

History ‘Key Concepts’ and Progression Document

	Early Years	Key Stage 1	Lower KS2	Upper KS2
Continuity and change in and between periods	* Look closely at similarities, differences, patterns and change * Develop understanding of growth, decay and changes over time	*Identify similarities / differences between ways of life at different times in family life and the local community.	*Describe / make links between main events, situations and changes within and across British society over a period of time. * Continuity and change over a broader period of time in another location.	*Describe / make links between main events, situations and changes across a broader period of time. * Reasons for change and continuity in a particular historical context.
Chronology	*Use everyday language related to time *Order and sequence familiar events *Describe main story settings, events and principal characters. *Talk about past and present events in their own lives and in lives of family members.	*Develop an awareness of the past *Use common words and phrases relating to the passing of time *Know where all people/events studied fit into a chronological framework *Identify similarities / differences between periods *sequence artefacts closer together in time *sequence photos etc from different periods of their life *describe memories of key events in lives	*Continue to develop chronologically secure knowledge of history *Establish clear narratives within and across periods studied *Note connections, contrasts and trends over time *place events from period studied on a time line *understand more complex terms e.g. BCE/AD *place events from period studied on a time line	*place current study on time line in relation to other studies *know and sequence key events of time studied *use relevant terms and periods labels relate current studies to previous studies *make comparisons between different times in history
Cause and Consequence	*Question why things happen and give explanations	*Recognise why people did things, why events happened and what happened as a result *Reasons for change in people's lives over time and the results.	*Identify and give reasons for, results of, historical events, situations, changes	*Question developments, decisions and events from the past that produced later actions, results or consequences.
Similarities and differences in and between periods (diversity)	*Know about similarities and differences between themselves and others, and among families, communities and traditions	*Make simple observations about different types of people, events, beliefs within a society	*Describe social, cultural, religious and ethnic diversity in Britain & the wider world	*Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
Significance of people / events	*Recognise and describe special times or events for family or friends	*Talk about who was important eg in a simple historical account *Describe important events in their own lives. *Give reasons for why a local person or site is regarded as important.	*Identify historically significant people and events in situations *The importance of the contributions of individuals and groups to their times.	*Identify historically significant people and events in situations *The importance of an historical event, development or individual in an historical context.
Evidence and contestability	*Be curious about people and show interest in stories *Answer ‘how’ and ‘why’ questions ... in response to stories or events. *Explain own knowledge and understanding, and asks appropriate questions. *Know that information can be retrieved from books and computers *Record, using marks they can interpret and explain	*Ask and answer questions * *Understand some ways we find out about the past *Choose and use parts of stories and other sources to show understanding	*Regularly address and sometimes devise historically valid questions * *Understand how knowledge of the past is constructed from a range of sources *Construct informed responses *Selecting and organising relevant historical information *Use historical sources, events or issues which may be interpreted differently by historians.	*Regularly address and sometimes devise historically valid questions * *Understand how knowledge of the past is constructed from a range of sources *Construct informed responses *Selecting and organising relevant historical information *Use historical sources, events or issues which may be interpreted differently by historians depending on their perspectives and methods of inquiry.
Perspectives		*Understand a point of view within a historical context.	*Compare different points of views from the past.	*Understand different perspectives of participants in a particular historical context e.g. the conquered and the conqueror.