

LifeFull Schools History Concepts Progression

Informed by National Curriculum, these concepts will repeat and be revisited over each year group so that children's understanding deepens as progress through the school.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, **chronological** narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of **abstract terms** such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand **historical concepts** such as **continuity and change**, **cause and consequence**, **similarity, difference and significance**, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of **historical enquiry**, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and **interpretations** of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Chronological Knowledge and Understanding (Scheme of Work)

Historical Terms (Scheme of Work)

Historical Enquiry and Interpretations of History (History Learning Progression)

Historical Concepts: Continuity and change, Cause and consequence, Similarity / Difference, Significant events and people (History Learning Progression)

History learning Progression

	Historical Enquiry and Interpretations of History	Continuity and change	Cause and consequence	Similarity / Difference (within a period and between periods)	Significant Events and People
EYFS	● Be curious about people 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	● Look closely at similarities, differences, patterns and change ● Develop understanding of growth, decay and changes over time	● Question why things happen and give explanations	● Know about similarities and differences between themselves and others, and among families, communities and traditions	● Recognise and describe special times or events for family or friends
KS1	● Ask and answer questions ● Understand some ways we find out about the past ● Choose and use parts	● Identify similarities / differences between ways of life ● Identify similarities / differences between historical periods	● Recognise why people did things ● Recognise why events happened and what happened as a result	● Make simple observations about different types of people, events, beliefs within a society	● Talk about who and why someone was important in a simple historical account ● Talk about how a historical event

	of stories and other sources to show understanding (of concepts in blue) Identify different ways in which the past is represented			Identify similarities and differences between people living within a certain period	affected people, or changed the way they lived
LKS2	- Regularly address and sometimes devise historically valid questions - Understand how knowledge of the past is constructed from a range of sources	Describe / make links between main events, situations and changes within and across different periods/societies	Identify and give reasons for, results of: historical events, situation and changes	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Identify historically significant people and events in situations
UKS2	- Construct informed responses by selecting and organising relevant historical information - Understand that different versions of the past may exist, giving some reasons for this	Evaluate positive and negative impact of changes	Develop an awareness of the impact of events / different people (considering diverse perspectives)	Develop an awareness of different perspectives and interpretations of events / periods	Consider how what an individual or event affected the lives of others at the time the person was alive / event occurred and afterwards (their / its legacy)

(Progression in history under the 2014 National Curriculum: A Guide for Schools by Jamie Byrom - The Historical Association)