prejudice, Progress					
Key Vocabulary	Change, alter, difference, same, impact, influence, effects, modernise, progress, swift, rapid, slow, drastic, outcome, legacy					

SITHNEY COMMUNITY PRIMARY SCHOOL



History – Core Concepts Progression

Diversity and Significance

EYFS

	2-3 Year Olds	3-4 Year Olds	Reception
	<p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p> <p>Learns they have similarities and differences that connect them to and distinguish them from others.</p>	<p>Remembers and talks about significant times of events fro family and friends. Begin to make sense of own life story and families history.</p> <p>Develop positive attitudes about differences between people.</p>	<p>Talks about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Knows about similarities and differences between themselves and others.</p>
ELG	<p>Talk about the lives of 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.</p>		

KS1/2

	Y1	Y2	Y3	Y4	Y5	Y6
National Curriculum	<p>Describe historical events. Describe significant people from the past.</p>		<p>Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p>		<p>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.</p>	

					Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
Progression	Recall some facts about people/events before living memory	Use information to describe the past. (historical events and significant people) Describe the differences between then and now. Recount the main events from a significant event in history.	Find out about everyday lives of people in time studied Compare with our life today	Show knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Describe changes and differences in e.g. houses, culture, clothes, ways of life, beliefs and attitudes may have occurred during a time period.	Study different aspects of different people e.g. differences between men and women. Examine causes and results of great events and the impact on people. Compare life in 'early' and 'late' times studies. Compare an aspect of life with the same aspect in another period.	Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Describe the main changes in a period of history.
Related Concepts	Prejudice, Society, Progress, Monarchy, Government, Nation					
Key Vocabulary	Changed, important, compare, culture, significant, influenced, beliefs, oppression, ideas, society, inventions, social structure, diversity, gender, prejudice, hierarchy, commemorate, birthright, settle					

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History – Core Concepts Progression

Chronological Understanding

EYFS

	2-3 Year Olds	3-4 Year Olds	Reception
Progression	<p>Listen to simple stories and understand what is happening, with the help of pictures</p> <p>Recognise themselves in pictures.</p> <p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</p>	<p>Enjoys listening to longer stories and can remember much of what happens Develop an understanding of growth, decay and changes over time</p> <p>Remembers & talks about significant times or events for family & friends Begin to make sense of own life-story & family's history</p> <p>Retell past events in correct order Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</p>	<p>Compare & contrast characters from stories, including figures from the past</p> <p>Comment on images of familiar situations in the past</p> <p>Use talk to organise, sequence and clarify thinking and events</p>
ELG	<p>Talk about the lives of 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.</p>		

KS1/2

	Y1	Y2	Y3	Y4	Y5	Y6
National Curriculum	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.		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.			Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

	Use dates and terms to describe events.	Use dates and terms to describe events.	Use dates and terms to describe events.	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.		
Progression	<p>Sequence events in their life. Recount changes.</p> <p>Develop a simple awareness of the past.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Place events on a simple timeline.</p>	<p>Sequence artefacts closer together in time.</p> <p>Sequence events.</p> <p>Describe memories of key events in lives.</p> <p>Use a timeline to place important events and label with words, phrases or dates.</p>	<p>Use dates and terms related to the unit of study and passing time.</p> <p>Order significant events from the period studied and compare where this fits in to topics previously studied.</p> <p>Use a timeline to place historical events in chronological order.</p>	<p>Understand that a timeline can be divided into BC and AD</p> <p>Order significant events and dates on a timeline and compare where this fits in to topics previously studied.</p> <p>Use terms related to the period and begin to date events.</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.</p> <p>Gain greater Historical perspective by placing growing knowledge into different contexts</p> <p>Use relevant terms and period labels - Empire, civilisation, parliament and peasantry...</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods. (Including rapid change compared to times of relatively little change)</p> <p>Use relevant terms and period labels - Empire, civilisation, parliament and peasantry...</p> <p>Sequence previously studied topic on a timeline to gain greater Historical Perspective.</p>
Related Concepts	Monarchy, Empire, Civilisation, Society, Progress					
Key Vocabulary	A long time ago, before, after, past, present, future, calendar, day, month, year, decade, century, ancient, modern, era, millennium, chronology, period of time, during, reign, rule					



History – Core Concepts Progression

Interpretations of History (Enquiry)

EYFS

	2-3 Year Olds	3-4 Year Olds	Reception
	<p>Understand simple questions about 'who', 'what', and 'where' (but generally not 'why')</p> <p>Recognise and point to objects if asked about them.</p> <p>Listen to others talk with interest (but can be easily distracted by other things)</p>	<p>Question why things happened & give explanations</p> <p>Understand why and how questions</p> <p>Asks who, what, when & how</p> <p>Comments and asks questions about aspects of the familiar world such as the place where they live.</p>	<p>Ask questions to find out more & to check understanding of what has been said</p> <p>Understands questions such as who, why, when, where & how</p> <p>Understands a range of complex sentence structures including tense markers</p> <p>Engage in non-fiction books</p>
ELG	<p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		

KS1/2

	Y1	Y2	Y3	Y4	Y5	Y6
National Curriculum	<p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>		<p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>		<p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate</p>	
Progression	<p>Talk about simple ways in which the past is represented</p>	<p>Compare 2 versions of a past event.</p>	<p>Identify and give reasons for the different ways in</p>	<p>Look at and evaluate the evidence available.</p>	<p>Compare different accounts of events from different sources – fact or fiction.</p>	<p>Evaluate evidence to choose the most reliable forms.</p>

	<p>e.g. paintings, photos, artefacts.</p> <p>Compare adults talking about their past – How reliable are their memories?</p>	<p>Compare pictures or photographs of people or events in the past.</p> <p>Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.</p>	<p>which the past is represented.</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Look at representations of the period e.g. Museum, cartoons etc.</p>	<p>Begin to evaluate the usefulness of different sources.</p> <p>Use text books and own growing historical knowledge to gain a better perspective.</p>	<p>Offer some reasons for different versions of events.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>	<p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence could lead to different conclusions.</p>
Related Concepts	Civilization, War, Peace, Government, Economy, Religion, Monarchy, Empire, Nation, Society, Prejudice					
Key Vocabulary	Evidence, sources, primary source, secondary source, point of view, decide, analyse, perspective, conflicting, different versions, accurate, reliable, inaccurate, unreliable, biased, balanced					

Civilisation

Society

Empire

Invasion

Monarchy

Oppression

