

St. Augustine's History Skills and Knowledge Progression

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Chronology | Chronology | Chronology | Chronology | Chronology | Chronology | Chronology |
| Order simple experiences in relation to themselves | Recognising the distinction between past and present | Identifying some similarities and differences between their own present and aspects of the past. | Making some accurate links between and across periods, such as the differences between clothes, and buildings. | Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...) | Sequence events and identify where these events fit into a chronological framework | Sequence events and periods through the use of appropriate terms relating to the passing of time |
| Know some similarities between things in the past and now | Placing a few events and objects in order by using phrases to show the passing of time (old, new/young, days and months) | Placing a few events and objects in order from furthest away to most recent | Identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time by placing selected maps into chronological order | Making some links between and across periods, such as the differences between clothes, food, buildings or medicine. | Use appropriate vocabulary when describing the passing of time and historical concepts | Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. |
| | Identifying some similarities and differences between ways of life in different periods and can make simple links between similarities and differences | Recognising the distinction between present and past in their own and other people's lives | | | Analyse connections, trends and contrasts over the period | Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day |
| | Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...) | Identifying some similarities and differences between ways of life in different periods | | Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. | | Use appropriate vocabulary when describing the passing of time and historical concepts (e.g., primary source, secondary source, reliability...). |
| | | Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...) | | | | Analyse connections, trends and contrasts over time |

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| <p>Vocabulary</p> <p>Talk about key events including significant people</p> <p>Use language such as past and present in relation to their own lives</p> | <p>Vocabulary</p> <p>To show what they know and understand about the past in different ways (speaking, role play, drawing and writing).</p> <p>Understand historical concepts and use vocabulary to indicate periods of time e.g a long time ago</p> | <p>Vocabulary</p> <p>Understand historical concepts and use them to make simple connections and draw contrasts</p> <p>Can recall some subject specific vocabulary that they have been taught</p> | <p>Vocabulary</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Use specialist terms like settlement and vocabulary linked to chronology from periods they have studied</p> | <p>Vocabulary</p> <p>Use specialist terms and vocabulary linked to chronology</p> <p>Produce structured work that makes some connections; draws some contrasts; frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms</p> | <p>Vocabulary</p> <p>Be able to discuss connections, contrasts, trends, and frame historically-valid using appropriate dates</p> | <p>Vocabulary</p> <p>Produce structured work that makes connections, draws contrasts and frames historically valid questions involving the selection and organisation of relevant historical information using appropriate dates and terms.</p> |
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| <p>Questioning and using sources</p> <p>Find out about places and events by asking questions</p> | <p>Questioning and using sources</p> <p>Use sources to answer simple questions about the past</p> <p>Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources</p> <p>To begin to understand the reasons why people in the past did what they did</p> | <p>Questioning and using sources</p> <p>Use sources to answer questions about the past</p> <p>Ask and answer questions about the past through observing and handling a range of sources.</p> <p>Identify some of the basic ways the past can be represented.</p> <p>To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories)</p> | <p>Questioning and using sources</p> <p>Use some sources to start creating historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Understand some of the methods of historical enquiry, how evidence is used to make historical claims</p> <p>Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses</p> <p>Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources)</p> | <p>Questioning and using sources</p> <p>Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past</p> <p>Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance</p> <p>Use sources as a basis for research from which they will begin to use information as evidence to test theories</p> <p>Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist</p> | <p>Questioning and using sources</p> <p>Understand methods of historical enquiry, how evidence is used to make historical claims and begin to understand why contrasting arguments and interpretations of the past have come about</p> <p>Use sources as a basis for research from which they will begin to use information as evidence to test theories</p> <p>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why was it created, and what does it tell us?)</p> | <p>Questioning and using sources</p> <p>Use sources as a basis for research from which they will begin to use information as evidence to test theories</p> <p>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this</p> <p>Begin to recognise why some events, people and changes might be judged as more historically significant than others.</p> |
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| <p>Knowledge</p> <p>Children talk about past and present events in their own lives and in the lives of family members</p> | <p>Knowledge</p> <p>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events</p> <p>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</p> <p>Use simple stories and other sources to show that they know and understand key features of events they have been taught</p> | <p>Knowledge</p> <p>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories and features of events</p> <p>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied</p> <p>Recount simple stories accurately and suggest why people and events were important</p> | <p>Knowledge</p> <p>Understanding some significant aspects of history - expansion and changes in their local area</p> | <p>Knowledge</p> <p>Be able to describe some of the main events, people and periods they have studied</p> <p>Understand some significant aspects of history including civilisations</p> | <p>Knowledge</p> <p>Show their knowledge and understanding of local, national and international history</p> <p>Gain historical perspective by placing their knowledge into different contexts by studying aspects of cultural, economic, military, political religious and social history.</p> <p>Establish a narrative showing connections and trends within and across periods of study by making connections between other history units they have already studied</p> <p>Begin to recognise and describe the nature and extent of diversity, change and continuity by understanding where people settled and how they changed the area they settles in</p> | <p>Knowledge</p> <p>Gain historical perspective by placing their growing knowledge into different contexts focusing on military, political and social history.</p> <p>Establish a narrative showing connections and trends within and across periods of study</p> <p>Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes</p> <p>Present a clear narrative within and across periods that notes connections, contrasts and trends</p> |
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