

Progression in History

Learning Objective	Milestone 1 (by end of EYFS)	Milestone 2 (by end of Y2)	Milestone 3 (by end of Y4)
To investigate and interpret the past	- To understand simple historical changes of the local area. - To look at historical photographs of the immediate area (Cullercoats Beach/ Brown's Bay)	- Observe or handle evidence to ask questions and find answers to questions about the past. - Ask questions such as: What was it like for people? What happened? How long ago? - Use artefacts, pictures, stories, online sources and databases to find out about the past. - Identify some of the different ways the past has been represented.	- Use evidence to ask questions and find answers to questions about the past. - Suggest suitable sources of evidence for historical enquiries. - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. - Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. - Suggest causes and consequences of some of the main events and changes in history.
To build an overview of world history	- Understand Luna New Year. - Understand May Day. - Learn about the lives of artists the children are studying.	- Describe historical events. - Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did.	- Describe changes that have happened in the locality of the school throughout history. - Give a broad overview of life in Britain from ancient until medieval times. - Compare some of the times studied with those of other areas of interest around the world. - Describe the social, ethnic, cultural or religious diversity of past

			society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To understand chronology	- Know that children were babies in past. - Know that adults were children. - Know that adults can remember things from the past. - Identify similarities and differences between babies and four year olds, talk about how people change in the first four years of life. - Identify similarities and differences between four year olds and adults. - Describe how people grow & change.	- Place events and artefacts in order on a time line. - Label time lines with words or phrases such as: past, present, older and newer. - Recount changes that have occurred in their own lives. - Use dates where appropriate.	- Place events, artefacts and historical figures on a time line using dates. - Understand the concept of change over time, representing this, along with evidence, on a time line. - Use dates and terms to describe events.
To communicate historically	- To understand both past and present. - To use vocabulary, 'new' and 'old'.	- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. - Show an understanding of the concept of nation and a nation's history. - Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	- Place events, artefacts and historical figures on a time line using dates. - Understand the concept of change over time, representing this, along with evidence, on a time line. - Use dates and terms to describe events. - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.