



**History Progression Pathway**

Strands	End of EYFS Pathway	End of KS1 Pathway	End of LKS2 Pathway	End of UKS2 Pathway
<b>Chronological knowledge / understanding</b> (including characteristic features of periods)	<p><b>ELGs:</b> <b>Listening and Attention</b> Children listen attentively in a range of situations.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity</p>	<p>Develop an awareness of the past.</p> <p>Use common words and phrases relating to the passing of time .</p> <p>Know where all people/events studied fit into a chronological framework.</p> <p>Identify similarities / differences between periods.</p>	<p>Continue to develop chronologically secure knowledge of history</p> <p>Establish clear narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time</p>	<p>Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning</p> <p>Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time</p>
<b>Topic</b>		<p><b>People - Famous People from the Past Au1A</b> <b>Boats &amp; Materials Sp2A</b> <b>Transport Sp1B</b> <b>The Great Fire of London Sp2B</b></p>	<p><b>Victorians Au2A</b> <b>Anglo Saxons Sum1A</b> <b>Vikings Sum2A</b> <b>Ancient Greece Sum2B</b></p>	<p><b>China Au1A</b> <b>Crime and Punishment Sp1A</b> <b>Islamic Empire Sp2A</b> <b>Stone Age Au2B</b> <b>Egyptians Sp1B</b> <b>WW2 Sp2B</b></p>
<b>Historical terms</b> e.g. empire, peasant	They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms	Use historical terms and concepts in increasingly sophisticated ways
<b>Topic</b>		<p><b>Boats &amp; Materials Sp2A</b> <b>Transport Sp1B</b> <b>The Great Fire of London Sp2B</b></p>	<p><b>Victorians Au2A</b> <b>Anglo Saxons Sum1A</b> <b>Vikings Sum2A</b> <b>Ancient Greece Sum2B</b></p>	<p><b>China Au1A</b> <b>Crime and Punishment Sp1A</b> <b>Islamic Empire Sp2A</b> <b>Stone Age Au2B</b> <b>Egyptians Sp1B</b> <b>WW2 Sp2B</b></p>



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<b>Historical enquiry -</b> Using evidence / Communicating ideas	Ask and answer questions	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 by selecting and organising relevant historical information.	Pursue historically valid enquiries including some they have framed  Understand how different types of sources are used rigorously to make historical claims  Create relevant, structured and evidentially supported accounts
<b>Topic</b>		<b>People - Famous People from past Au1A</b> <b>Homes - Au2B</b> <b>Transport Sp1B</b> <b>The Great Fire of London Sp2B</b>	<b>Victorians Au2A</b> <b>Anglo Saxons Sum1A</b> <b>Vikings Sum2A</b> <b>Ancient Greece Sum2B</b>	<b>China Au1A</b> <b>Crime and Punishment Sp1A</b> <b>Islamic Empire Sp2A</b> <b>Stone Age Au2B</b> <b>Egyptians Sp1B</b> <b>WW2 Sp2B</b>
<b>Interpretations of history</b>		Identify different ways in which the past is represented	Understand that different versions of the past may exist, giving some reasons for this	Discern how and why contrasting arguments and interpretations of the past have been constructed
<b>Topic</b>		<b>Homes – Au2B</b> <b>Transport - Sp1B</b> <b>The Great Fire of London Sp2B</b>	<b>Victorians Au2A</b> <b>Anglo Saxons Sum1A</b> <b>Vikings Sum2A</b> <b>Ancient Greece Sum2B</b>	<b>China Au1A</b> <b>Crime and Punishment Sp1A</b> <b>Islamic Empire Sp2A</b> <b>Stone Age Au2B</b> <b>Egyptians Sp1B</b> <b>WW2 Sp2B</b>



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<p>Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:</p> <p><b>Continuity and change in and between periods</b></p> <p><b>Cause and consequence</b></p> <p><b>Similarity / Difference within a period / situation</b> (social diversity including beliefs and attitudes)</p> <p><b>Significance of events / people</b></p>	<p><b>ELGs:</b> People and Communities Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>Identify similarities / differences between ways of life at different times</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Make simple observations about different types of people, events, beliefs within a society</p> <p>Talk about who was important e.g. in a simple historical account</p>	<p>Describe / make links between main events, situations and changes within and across different periods/societies</p> <p>Identify and give reasons for, results of, historical events, situations, changes</p> <p>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</p> <p>Identify historically significant people and events in situations</p>	<p>Analyse / explain reasons for, and results of, historical events, situations, changes</p> <p>Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</p> <p>Consider / explain the significance of events, people and developments in their context and in the present day</p>