



History Sticky Knowledge Progression

Area of Learning	Chronology & Causation	Historical Enquiry	Historical Significance & Interpretation	Chronology and Causation
EYFS	<ul style="list-style-type: none"> • To appreciate the difference between old and dirty or worn To know the difference between old and new • To know the difference between long ago and now • To be able to compare old and new objects/ artefacts be able to put up to two artefacts or events in order • To begin to appreciate that their life is different to the lives of people in the past • To understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> • Ask questions or make remarks about illustrations in a book they are reading which may be set in the past • Begin to recognise that characters in a book they know acted as they did because it was a long time ago 	<ul style="list-style-type: none"> • Know that many of the things we use today would have been different in the past • To give a reason for why something has changed between now and the past • To look at or touch objects from the past and comment on appearance • To recognise that the past is different from today 	

	<ul style="list-style-type: none"> • Use words like yesterday, last week, old and new 			
Year 1	<p>To appreciate the difference between long ago and very long ago</p> <ul style="list-style-type: none"> • Create a simple timeline to capture recent events • Remember parts of stories they have read or have had read to them which involve memories about the past • Know that the toys their parents and grandparents played with were different to their own • Organise a number of artefacts by age • Recognise that familiar objects we have today would have been different in the past, i.e., telephone • Know what a number of older objects were used for • Know the main differences between their school days and that of their grandparents 	<ul style="list-style-type: none"> • Respond to simple questions about the past • Observe and handle artefacts and ask simple questions about the past • Offer an opinion as to why something may have happened in the past and why they know 	<p>To identify similarities and differences between different times</p> <ul style="list-style-type: none"> • Begin to identify and recount historic details from the past from sources e.g. pictures/stories • To begin to understand that an invention can sometime have a positive impact on an artefact we use everyday, for example, television • To be able to talk about some people and events that they have studied and give reasons for their actions • Consider the differences between 'long ago' and 'now' 	

	<ul style="list-style-type: none"> • Begins to appreciate what a timeline is by looking at a time line over the past 10 years • Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after 			
<p>Year 2</p>	<p>Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past</p> <p>☑ Describe memories and changes that have happened in their own lives</p> <p>☑ Begin to appreciate the difference between long ago and very long ago</p> <p>☑ Know where the people and events studied fit into a basic timeline</p> <p>☑ Able to point out a few similarities and differences between ways of life at different times</p>	<ul style="list-style-type: none"> • Look carefully at pictures and objects to find information. • Find answers and respond to simple questions about the past. • Choose and select evidence and says how it can be used to find out about the past • Understand some ways we find out about the past • Recognise the importance of basing ideas on evidence • Develop the idea of presenting an idea and raising questions about the past 	<p>Know about people in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> • Recount historic details from eyewitness accounts, photos and artefacts • To begin to reflect on the significance of what has been learnt from the past • To develop an awareness of the past and comment on how they found they found out 	

	<p>☑ Able to order a few events and artefacts from the recent past</p> <p>☑ Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p>			
<p>Year 3</p>		<p>Use a variety of sources to collect information about the past</p> <ul style="list-style-type: none"> • Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past • Explain that there are different types of evidence and sources that can be used to help represent the past 	<p>Able to recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied</p> <ul style="list-style-type: none"> • Start to compare two versions of a past event • Observe and use pictures, photographs and artefacts to find out about the past • Start to use stories or accounts to distinguish between fact and fiction • Explain that there are different types of evidence and sources that can be used to help represent the past 	<ul style="list-style-type: none"> • Begin to understand that the past is divided into different named periods of time • Able to use dates to explain British, local and world history • Start using a timeline that identifies different centuries • Use appropriate dates and chronological conventions, e.g., BC, BCE and AD • Put artefacts or information in chronological order from a long time ago • Understand that significant discoveries or inventions

				created much change to the lives of people, e.g. the wheel or iron ore
Year 4		<p>Know the difference between primary and secondary sources of evidence</p> <ul style="list-style-type: none"> • Use a range of sources to collect information about the past • Construct informed responses about one aspect of life 	<p>Look at more than two versions of the same event or story in history and identifies differences</p> <ul style="list-style-type: none"> • Investigate different accounts of historical events and explain some of the reasons why the accounts may be different • To begin to talk about the impact of a past action on our lives today • To be able to talk about similarities and differences between different times in the past according to the periods of history studied 	<p>To be able to place events, people and changes of British, local and world history on a timeline</p> <ul style="list-style-type: none"> • To accurately set out different events onto a timeline • To appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation • Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart • Know how to use the timeline in relation to the unit being studied. • Use words and phrases: century, decade • Know how some historical events/periods occurred

				concurrently in different locations, e.g. Indus Valley and Ancient Egypt
Year 5		<p>Recognise when they are using primary and secondary sources of information to investigate the past</p> <ul style="list-style-type: none"> • Select relevant sections of information to address historically valid questions and construct detailed, informed responses • Use a wide range of different evidence to collect evidence about the past • To be able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context 	<p>Find and analyse a wide range of evidence about the past</p> <ul style="list-style-type: none"> • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past • Consider different ways of checking the accuracy of interpretations of the past; • Realise that there is often not a single answer to historical questions • To be able to discuss trends over time • To see the relationship between different periods and the legacy or impacts for people today 	<p>To have a secure understanding of a British timeline that extends from the Stone Age to the present day</p> <ul style="list-style-type: none"> • To show a chronologically secure knowledge and understanding of local, national and global history • To be able to tell the story of events within and across the time periods studied • To describe connections, contrasts and trends over short and longer time periods • Order an increasing number of significant events, movements and dates on a timeline using dates accurately; • Accurately use dates and terms to describe historical events;

				<ul style="list-style-type: none"> • Know and describe in some detail the main changes to an aspect in a period of history being studied
Year 6		<p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <ul style="list-style-type: none"> • Investigate own lines of enquiry by posing historically valid questions to answer • To understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time 	<ul style="list-style-type: none"> • Find and analyse a wide range of evidence about the past • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past • Consider different ways of checking the accuracy of interpretations of the past • Start to know the difference between primary and secondary evidence and the impact of this on reliability • Show an awareness of the concept of propaganda • Know that people in the past represent events or ideas in a way that may be to persuade others • Begin to evaluate the usefulness of different sources • Form own opinions about historical events from a range of sources 	<p>To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and wider world</p> <ul style="list-style-type: none"> • To identify specific changes within and across different periods over a long period of history • Use timelines to place events, periods and cultural movements from around the world. • Use timelines to demonstrate changes and developments in culture, technology, religion and society. • Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.

				<ul style="list-style-type: none">• Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.• Name date of any significant event studied from past and place it co
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