



History

Progression of Skills and Knowledge



Historical Knowledge and Skills

Chronology & Causation

- To ensure the pupils have a coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped Britain and how Britain has influenced and been influenced by the wider world.

| EYFS | Year 1 | Year 2 |
|---|---|---|
| <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 • Use words like yesterday, last week, old and new | <ul style="list-style-type: none"> • To appreciate the difference between long ago and very long ago • 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 • 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 | <ul style="list-style-type: none"> ▪ 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 ▪ Describe memories and changes that have happened in their own lives ▪ Begin to appreciate the difference between long ago and very long ago ▪ Know where the people and events studied fit into a basic timeline ▪ Able to point out a few similarities and differences between ways of life at different times ▪ Able to order a few events and artefacts from the recent past ▪ 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 |

Historical Knowledge and Skills

| Chronology & Causation: 2 | | | |
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| Year 3 | Year 4 | Year 5 | Year 6 |
| <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 | <ul style="list-style-type: none"> • To be able to place events, people and changes of British, local and world history on a timeline • 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. | <ul style="list-style-type: none"> • To have a secure understanding of a British timeline that extends from the Stone Age to the present day • 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; • Know and describe in some detail the main changes to an aspect in a period of history being studied | <ul style="list-style-type: none"> • To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and wider world • 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. • 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 correctly on a timeline |

Historical Knowledge and Skills

| Historical Enquiry | | |
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| EYFS | Year 1 | Year 2 |
| <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">• 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 | <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 |

Historical Knowledge and Skills

| Historical Enquiry: 2 | | | |
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| Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> • Use a variety of sources to collect information about the past • 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 | <ul style="list-style-type: none"> • Know the difference between primary and secondary sources of evidence • Use a range of sources to collect information about the past • Construct informed responses about one aspect of life | <ul style="list-style-type: none"> • Recognise when they are using primary and secondary sources of information to investigate the past • 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 | <ul style="list-style-type: none"> • 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 • 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 |

Historical Knowledge and Skills

| Historical Significance & Interpretation | | |
|---|---|--|
| EYFS | Year 1 | Year 2 |
| <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"> • To identify similarities and differences between different times • 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"> • Know about people in the past who have contributed to national and international achievements • Recount historic details from eye-witness 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 |

Historical Knowledge and Skills

Historical Significance and Interpretation: 2

| Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|---|
| <ul style="list-style-type: none"> • Able to recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied • 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"> • Look at more than two versions of the same event or story in history and identifies differences • 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 | <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; • 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 | <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 |