



Knowledge Progression – History- EYFS, Key Stage 1 and Key Stage 2		
Chronological Understanding		
End of EYFS	End of KS1	End of KS2
Begin to understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now.	Know how to put 5 events / objects in the correct order they happened / were made. Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago	Know how to order and place the key periods and events studied: Know the relationship between date and century (dates starting from 100AD are 2nd century) Know the vocabulary linked to chronological ordering.
Cause and Consequence		
Remembering events , losses in our past (lost toys, old friends)	Know about the cause of an event studied this year.	Know cause of event and consequence & explain why: (from previous years and this year).
Significance of events / people / places		
Know the name of a significant event (birthday, bonfire night, Christmas, Eid, Diwali etc)	Know the name of key people and explain why they are famous and important within a time period.	Know, make links & draw comparisons between some important events, places and people.
Similarity and Difference / Continuity and Change Aspects: Society: people living in organised groups; hierarchy; how food is produced to feed people; where people live- types of settlements & buildings Culture: art, architecture, religion, customs		
Name the members of their immediate and extended family. Know simple facts about aspects of daily life studied this year. Know that people outside their family may have different experiences to their own.	Know simple facts about aspects of daily life studied this year. Compare with their own life. Know some things which have changed / stayed the same and discuss these changes.	Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Know of main changes / constants and compare with other periods studied



		Describe change through the use of general, abstract terms such as gradual or rapid important or unimportant etc.
<b>Historical Enquiry</b>		
Use photographs to talk about their family's past. Know that photographs tell stories about our past.	Use historical artefacts, photographs and visits to museums etc to answer simple questions about life in the past.	Recognise some sources may be more reliable than others and reasons for bias. Use sources to formulate a question and investigate the answers independently.
<b>Historical Interpretation</b>		
	Know what an an eye-witness account is.	Know that some evidence is propaganda, misinformation or opinion. Give reasons why. Evaluate evidence effectively to choose most reliable. Know how the passing of time can change the validity of some sources.