



Esh Winning Primary School History Progression

Curriculum Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Extension
Chronological Understanding	Use Year One vocabulary accurately Understand the difference between what happened in the past and present. Put event and objects in order of when they happened. Use a simple timeline to order events or objects	Use Year Two (and One) vocabulary accurately Describe the difference between what happened in the past and present Use a given timeline to order events or objects Recount changes over time (such as own life, village life, event)	Use Year Three (and KS1) vocabulary accurately Understand BC and AD Place dates from times studied onto a timeline	Use LKS2 vocabulary accurately Understand the past is divided into centuries Place dates from times studied onto a timeline	Use UKS2 (and LKS2) vocabulary accurately Create a timeline to place dates from times studied Begin to understand that a timeline is divided into periods of history	Use UKS2 (and LKS2) vocabulary accurately Understand that a timeline is divided into periods of history Create a detailed timeline to place dates from times studied independently	
Historical Enquiry	Ask and answer questions about the past Recall a story from the past	Use sources of evidence (artefacts, books, visits) to answer questions about the past Recount or write a story from the past accurately Identify different ways history is represented (eye witness accounts, pictures, books, artefacts)	Devise questions for the period studied Suggest sources of evidence for answering questions. Use sources of evidence to find out about the past	Devise valid questions for the period studied. Identify why some sources of evidence might be more or less reliable when answering questions with support. Use sources of evidence to find out about the past Give reasons why there may be different accounts of history	Devise historically valid questions for the period studied. Identify why some sources of evidence might be more or less reliable when answering questions Give clear reasons why there may be different accounts of history	Devise historically valid questions for the period studied about a variety of historical concepts (change, cause, similarity and difference, significance) Understand that evidence may not always be reliable and can evaluate and select reliable sources of evidence independently. Use evidence to explain why there may	

				Look at different versions of the same event in history and identify difference.	identify differences	be different accounts of history (there may not be a single answer to a historical questions)	
Knowledge and Understanding	<p>Knows facts about people and events studied in Year One</p> <p>Talk about why people acted as they did in the past.</p> <p>Show awareness of similarities and difference between ways of life in the past</p>	<p>Knows facts about people and events studied in Year Two</p> <p>Use evidence to suggest reasons why people acted as they did in the past and what happened as a result.</p> <p>Identify similarities and difference between ways of life in the past</p>	<p>Knows facts about people and events studied in Year Three</p> <p>Describe similarities and differences between the people, events and objects I have studied</p>	<p>Knows facts about people and events studied in Year Four</p> <p>Describe how the time period studied has affected life today</p> <p>Understand some reasons why an event happened</p>	<p>Knows facts about people and events studied in Year Five</p> <p>Explain how the time period studied has affected life today</p> <p>Explain different reasons why an event happened.</p> <p>Understand what makes some events and people more significant than others with support</p>	<p>Knows facts about people and events studied in Year Six</p> <p>Explain how the time period studied has affected life today</p> <p>Make links between time periods of a chosen element of society</p> <p>Prioritise which reasons were the most important why an event took place.</p> <p>Understand what makes some events and people more significant than others</p>	