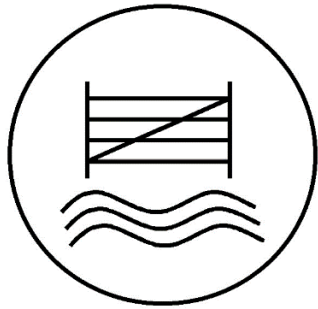




Ambergate Primary School

Achieve, Believe, Create

Written:

September 2025

Review:

June 2026

History – Progression statements

Progression Statements

	Class 1 – EYFS and Y1	Class 2 – Y2 and Y3	Class 3 – Y4, Y5 and Y6
Areas of study	Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience (EYFS) Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Toys Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Neil Armstrong/Tim Peake and Florence Nightingale	Significant historical events, people and places in their own locality. Cromford Changes in Britain from the Stone Age to the Iron Age. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	The Roman Empire and its impact on Britain. Ancient Greece – a study of Greek life and achievements and their influence on the western world Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

			A local history study – Industrial revolution (Belper Mill)
Knowledge and understanding of events, people and changes in the past	Recall some early memories. Recall some facts about people/events before living memory Describe the differences between then and now. Say why people may have acted the way they did. Look at evidence to give and explain reasons why people in the past may have acted in the way they did.	Recount the main events from a significant event in history. Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past	Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
Historical enquiry	Recall some early memories. Identify old and new. Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”	Identify different ways in which the past is represented. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions about the past and find answers.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.

	Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.		
Chronological understanding	Order their own timeline. Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.	Understand and use the words past and present when telling others about an event. Recount changes in own life over time. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Describe dates of and order significant events from the period studied.	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline. Describe the main changes in a period in history.
Historical interpretation	Look at books, videos, photographs, pictures and artefacts to find out about the past.	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Organisation and communication	Use role-play and small world to act out key events in history studied.	Describe objects, people or events in history.	Communicate ideas about from the past using different genres of writing, drawing,

	Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past.	Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.	diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.
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