

## Progression of Knowledge and Skills - History.

### Chronological Knowledge and Understanding

<p><b>EYFS:</b> Remember and talk about significant events in their own experience.</p> <p>Children talk about past and present events in their own lives and in the lives of family.</p>	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>Recognise the distinction between past and present (within the context of their own life).</li> <li>Order and sequence some familiar events and objects.</li> <li>Identify some similarities and differences between ways of life at different times.</li> <li>Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</li> </ul>	<p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>Order and sequence events and objects – closer in time using a reference book.</li> <li>Recognise that their own lives are similar and/or different from the lives of people in the past.</li> <li>Use common words and phrases concerned with the passing of time.</li> <li>Order dates from earliest to latest on simple timelines.</li> </ul>	<p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>Use some dates and historical terms when sequencing events and objects.</li> <li>Demonstrate awareness that the past can be divided into different periods of time.</li> <li>Explore trends and changes over time – using a timeline.</li> </ul>	<p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>Use dates and historical terms when ordering events and objects on a timeline.</li> <li>Identify where people and events fit into a chronological framework.</li> <li>Explore links and contrasts within and across different periods of time.</li> <li>Understand and use more complex historical terms – e.g – BC/AD</li> </ul>	<p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>Use dates and appropriate historical terms to sequence events and periods of time.</li> <li>Identify where people, places and periods of time fit into a chronological framework.</li> <li>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>	<p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>Accurately use dates and a wide range of historical terms when sequencing events and periods of time.</li> <li>Develop chronologically secure knowledge of the events and periods of time studied.</li> <li>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>
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### Knowledge and Understanding of Events, People and Changes in the Past.

<p><b>EYFS</b> Show interest in the lives of people who are familiar to them.</p> <p>Remember and talk about significant events in their own experience.</p> <p>Recognise and describe special times or events for family or friends.</p> <p>Know some of the things that make them unique, and can talk about some of the similarities and differences in relation</p>	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>Retell some events from beyond their living memory which are significant nationally or globally.</li> <li>Describe some changes within their living memory.</li> <li>Identify some of the basic ways in which the past can be represented.</li> <li>Choose parts of stories and other</li> </ul>	<p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Develop awareness of significant historical events, people and places in their own locality.</li> <li>Understand why events happened</li> </ul>	<p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>Describe and give reasons for some historical changes</li> <li>Find out and compare everyday lives and how that contrasts to our lives today</li> <li>Demonstrate knowledge of aspects of history significant in their locality.</li> <li>Demonstrate knowledge of an aspect or theme in</li> </ul>	<p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>Demonstrate more in-depth knowledge of one specific civilisation</li> <li>Offer a reasonable explanation for some events and</li> </ul>	<p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>Describe key aspects of a non-European society.</li> <li>Study different aspects of different people – e.g. differences between men and women in a historical context</li> <li>Demonstrate more in-depth knowledge of one specific civilisation</li> </ul>	<p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>Explore beliefs, behaviour and characteristics of people, recognising not everybody shares the same views and opinions.</li> <li>Know key dates, people and times studied.</li> <li>Compare beliefs and behaviour with another time studied.</li> <li>use appropriate historical terms</li> </ul>
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to friends or family.	sources to show what they know about the past.	and what happened as a result. <ul style="list-style-type: none"> <li>• understand that there are reasons why people in the past acted as they did</li> </ul>	British history that extends their chronological knowledge beyond 1066.	how they have impacted our lives.	<ul style="list-style-type: none"> <li>• Examine causes and results of great events and the impact of these</li> <li>• Compare life in the early and late stages of 'times' studied</li> </ul>	such as culture, religious, social, economic and political when describing the past
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### Historical Interpretations and Investigations

<p>EYFS: Children know about similarities and differences in relation to places and living things.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Make simple observations about different people, events, beliefs and communities.</li> <li>• Use sources to answer and ask simple questions about the past.</li> <li>• Identify some of the basic ways in which the past can be represented.</li> <li>• Choose parts of stories and other sources to show what they know about the past.</li> </ul>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/how/where questions to find answers.</li> <li>• Consider why things may change over time.</li> <li>• Recognise some basic reasons why people in the past acted as they did.</li> <li>• choose and select evidence and say how it can be used to find out about the past.</li> <li>• Choose parts of stories and other sources to show what they know about significant people and events.</li> </ul>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Use sources to address historically valid questions.</li> <li>• Recognise that our knowledge of the past is constructed from different sources of evidence.</li> <li>• Recognise that different versions of past events may exist.</li> <li>• Describe and explore some of the ways the past can be represented – pictures, letters, artefacts etc.</li> </ul>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>• Use a range of sources to address historically valid questions and hypotheses.</li> <li>• Recognise how sources of evidence are used to make historical claims.</li> <li>• Recognise why some events happened and what happened as a result.</li> <li>• look at more than two versions of the same event or story in history and identify differences</li> <li>• Identify historically significant people and events in different situations.</li> <li>• begin to undertake their own research</li> </ul>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</li> <li>• Recognise how our knowledge of the past is constructed from a range of sources.</li> <li>• Evaluate Primary and Secondary sources and make simple inferences.</li> <li>• Choose relevant sources of evidence to support particular lines of enquiry.</li> </ul>	<p>Year 6:</p> <ul style="list-style-type: none"> <li>• Regularly address and sometimes devise historically valid questions and hypotheses.</li> <li>• Give some reasons for contrasting arguments and interpretations of the past.</li> <li>• consider different ways of checking the accuracy of interpretations of the past.</li> <li>• Recognise that some events, people and changes are judged as more significant than others.</li> <li>• Bring knowledge gathered from several sources together into a coherent account.</li> <li>• show an awareness of the concept of propaganda</li> </ul>
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## Presenting and Communicating

<p><b>EYFS:</b> Children talk about past and present events in their own lives and in the lives of family.</p> <p>Talk about how environments may have changed.</p>	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Describe special or significant events.</li> <li>• Retell simple stories or events from the past using simple Historical vocabulary.</li> <li>• Use simple historical terms.</li> </ul>	<p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• Talk about what/who was significant in simple historical accounts.</li> <li>• Demonstrate simple historical concepts and events through role-play, drawing and writing.</li> <li>• Use a variety of simple historical terms and concepts such as parliament, government, war, remembrance etc.</li> </ul>	<p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>• Discuss some historical events, issues, connections and changes.</li> <li>• Select and organise historical information to present in a range of ways including letters, recounts, poems, adverts, diaries, posters and guides.</li> <li>• Use relevant historical terms and vocabulary linked to chronology.</li> <li>• Distinguish difference between sources – e.g – compare different versions of the same event.</li> </ul>	<p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>• Discuss significant aspects of, and connections between, different historical events.</li> <li>• Select and organise relevant historical information to present in a range of ways including letters, recounts, poems, adverts, diaries, posters and guides.</li> <li>• Begin to evaluate the usefulness of different sources.</li> <li>• Use relevant and appropriate historical terms and vocabulary such as ruled, reigned, empire, invasion, conquer, kingdoms etc.</li> </ul>	<p><b>Year 5:</b> Discuss and debate historical issues.</p> <ul style="list-style-type: none"> <li>• Present, communicate and organise ideas from the past using different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports etc.</li> <li>• Use appropriate vocabulary when discussing and describing historical events.</li> <li>• Construct responses to historical questions that involve selection and organisation of relevant historical information including dates and terms.</li> <li>• Compare accounts of events from different sources – fact or fiction.</li> </ul>	<p><b>Year 6:</b></p> <ul style="list-style-type: none"> <li>• Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</li> <li>• Present, communicate and organise ideas from the past using different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports etc.</li> <li>• Use appropriate vocabulary when discussing, describing and explaining historical events.</li> <li>• Construct informed responses to historical questions that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</li> <li>• Choose the most appropriate way of communicating different historical findings.</li> </ul>
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