	Historical Enquiry						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
QUESTIONING		I know how to find answers to simple questions about the past from sources of information (eg. pictures, stories and artefacts)	I know how to ask and begin to answer questions about the past considering **chronology**, **cause**, **similarity/difference**. events e.g. When? What happened? What was it like...? Why? Who was involved?	I know how to ask and answer questions about the past considering **chronology**, **cause**, **similarity/difference** and **change**.	I know how to ask and answer questions about the past, considering **chronology**, **cause**, **similarity/difference**, **change** and **significance**.	I know how to ask and answer a range of questions about the past, considering **chronology**, **cause**, **similarity/difference change** and **significance**. I know to realise that there is often not a single answer to historical questions.	I know to ask and answer a range of questions about the past, considering **chronology**, **cause**, **similarity/difference change** and **significance**.
PLANNING		I know how to begin to suggest where I might find useful information	I know how to prepare a short plan of where I intend to find the	I know how to prepare a short	I know how to prepare a short		I know how to create a plan that

	Historical Enquiry						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
RESEARCHING		that will answer questions.	answers to my question.	plan that outlines my **enquiry questions** and suggests the **sources** of evidence I know how to plan to use to help answer questions. I know how to suggests **sources** of evidence from a selection provided to use to help me to answer questions.	plan that outlines my **enquiry questions**, suggests the **sources** of evidence I plan to use and why I have chosen them. I know the difference between **primary** and **secondary sources** of evidence. Begin to suggest suitable **sources** of evidence to use to help me to answer questions.	I know how to create a plan that demonstrates that I have considered the key historical concepts (**evidence**, **cause**, **change**, **similarity**/**difference** and significance) in my approach. I know how to choose reliable sources of evidence to answer questions.	demonstrates that I have considered the key historical concepts (**evidence**, **cause**, **change**, **similarity**/**difference** and **significance**) in my approach. I know how to select the most appropriate source of evidence for particular tasks.

	Historical Enquiry						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		I know how to find answers to simple questions about the past from **sources** of information (eg. pictures, stories, artefacts) I know how to recall how things change over time.	I know to look carefully at **sources** such as pictures, eye-witness accounts, photos, artefacts, historic buildings and visits or objects to find information about the past.	I know to use printed **sources** such as the internet, printed material, music, pictures, eye-witness accounts, photos, artefacts, historic buildings and visits to collect information about the past.	I know to use documents, printed **sources**, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. I know that knowledge about the past is constructed from a variety of **sources**.	I know how to choose from a range of **sources**. I know how to organise the workload. I know how to clarify what you are looking for and the key words that might prove useful for research. I know how to take succinct notes of the most relevant information.	I know how to choose the most relevant **sources**. I know how to choose the most relevant details and organise notes into a format that can be shared with others.

	Historical Enquiry						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ANALYSING		I know how to begin to identify and recount some details about the past from sources (eg. pictures, stories) I know how to identify similarities and differences between my own lives and events or people I study.	I know how to identify the key features of events or characteristics of people. I know how to identify why people in the past did things as I did.	I know how to identify key dates, periods, causes, similarity/difference and change in my area of enquiry. I know how to identify and begin to describe historically significant, people events and situations.	I know how to identify and give reasons for/causes of historical events, situations and changes. I know how to identify some of the results of historical events, situations and changes. I know how to identify and describe historically significant people and events in situations and	I know how to consider how the information corroborates or contradicts other sources. I know how to begin to consider the **perspective** of the creator of a source.	I know how to find the counter arguments. I know how to consider the credibility, relevance and user friendliness of sources. I know how to consider the **origin** and **context** of the source and the **perspective**, **audience** and **motive** of the creator.

	Historical Enquiry						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CRITICALLY EVALUATING **INTERPRETING**	Reception: Talk about self using photos from home Reception: Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class Reception: Understand the past through settings, characters and events encountered in book read in class and storytelling.		I know how identify **causes**, **similarities** and **differences** from sources of evidence. I know how to identify where and how information about the same aspect	I know how to begin to evaluate the **reliability** of sources. I know to look at two versions of same event and identify **differences** in the accounts.	reasons why they are significant. I know how to evaluates the **usefulness** and **accuracy** of different sources of evidence. I know to be aware that different versions of the past may exist and begin to suggest reasons for this. I know how to describe some of the **similarities** and **differences** between different periods.	I know how to evaluate the **credibility**, **relevance** and **user friendliness** of sources. I know how to begin to consider **bias** in the sources. I know how to use the information gathered through research and begin to suggest possible **cause**, **changes** that occur over time and degree of	I know how to evaluate the **credibility, relevance** and **user friendliness of sources.** I know when evaluating credibility, consider who created it, my **perspective**, my **audience** and my **motive.** I know how to suggest possible **cause**, **changes** that occur over time and degree of **significance**

	Historical Enquiry						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DRAWING CONCLUSIONS		I know how to recall why events happened. I know how to recall why people did what I did.	of enquiry is represented in different ways. I know how to recall what happened, what I found out and why this is the case. I know how to describe findings about objects, people and events.	I know how to begin to draw conclusions, using the evidence, about the cause(s) of the aspect of study I know how to devise summative answers to my enquiry questions	I know how to use evidence to draw conclusions, explaining what I have found out and why I believe it to be true. I know how to give reasons why there may be different accounts of history.	**significance** around events and people. I know how to form my own opinions about **similarities**/**differences**, **cases**, **change** and **significance** in historical events and the lives of historical figures.	around events and people. I know how to share conclusions about **similarities**/**differences**, **causes**, **change** and **significance** in historical events and the lives of historical figures clearly orally or in writing.

	Historical Enquiry						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ORGANISING, COMMUNICATING AND PRESENTING FINDINGS		I know how to show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). I know how to communicate understanding of the past in drawings, diagrams, sentences, sharing orally with an individual or audience.	I know how to communicate understanding of the past in drawings, diagrams, short written paragraphs, sharing orally with an individual or audience. I know how to write simple stories and recounts about the past. I know how to write my own date of birth correctly.	I know how to presents findings about the past using speaking, writing, ICT and drawing skills. I know how to discuss different ways of presenting information for different purposes. (eg written explanation/tables and charts/labelled diagram). I know how to share significant dates and times.	I know how to present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills. I know how to construct and organise responses by selecting relevant historical data, I know how to discuss the most appropriate way to present information, realising that it is for an audience. (eg written explanation/table	I know how to present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. I know how to present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. I know how to independently	I know how to present my enquiry question, my chosen research method, my observations, interpretations and conclusions. I know how to present information in an organised and clearly structured way. I know how to present information in the most appropriate way I know how to make use of different ways of

	Historical Enquiry						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
			I know how to write some other dates correctly. Communicate using most of the key vocabulary.	I know how to share understanding and new knowledge using key vocabulary.	s and charts/labelled diagram). I know how to use dates and chronological terms correctly. I know how to use subject specific words such as monarch, settlement, invader.	choose the most appropriate way to present information to an audience (eg written explanation/tables and charts/labelled diagram). I know how to use dates and chronological terms accurately. I know how to use terminology that clearly describes the historical period and context.	presenting information. I know how to make accurate use of specific dates and chronological terms and use these to describe the chronology of events clearly. I know how to use terminology that helps to describe the significance of a person, event or period in history.

History Concepts and Components Curriculum Progression Map

Continuity and change (within & between periods)						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Nursery: begin to make sense of own life story and family's history Reception: know some similarities and differences between people in	I know how to recall how things change over time.	I know how to discuss change and continuity in an aspect of life. e.g. Great fire of London and fire fighting and how we build towns compared to before.	I know how to answer questions about change. I know how to identify examples of change in my area of enquiry. I know how to describe the duration of any change. I know how to consider how people experienced, accepted, shaped or resisted change. I know how to consider the speed/rate of	I know how to ask and answer questions about change. I know how to Identify the types of change, e.g. political, economic, social; cultural, religious, technological. I know how to identify and give reasons for change in historical events, actions or situations. I know how to identify some of the results of historical changes.	I know how to ask and answer a range of questions about the past, considering change and the significance of change. I know how to form my own opinions about change in historical events and the lives of historical figures. I know how to begin to suggest possible cause(s) of changes that occur over time and degree of significance around these changes.	I know how to ask and answer a range of questions about the past, considering change and significance of change. I know how to identify the extent, variations/ patterns of change. I know how to identify whether change involves progress, regression, evolution or leads to little real change (continuity).

the past and now			change: gradual, erratic, violent.	I know how to describe and begin to make links between main events, situations and changes within and across different periods and societies. I know how to consider the level of change and its significance. most difference.	I know how to identify significant moments/key individuals and turning points that triggered change and what led to them. .	

Cause and Consequence

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I know how to recall why events happened. I know how to recall why people did what I did.	I know how to recognise why people did things. I know how to recognise why some events happened. I know how to recognise what happened as a result of people's actions or events.	I know how to answer questions about cause. I know how to identify cause in my area of enquiry. I know how to begin to draw conclusions about the cause(s) of historical events, actions or	I know how to ask and answer questions about cause. I know how to identify and give reasons for/causes of historical events, actions. situations and changes.	I know how to determine the relative significance or importance of different factors in causing or resulting in an action or event. I know how to begin to offer explanations about why people in the past acted as I did.	I know how to identify the range of factors which combined to bring about change at any given time. I know how to consider whether some events or developments were more important than others. I know how to decide how, and how far,

			situations.	I know how to identify some of the results of historical events, situations and changes.	I know how to identify significant turning points, events or developments and what led to them.	relationships helped to enable or determine an outcome.
Similarities & Differences within a period & situation (diversity)						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I know how to identify similarities and differences between my own lives and events or people I study.	I know how to identify similarities and differences between ways of life in different periods, including my own lives.	I know how to ask and answer questions about similarities/differences within periods studied.	I know how to ask and answer questions about similarities/differences across different periods and events. I know how to describe some of the similarities and differences between different periods.	I know how to ask and answer a range of questions about similarities/differences across different periods and events. I know how to consider similarities and differences in accounts that corroborate or contradict other sources. I know how to identify differences in accounts that might suggest bias in one or more accounts.	I know how to ask and answer a range of questions about similarities/differences across different periods and events. I know how to make connections between local, regional, national and international history. I know how to draw contrasts within and between periods of history. I know how to show understanding of some of the similarities and

					I know how to use the information gathered through research to form own opinions about similarities/differences in historical events and the lives of historical figures.	differences between different periods.
Significance of events & people						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Reception: Talk about the lives of people around them, and their roles in society.	I know how to recognise and make simple observations about who was significant in an historical event/ account.	I know how to recognise and make observations about who was significant in an historical event/account nationally and internationally.	I know how to answer questions about the significance of an historical event/account. I know how to identify and begin to describe historically significant people, events and situations.	I know how to ask and answer questions about the past, considering the significance of people and events. I know how to identify and describe historically significant people, events and situations and reasons why I are significant.	I know how to ask and answer a range of questions about the past, considering the significance of people and events. I know how to use the information gathered through research to begin suggesting the degree of significance around events and people. I know how to form own opinions about the	I know how to ask and answer a range of questions about the past, considering chronology, cause, similarity/difference change and significance. I know how to give reasons why some events, people or developments are seen as more significant than others. I know how to share conclusions about the

					significance of historical events and the lives of historical figures using evidence to support my suggestion.	significance of historical events and the lives of historical figures clearly- orally or in writing.
Chronology						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I know how to sequence some events or 2 related objects in order. I know how to use simple chronological words and phrases: old, new, young, days, months. I know how to recall parts of stories and memorise about the past. I know how to begin to use dates.	I know how to put some people, events or object in order using a given scale. I know how to use words and phrases relating to passing of time such as recently, before, after, now, later. I know how to tell others about an event and use past	I know how to use timelines to place events in order. I know how to understand how timelines can be divided into BC and AD. I know how to use words and phrases related to periods of time: BC, AD, century.	I know how to put events, people, places and artefacts on a timeline. I know how to name and place dates of significant events from the past on a timeline. I know how to use correct terminology to describe events in the past. I know how to develop increasingly secure chronological	I know how to use timelines to place and sequence local, national and international events. I know how to sequence historical periods. I know how to describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. I know how to use these key periods as reference	I know how to use timelines to place events, periods and cultural movements from around the world. I know how to use timelines to demonstrate and describe changes and developments in culture, technology, religion and society. I know the history of these islands as a coherent, chronological narrative.

				knowledge and understanding of, local, British and world history.	points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. I know how to identify changes within and across historical periods.	
Interpreting Evidence						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	I know how to find answers to simple questions about the past from **sources** of evidence (eg. pictures, stories, artefacts) I know how to begin to suggest where you might find useful information that will answer questions. I know how to use sources of evidence to begin to identify and	I know that a **source** is where I find the information from. I know to look carefully at **sources** of evidence such as pictures, eye-witness accounts, photos, artefacts, historic buildings and visits or objects to find information about the past.	I know how to develop a growing awareness of different historical sources of evidence. I know how to use printed sources such as the internet, printed material, music, pictures, eye-witness accounts, photos, artefacts, historic buildings and visits, to collect information about the past.	I know how to understand that knowledge about the past is constructed from a variety of sources. I know how to use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits, to collect information about the past.	I know how to choose from a range of sources when conducting an enquiry. I know how to make links between sources of evidence to corroborate or contradict other sources. I know how to begin to consider the perspective of the creator of a source of evidence.	I know how to choose the most relevant sources of evidence. I know how to summarise the evidence and organise notes into a format that can be shared with others. I know how to seek out counter arguments in the evidence. I know how to consider the credibility, relevance

	recount some details about the past. I know how to use sources of evidence to identify similarities and differences between my own lives and events or people I study.	I know to use evidence to identify the key features of events or characteristics of people. I know to use evidence to explain why people in the past did things as I did. I know to use evidence to identify **causes**, **similarities** and **differences.** I know how to identify where and how information about the same aspect of enquiry is represented in different ways across difference sources of evidence.	I know how to begin to evaluate the reliability of sources. I know how to look at 2 versions of the same event and identify differences in the accounts. I know how to begin to draw conclusions, using the evidence, about the cause(s) of the aspect of study.	I know how to evaluate the usefulness and accuracy of different sources of evidence. I know how to use evidence to draw conclusions, explaining what you have found out and why you believe it to be true.	I know how to evaluate the credibility, relevance and user friendliness of sources. I know how to begin to consider bias in the sources. I know how to use evidence to begin to suggest possible cause, changes that occur over time and degree of significance around events and people.	and user friendliness of sources. I know how to consider the origin and context of the source and the perspective, audience and motive of the creator. I know how to use evidence to draw conclusions about similarities/differences, causes, change and significance in historical events and the lives of historical figures clearly- orally or in writing.