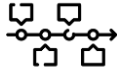








## Progression of Second Order Key Concepts

	Chronological understanding 	Diversity 	Change and continuity 	Cause and Consequence 	Historical Significance 	Historical Interpretation 	-Historical enquiry -Using Evidence / Communicating about the past 
<b>EYFS</b>	Use of everyday language related to time Order and sequence familiar events	Know about similarities and differences between themselves and others, and among families, communities and traditions	Look closely at similarities, differences, patterns and change. Develop an understanding of growth, decay and changes over time.	Question why things happened and give explanations.	Recognise and describe special times or events for family or friends		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 ask appropriate questions Know that information can be retrieved from books and computers. Record, using 'marks' they can interpret and explain.
<b>KS1</b>	Develop an awareness of the past Use common words and phrases related to the passing of time. Know where people, events studied fit into a chronological framework.	Make simple observations about different types of people, events and beliefs within a society.	Identify similarities / differences between ways of life at different times.	Recognise why people did things, why events happened and what happened as a result.	Talk about who was important eg. in a simple historical account.	Identify different ways in which the past is represented.	Ask and answer questions. Understand some ways we find out about the past. Choose and use parts of stories and other sources to show understanding of key concepts
<b>KS2</b>	Continue to develop a chronologically secure knowledge of history. Establish clear narratives within and across periods studied	Describe social, religious and ethnic diversity in Britain and the wider world.	Describe/ make links between main events, situations and changes within and across different societies/ periods	Identify and give reasons for and results of, historical events, situations and changes.	Identify historically significant people and events in situations.	Understand that different versions of the past may exist, giving some reasons for this	Regularly address and sometimes devise historically valid questions. Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by selecting and organising historical information