

Progression of second order concepts

| | <u>EYFS</u> | <u>KS1</u> | <u>Yr 3 & 4</u> | <u>Year 5 & 6</u> |
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| Similarity and difference (within a period/situation) | To identify and describe similarities and differences between myself and others and within communities and traditions | To make simple observations about different types of people, events and beliefs within a society | To describe similarities and differences within a time period in relation to groups, places and societies | To explain similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world |
| Cause and consequence (why events happened) | To question and explain why things happen | To recognise why people did certain things and what time impact was To explain why events happened and what happened as a result | To identify and give reasons for historical events and explain the impact | To identify a range of factors that caused historical events, situations and changes and explain the impact |
| Continuity and change (in and between periods, including impact) | To talk about things that have changed during my lifetime and show an understanding of growth and decay | To identify similarities and differences between ways of life at different times | To explain the links between significant events including the impact | To describe and make links between main events, situations and changes within and across different periods and societies |
| Historical significance (of events and people: Remembered, Resonant, Results in change, Revealing, Remarkable) | To recognise and describe special and significant events in relation to me, my family and friends | To talk about significant people and events from before I was born (give a simple historical account) | To be aware of historically significant people and events and explain the impact they had | To identify historically significant people and events and explain the reasons why historians see them as significant |

