

Progression in Historical Knowledge & Skills

Chronological understanding

	Expectations	Key words
EYFS	<ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events in the correct order baby, child and adult on a timeline. Order objects in chronological order from then and now – washing objects then and now (dolly tub and washing machine.) Describe main story settings, events and principal characters People who help us in the local community – Find out about who helps us at home, in the setting and in the local community. Talk about past and present events in their own lives and in lives of family members Compare old and new toys. Can I tell others about things that happened when they were little? 	Yesterday, Before, Next After, Later A long time ago Baby Child Adult Now Then Old New
Y1	<ul style="list-style-type: none"> Know where the people and events they study fit within the chronological framework. To know where Samuel Pepys fits on the history time line and where we are now. Place the events of the 'Great fire of London' in the correct order. Identify similarities and differences between ways of life in different periods – How we grow old – baby, toddler, adolescent and adult. Looking at photos of them as a baby and comparing differences to them now. Compare old toys from Victorian times and from today and how they have changed over time and order them to show passing of time (3 objects – Victorian, parents' toys and now.) Similarities and differences about the way of life in 1666 (Great fire of London) and compare to now (look at houses). 	Young, Baby, Children, Adult, Grown Up, Before, After, A long time ago, A very long time ago, Past and Present London - 1666
Y2	<ul style="list-style-type: none"> Know where the people and events they study fit within the chronological framework. Can I use past and present accurately when talking about the local area – New Hall Lane/ Preston. Able to place on the history timeline Victorian times and now. Where Ibn Battuta and Ellen McCarthur fit on the time line. Seaside resort in the past and now on a timeline. Identify similarities and differences between ways of life in different periods. Able to look at similarities and differences of New Hall Lane then and now (Victorian and today). The way of life in school in the Victorian times and compare to life in school's today. (Activating prior knowledge of Year 1 – Family Album old and new toys in Victorian times.) Recognise difference and similarities in past and present in their own and other's lives (Ibn Battuta and Ellen McCarthur). Way of life for Ibn Battuta and Ellen McCarthur and compare to today. Similarities and differences between seaside resorts from the past and now. 	Before I was born... When I was younger Then, Now



<p>Y3</p>	<ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time by placing selected maps into chronological order (place the construction of Stonehenge into chronological order) Activating prior knowledge from Year 2 Explorers topic (Ibn Battuta and Ellen McCarthur) and Year 1 Penguin, Parrots and Peacocks topic (UK - 4 countries and the 7 continents of the world). Making <i>some</i> links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (e.g. between Roman Britain and other periods they have studied). When doing this they should use specialist terms like <i>Roman Britain</i>, <i>settlement</i>, and vocabulary linked to chronology. 	<p>Periods Chronological order Time Compare Differences Technical vocabulary - AD, BC and Decade. Conceptual vocabulary - Change, Continuity, Sequence, Duration, Period, Chronology</p>
<p>Y4</p>	<ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). 	<p>Periods Chronological ordering Compare Differences Time Technical vocabulary - AD, BC, the use of the 'nineteenth century' for 1845 Conceptual vocabulary - Change, Continuity, Sequence, Duration, Period, Chronology</p>
<p>Y5</p>	<ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Sequence events through the use of appropriate terms relating to the passing of time and identify where these events fit into a Chronological framework during the Anglo-Saxon period/empire, civilisation, parliament etc. In an in depth study of the Anglo-Saxon period, use appropriate vocabulary when describing the passing of time and historical concepts. Analyse connections, trends and contrasts over the Anglo -Saxon period and Greek influences and their applications to the lives of people in different periods. Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. 	<p>Passing of time Chronological order Compare Differences Decades Centuries AD – AD900 BC Period</p>



<p>Y6</p>	<ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Sequence events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry... / Victorian era; turn of the century; pre-war; inter-war; post war; the sixties</i>). Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day (<i>e.g. with particular focus on the period from 850AD to 1066AD and the development of leisure from 19th century to the present day.</i>) In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>e.g. propaganda, bias, primary source, secondary source, reliability...</i>). Analyse connections, trends and contrasts over time (<i>e.g. warfare and battle or when studying varied geographical coastal resorts during different historical periods and noting their influence on the lives of people in these different periods.</i>) 	<p>Passing of time Chronological order Compare Differences Decades Centuries AD BC Period Propaganda Bias Primary Source Secondary Source Reliability 400 AD to 1067AD</p>
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Knowledge and understanding of past events, people and changes in the past

	Expectations	Key words	
EYFS	<ul style="list-style-type: none"> Talk about past and present events in own life – washing clothes, old and new toys Begin to identify things from the past like old toys and think about how things have changed as they have grown from being a baby to going to school Talk about past events in the correct order. 	Then and Now Old and New Washing objects – dolly tub, wash board, laundry basket, tongs, scrubbing brush, pegs. Baby, child, adult Past	
Y1	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – Family Album – Victorian times and today Fire! Fire! – houses in 1066 and houses today. Events beyond living memory that are significant nationally or globally (e.g. Great Fire of London). Fire! Fire! – ordering the events. 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 (e.g. <i>comparing modern fire engines to fire marks and leather buckets</i>). Use simple stories and other sources to show that they know and understand key features of events. 	Family Victorian Blackboard Cup and ball Pop gun Queen Victoria Dolly pegs Rocking horse Hopscotch Washboard Dolly tub Marbles Rug beater Diabolo Steam	Great Fire of London Ruin Escaping Axe Spread Charles Samuel Pepys Monument Smoke Water Explosion Climbed London Destroyed Wooden Heat Boat Firemen Panic
Y2	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Ibn Battutu and Ellen MacArthur). Explorers Using and making simple comparisons to parts of stories (<i>such as those about explorers</i>), and features of events (<i>lbn being captured</i>) Recount simple stories accurately and suggest why people and events were important – travelling around the world, visiting 4+ modern countries and different cultures. Significant historical events, people and places in their own locality (Battle of Preston - 1648) Neighbourhood Detectives 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 – New Hall Lane in Victorian times and compare to now. 	Explorers Explorer, traveller, Ibn Battuta, the Rihla, journey, representation, portrait, mountain, desert, jungle, India, China, Mali, Persia, merchant, Sultan, bazaar, pavilion. Explore Compass	Local History Local Area Preston Ribbleson Town City Past Now Then Cobbles Horse and cart



	<ul style="list-style-type: none"> Events beyond living memory or places in their locality (the seaside then and now) – Victorian seaside resorts locally and compare to seaside resorts today. Buckets and Spades How seaside's have changed over time, clothing, entertainment and games played. 	Exploration Map Navigation Ocean Sea Ship Ellen MacArthur Modern Iduna Sailing	Cotton mill Coal Map Changed Difference
Y3	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age (Iron Age hill forts: tribal kingdoms, farming, art and culture). Rock and Roll The Roman Empire and its impact on Britain. This could include: –Julius Caesar's attempted invasion in 55-54BC. The Roman Empire by AD and the power of its army. The successful invasion by Claudius and conquest, including Hadrian's Wall. –British resistance, for example, Boudica. –'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christians. Rotten Romans 	Stone Age Prehistory Hunter-gatherer Nomad Palaeolithic Mesolithic Neolithic Tribe Neanderthal Hominid Pelt Beaker Celt Bronze Roundhouse Hillfort Quern Smelting Druid Borer Domesticate	Romans Empire Toga Aqueduct Coliseum Centurion Emperor Amphitheatre Senate Gladiator Republic Mosaic Arch Chariot Hypocaust Tunic Aquila Pantheon Testudo Circus Maximus Legionary
Y4	<ul style="list-style-type: none"> The achievements of the earliest civilisations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient, Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China – Water, Water Everywhere A theme in British history beyond 1066 – The Great Plague of 1665. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Black Death. <p>Understanding some significant aspects of history including the nature civilisations (e.g. how and why the River Nile was important to the Ancient Egyptians).</p> <p>Understanding some significant aspects of history, e.g. how the Great Plague of 1665 affected London and beyond.</p>	Ancient Egypt Pharaoh Scarab Papyrus Scribe Amulet Canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Irrigation	Plague Thames London Religion Stuart England Great Fire Symptom Rash Death Airborne Disease Samuel Pepys



		Shaduf Sphinx Oasis Egyptologist Ankh Pyramid Barter Rosetta Stone	Posies Quack	
Y5	<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world. Faster, Higher, Stronger • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. This could include: -the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day. Faster, Higher, Stronger • Britain's settlement by Anglo-Saxons and Scots. This could include: -Anglo-Saxon invasions, settlements and kingdoms: place names and village life. -Anglo-Saxon art and culture. -Anglo-Saxon laws and justice. A Kingdom United • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c AD900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300. Inventors and Inventions <p>Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of Anglo-Saxon cultural, economic, military, political religious and social history. <i>(e.g. relating to Ancient Greece).</i></p> <p>Establish a narrative showing connections and trends within and across periods of study by making connections between the Anglo-Saxons and other history units they have already studied. <i>(Ancient Greek developments and other history units they have already studied).</i></p> <p>Begin to recognise and describe the nature and extent of diversity, change and continuity by understanding where the Anglo-Saxons settled and how they integrated into the indigenous populace. Also suggest relationships between causes.</p> <p>Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; achievements and follies of mankind.</p>	Anglo Saxons Angles Saxons Jutes Mead Rune Wattle-and-daub Thatch Farmer-warrior Sutton Hoo Lindisfarne Hengest and Horsa Monk Illumination Manuscript Weregeld Athelstan Christianity Augustine Alfred the Great Aethelred the Unready	Ancient Greece Democracy Acropolis City-state Parthenon Marathon Olympics Citizen Philosopher Alphabet Tragedy Hellenistic Phalanx Aristocrat Mythology Column Hoplite Peninsula Oracle Terraced Agora	Early Islam Abbasid Caliphate Caliph Dinar Hadith Hajj Imam Qur'an Calligraphy Mecca House of Wisdom Mongols Crusades Sultan Scholar Bazaar Mosque Caravan Tolerance Baghdad Algebra Islamic Golden Age Dark



<p>Y6</p>	<ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England. -further Viking invasions and Danegeld. <i>Super Sleuth</i> A local history study: -a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). -a depth study linked to one of the British areas of study listed above <i>Oh I do like to be beside the seaside</i> Gain historical perspective by placing their growing knowledge into different contexts focusing particularly on military, political and social history e.g. <i>how the development of the railways enabled Victorians to travel to the coast from inland towns.</i> Establish a narrative showing connections and trends within and across periods of study. Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes (<i>e.g. understanding how different people settled and by understanding how different people worked, travelled, and funded coastal visits</i>). Present a clear narrative within and across periods that notes connections, contrasts and trends over time. 	<p>Viking's</p> <p>Longboat Longhouse Chieftain Berserker Danegeld Thing Feast Raid Trade Yggdrasil Runes Farmer-warrior Pagan Danelaw Asgard Jarl Karl Figurehead Chainmail Valhalla</p>	<p>Local History</p> <p>Preston New Hall Lane Ribbleton Local Area Industry Locality Beyond 1066 British Victorians Railways Coast Towns Periods Blackpool Lytham Southport Promenade</p>
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Historical Interpretation

	Expectations	Key words
EYFS	<ul style="list-style-type: none"> Recount an event, verbally and written Ask questions about why things happen and give explanations. 	Then Now Why? How
Y1	<ul style="list-style-type: none"> They should use a wide vocabulary of everyday historical terms. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. 	Past Today Long time ago Future
Y2	<p>Children should draw on previous learning and make connections, draw contrasts.</p> <p>Look at primary and secondary resources</p> <p>Use sources to answer simple questions about the past.</p>	
Y3	<ul style="list-style-type: none"> Note connections, contrasts and trends over time and develop the appropriate use of historical terms – Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information (<i>e.g. comparing the Pyramids of Ancient Egypt with Stonehenge</i>). Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past (<i>such as about life in Ancient Britain</i>) Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance (<i>e.g. the impact of Roman roads and foods</i>). Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like <i>Roman Britain, settlement</i>, and vocabulary linked to chronology. 	Past Contrasts Historical Information Change Cause Similarity Difference Significance Construct Vocabulary Chronology
Y4	<ul style="list-style-type: none"> Note connections, contrasts and trends over time and develop the appropriate use of historical terms – Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information (<i>e.g. comparing the Pyramids of Ancient Egypt with Stonehenge</i>). Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past (<i>such as about life in Ancient Britain</i>) Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses e.g. <i>whether the uniform of a plague doctor would work as protection from the disease</i>. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. 	Connections Contrasts Trends Time Past Hypotheses



<p>Y5</p>	<ul style="list-style-type: none"> Note connections, contrasts and trends over time and develop the appropriate use of historical terms - Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information (<i>e.g. comparing the Pyramids of Ancient Egypt with Stonehenge</i>). Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past (<i>such as about life in Ancient Britain</i>) Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. 	<p>Connections Contrasts Trends Over time Evidence Past Analyses trends Dates Terms</p>
<p>Y6</p>	<ul style="list-style-type: none"> Note connections, contrasts and trends over time and develop the appropriate use of historical terms - Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information (<i>e.g. comparing the Pyramids of Ancient Egypt with Stonehenge</i>). Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past (<i>such as about life in Ancient Britain</i>) Produce structured work that makes connections, draws contrasts and frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. 	<p>Connections Contrasts Historically Organisation Comparing Evidence Dates Terms Information Evidence</p>



Historical Enquiry

	Expectations	Key words
EYFS	<ul style="list-style-type: none"> • Talk about changes – from birth to now. • Answer 'how' and 'why' questions about their experiences and give explanations. • Sort artefacts 'old' and 'new' – toys, washing equipment. • Talk about the difference between black and white photos and colour photos of the present days. • Know that information can be retrieved from books and computers. 	Change How Why? Old New Information
Y1	<ul style="list-style-type: none"> • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features and events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • 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 (<i>e.g. pictures depicting fleeing Londoners, Samuel Pepys extracts, digital clips from selected films</i>). 	Questions Sources Key features Events Past Represented
Y2	<ul style="list-style-type: none"> • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features and events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • 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. Seaside artefacts, pictures and music. To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>e.g. New hall lane then and now, Ibn Battutu travels compared to Ellen MacArthur and seaside resorts, bathing, clothing and games</i>) 	
Y3	<ul style="list-style-type: none"> • Address and devise historically valid questions about change, cause, similarity and difference, and significance: - Understand some of the methods of historical enquiry, (<i>such as maps</i>), and how these can be used to make historical claims (<i>such as about the transportation of the Bluestones</i>). Use some sources to start devising historically valid questions about change and significance (<i>such as the development of farming and of settlement</i>). Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past (<i>such as about life in Ancient Britain</i>). Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses 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 (<i>artist's pictures, museum displays, written sources</i>). 	Questions Change Cause Similarity Difference Significance Historical Enquiry Claims Evidence Observations Sources Research Evidence



		Hypotheses Artefacts Museums
Y4	<ul style="list-style-type: none"> Address and devise historically valid questions about change, cause, similarity and difference, and significance: - Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause and significance e.g. <i>of the Great Plague</i>. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. 	Questions Change Cause Similarity Difference Significance Historical Enquiry Observations Answers Evidence Claims
Y5	<ul style="list-style-type: none"> Address and devise historically valid questions about change, cause, similarity and difference, and significance: - Understand methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. 	Questions Change Cause Similarity Difference Significance Historical Enquiry Observations Answers Evidence Arguments Interpretations Information Evidence Hypotheses
Y6	<ul style="list-style-type: none"> Address and devise historically valid questions about change, cause, similarity and difference, and significance: - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Makes connections, draws contrasts and analyses trends between the different periods. Frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Understand methods of historical enquiry, how evidence is used to make historical claims and begin to discern how and why 	Questions Historically Change Cause Similarity Difference



	<p>contrasting arguments and interpretations of the past have been constructed.</p>	<p>Significance Historical Enquiry Observations Answers Evidence Arguments Interpretations Information Evidence Hypotheses Constructed</p>
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Organisation and Interpretation

St Matthew's C.E. Primary School
History



"Be blessed by God, be happy and aspire to be..."

	Expectations	Key words
EYFS	<ul style="list-style-type: none"> • Talk about things they did at the weekend, yesterday, this morning... (past and present events) • Talk about photos in their learning journey • Know similarities and differences between themselves and others. 	Weekend Yesterday Morning Afternoon Tomorrow
Y1	<ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. 	Past Yesterday Tomorrow Next Now Then Future Later Before Long ago While ago
Y2		
Y3	<ul style="list-style-type: none"> • Construct informed response that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of sources. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	Past Next Now Then Future Later Before Long ago While ago AD BC Stone Age Romans 21 st Century Britain
Y4	<ul style="list-style-type: none"> • Construct informed response that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of sources. 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 (<i>artist's pictures, museum displays, written sources</i>). 	Past Next Now Then Future Long ago While ago



		AD BC Ancient Greece Victorians Plague 21 st Century Britain
Y5	<ul style="list-style-type: none"> • Construct informed response that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of sources. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of the past often exist, giving some reasons for this <i>(e.g. what evidence do we have, why was it created, and what does it tell us?)</i> 	Past Future AD BC Anglo Saxons Ancient Greece Early Islam 21 st Century Britain Decades Centuries Period
Y6	<ul style="list-style-type: none"> • Construct informed response that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of sources. 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. Begin to recognise why some events, people and changes might be judged as more historically significant than others. 	Passing of time Chronological order Compare Differences Decades Centuries AD BC Period Vikings Local History 21 st Century Britain

