



Axminster Progression for History



**Acorn
Multi Academy
Trust**

Strand	EYFS			KS1		Lower KS2		Upper KS2	
	2 year olds	3-4 year olds	ELG Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology		Begin to make sense of their own life-story and family's history. (Spend time with children talking about photos and memories).	Use everyday language related to time. Order and sequence familiar events. Talk about past and present events in their own lives and lives of people around them.	Understand the difference between things that happened in the past and the present. Describe things that happened to them and other people in the past. Order a set of events or objects. Use a timeline to explore important events. Understand that ways of life have changed over time and that some things have remained the same.	Understand and use the words past and present when telling others about an event. Recount changes in own life. Put people, events and objects in order of when they happened, using a scale provided. Use a timeline to place important events. Identify similarities and differences between ways of life in different time periods.	Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era). Use a partially dated timeline to place historical events in chronological order. Order significant dates and events from the period studied. Identify similarities and differences between ways of life within the same time period in contrasting places across the world.	Order significant events and dates on a timeline, with reference to previous learning. Describe the main changes in a period in history, recognising the lasting impact of this on the world today.	Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods, recognising their significance. Begin to devise historically valid questions about change, cause, similarity and difference and significance.	Create a scaled timeline of significant events, movements and dates. Compare and contrast parallel timelines across different cultures. Note connections, contrasts and trends over time, regularly addressing and sometimes devising historically valid questions about change, cause, similarity and difference and significance.
Historical Enquiry		Understand the past through settings, characters and events encountered in books read in class and storytelling.	Be curious about people from the past 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.	Begin to shape questions using different question stems. Look at sources from the past and ask questions eg objects, artefacts, photos, people, link to chronology. Listen to first-hand accounts of stories from within living memory e.g. toys grandparents played with.	Ask questions about what they are learning. Discuss how they may find answers to their questions. Understand some ways we find out about the past. Choose and use sources to show understanding of concepts including evidence from stories.	Ask and answer questions using the sources provided for them e.g. books, artefacts, people, stories, art, music, building etc. Use a range of sources to build a holistic picture of a time. Sort and organise resources by relevance.	Ask and answer questions drawing on more than one source of evidence. Chose relevant materials/ sources to present a picture of life in a past time.	Ask and answer questions drawing on a variety of sources offering reasoned and evidenced opinion for historical events. Begin to identify primary and secondary sources. Evaluate the relevance of sources of evidence to answer questions.	Investigate own lines of enquiry by posing questions to answer. Choose relevant sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Recognise primary and secondary sources. Identify gaps in sources of evidence and offer reasons why this might be and possible ways of finding out.
Interpretations of History			Recall some important narratives, characters and figures from the past encountered in books.	Look at books, videos, photographs, pictures and artefacts to find out about the past.	Look at and use books, pictures, stories, photographs, artefacts. Visit historical buildings, museums or galleries, historical sites as appropriate.	Explore the idea that there are different accounts of history, including use of eye witness accounts. Use internet as a research tool.	Compare 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.	Evaluate evidence to choose the most reliable forms. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Know that people both now and in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Continuity and Change Cause and Consequence Similarities / Differences Significance of Events / People - These relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:									
Continuity and Change			Recall some important narratives, characters and figures from the past encountered in books. HA - 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		Describe main events, situations and changes within different periods and societies	Describe / make links between main events, situations and changes within and across different periods/societies	Identify and explain change and continuity within and across periods
Cause and Consequence			Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result	Explain why people did things, why events happened and what happened as a result	Identify the results of historical events, situations and changes	Identify the results of historical events, situations and changes	Identify and give reasons for, results of, historical events, situations, changes	Identify and give reasons for, results of, historical events, situations, changes

Similarities / Differences			Know about similarities and differences between themselves and others, and among families, communities and traditions	Make simple observations about different types of people and events in a society	Make simple observations about different types of people, events, beliefs within a society	Describe social diversity in Britain & the wider world	Describe social and cultural diversity in Britain & the wider world	Describe social, cultural and religious diversity in Britain & the wider world	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	
Significance of Events / People			Recognise and describe special times or events for family or friends	Talk about who / what was important eg in a simple historical account	Explain who / what was important eg in a simple historical account	Identify historically significant people and events in situations	Identify historically significant people and events in situations	Explain the historical significance of people and events in situations	Explain the historical significance of people and events in situations	