

History Progression Document (EYFS - Year 6)

Chronology

Chronology in history is about developing a secure understanding of the order of events and periods over time. Pupils begin by recognising simple ideas of past and present and sequencing events, before progressing to placing studied periods within a wider chronological framework and making connections across time. By the end of KS2, pupils should have a coherent, chronological narrative of Britain and the wider world, enabling them to understand change, continuity and connections between periods.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognises past vs present; simple sequencing (day/year).	Orders personal events; uses words like past/present.	Places events beyond living memory; simple timelines.	Secure understanding of periods (Stone Age etc.); begins links.	Develops chronological narratives across civilisations.	Makes connections across periods (e.g. Romans to Anglo-Saxons).	Explains change over long periods; uses precise chronological language.

Enquiry & Evidence

Enquiry and evidence refers to how pupils ask questions about the past and use sources to answer them. In KS1, this involves using stories, artefacts and simple sources to demonstrate understanding. As pupils progress, they learn that historical knowledge is constructed from a range of sources and must be examined critically. By KS2, pupils should be able to ask historically valid questions, select and organise evidence, and use it rigorously to support claims about the past.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Uses stories, photos, artefacts to talk about past.	Asks simple questions; uses sources (objects, pictures).	Uses evidence to answer questions about past events.	Evaluates different types of evidence (artefacts, archaeology).	Draws conclusions using a range of sources.	Selects relevant evidence; begins to critique reliability.	Evaluates sources critically; constructs evidence-based arguments.

Interpretation & Argument

Interpretation and argument focus on understanding that the past can be understood in different ways. Pupils learn that historical accounts are interpretations, shaped by evidence and perspective. Over time, they develop the ability to recognise contrasting arguments, explain why interpretations differ, and construct their own reasoned, evidence-based arguments. By the end of KS2, pupils should be able to weigh evidence, sift arguments and make informed judgements about the past.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identifies simple differences between past and present.	Recognises that people/events are important for reasons.	Explains why events/people are significant.	Understands different viewpoints about the past.	Compares interpretations (e.g. myths vs evidence).	Explains why interpretations differ; builds arguments.	Develops balanced arguments; evaluates interpretations critically.