



## History Progression of Second Order Concepts 2022-2023 Chandlers Field Primary School

	EYFS	KS1	LKS1	UKS2
<b>About: How do we know out the past?</b>	<p>Use objects/artefacts, pictures and stories to represent the past.</p> <p>Understand that people have different experiences.</p> <p>Understand people might like different things.</p> <p>Understand some objects and pictures and old.</p>	<p>Begin to identify different ways we can find out about the past and how it is represented, including photographs, paintings, objects/artefacts, stories, information texts and adults talking about the past.</p> <p>Identify what objects/artefacts are made from and how they are similar and different.</p> <p>Sort objects/artefacts into then and now.</p> <p>Look at pictures and photographs to identify things from the past.</p> <p>Begin to understand that two people could tell a story in a different way and we don't always know exactly what happened.</p>	<p>Identify sources that have given them information about the period they are studying and begin to consider why these sources are available.</p> <p>Begin to identify a piece of evidence is from the time or someone's view after.</p> <p>Identify details in pictures and artefacts.</p> <p>Use evidence to answer a question.</p> <p>Understand that different versions of the past may exist.</p>	<p>Begin to identify a source of evidence and historical interpretation.</p> <p>Select relevant sections of historical interpretations or a source of evidence to answer a question/enquiry.</p> <p>Choose evidence to support a point of view.</p> <p>Compare accounts of events from different sources.</p> <p>Explain why there may be different versions of events.</p> <p>Understand the importance of checking the validity of historical evidence or an interpretation.</p>
<b>Similar: What is similar and different?</b>	<p>Talk about similarities and differences between themselves, family, community and traditions.</p>	<p>Identify similarities and differences between the past and today.</p>	<p>Identify how things were the same and different across time periods studied and today.</p> <p>Identify how life was similar and different for different people in the past such as rich and poor.</p>	<p>Identify and explain how things were the same and different across time periods studied and today.</p> <p>Identify how life was similar and different for different people in the past such as rich and poor, male and female, different cultures, races and religion.</p> <p>Begin to explain reasons for why things may have been different.</p>



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<p><b>(Significance)</b></p> <p><b>People: Who are the influential people?</b></p> <p><b>Event: What are the significant events?</b></p>	<p>Recognise and describe a special object.</p> <p>Recognise and describe a special time or event in their life.</p>	<p>Talk about who or what was important in historical period studied.</p> <p>Talk about why someone was important.</p>	<p>Identify historically significant people and events from a period of history and explain what they did or happened.</p> <p>Begin to identify why they or what happened was significant and how things changed for people.</p>	<p>Identify historically significant people and events from a period of history and explain what they did or happened.</p> <p>Identify and explain why they or what happened was significant and the consequence of this.</p> <p>Identify, explain and justify the most significant person/event within a period studied.</p>
<p><b>Consequences: What caused events to happen and what were the consequences?</b></p>	<p>Question why things happen and give explanations.</p> <p>Begin to identify what made something happen.</p>	<p>Begin to recognise significant events happened because of a cause.</p> <p>Begin to understand that aspects of life changed following an event.</p>	<p>Identify reasons for people's choices and the results of their actions.</p> <p>Identify change in periods studied and describe the consequences of this (dramatic and gradual).</p> <p>Answer and ask historical questions about cause.</p> <p>Begin to comment on the importance of a consequence.</p>	<p>Examine causes and consequences of events and the impact on people.</p> <p>Explain the cause and consequence of an historical even.</p> <p>Identify short and long term causes and consequences of an event.</p>



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<p><b>Timeline: What has continued and what has changed over time?</b></p>	<p>Use words that indicate time (past, before, after, now, last week, yesterday)</p> <p>Begin to understand how time is organised into days, weeks, months and a year.</p> <p>Place events (stories or pictures) in time order.</p> <p>Sequence family members by pictures.</p> <p>Identify how they have changed over time.</p> <p>Identify things that are old.</p> <p>Talk about events that happened to themselves.</p>	<p>Use words and phrases related to the passing of time (old, new, past, now, long time ago)</p> <p>Begin to understand where people and events fit on a timeline</p> <p>Recount events in chronological order.</p> <p>Identify changes within living memory.</p> <p>Sequence and order photographs and artefacts on a timeline or in chronological order.</p> <p>Describe how things in the past were different and the same.</p>	<p>Develop an increasingly secure knowledge of local, British and world history, using dates.</p> <p>Use words and phrases related to specific a time (AD/BC, era, period, date)</p> <p>Place people, events and periods on a timeline which includes AD and BC and begin to use dates.</p> <p>Use a British and world timeline to understand that periods were taking place at concurrent times.</p> <p>Identify main events from a period in history and order them chronologically.</p> <p>Begin to describe how things stayed the same and changed over a period of time (gradual and fast).</p> <p>Begin to identify similarities and differences between period studied and compare to previous periods that have been studied.</p>	<p>Build upon their knowledge of local, British and world history, using dates.</p> <p>Use words and phrases related to specific a time and describe how these 'fit' together (duration, century, decade, ancient continuation, change)</p> <p>Place people, events and periods on a timeline which includes AD/BC and use dates to discuss duration.</p> <p>Use British and world history timelines to discuss what was happening at concurrent times.</p> <p>Summarise the main events from a period in history and explain the order of events chronologically.</p> <p>Describe the main changes (gradual and fast) and similarities in a period of history.</p> <p>Identify the most significant changes and explain why these were important.</p>
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