

Progress in Knowledge and Skills: History

Updated January 2023



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Breadth of Study	Monarchs	Space Great Fire of London	A Local History Study Stone Age to Iron Age	Ancient Egyptians The Romans	Vikings The Anglo-Saxons Aztec/ Maya	Ancient Greece Ancient Greece – a study of Greek life and achievements and their influence on the western world; WW2
Historic Interpretation	Use stories to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories?	Compare two versions of a past event. Compare pictures or photos of people or events in the past. Discuss reliability of stories/ photos/ accounts.	Identify and give reasons for different ways in which the past is represented. Compare different versions of the same event. Look at representations of the period – cartoons, museum displays.	Look at the evidence across a range of sources. Begin to evaluate the usefulness of different sources. Use textbooks, internet research and historical knowledge.	Compare accounts of events from different sources (fact and fiction). Offer some reasons for different versions of events.	Link sources and work out how conclusions were made (looking at different evidence). Consider ways of checking the accuracy of interpretations – fact/fiction/opinion. Be aware that different evidence will lead to different conclusions.

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Historic Investigation	<p>Begin to piece together stories and other sources to show some knowledge and understanding of events.</p> <p>Ask and answer some questions showing knowledge of key features.</p> <p>Begin to understand some ways we find out about the past.</p> <p>Find answers from simple questions about the past from sources of information e.g artefacts.</p>	<p>Choose stories and other sources to show that they know and understand the events and sequence.</p> <p>Ask and answer questions showing both knowledge and understanding of key events.</p> <p>Understand some ways we find out about the past.</p> <p>Observe and handle sources to answer questions about the past on the basis of simple observations.</p> <p>Begin to use a teacher-directed website and non-fiction texts for research.</p>	<p>Begins to choose and organise historical information.</p> <p>Addresses some questions based on change, similarities and differences.</p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details in artefacts and pictures. Select and record information relevant to the study.</p> <p>Use the internet and non-fiction texts for research.</p>	<p>Construct knowledgeable responses to historical questions by selecting, retrieving and organising information.</p> <p>Address questions based on change, similarities, differences and significance.</p> <p>Use evidence to build a picture of a past even</p> <p>Choose relevant material to present a picture of one aspect of life in the past.</p> <p>Ask a variety of questions.</p> <p>Use the internet and non-fiction texts with increasing confidence.</p>	<p>Begin to construct informed responses to a number of historical questions that involve organisation of sources and information.</p> <p>Begin to address and devise various questions about change, cause, similarities, differences and significance.</p> <p>Begin to devise historically valid enquiries.</p> <p>Begin to identify primary and secondary sources of evidence to build a picture of a past event.</p> <p>Select and organise relevant sections of information.</p> <p>Ask a variety of questions.</p> <p>Use the internet and non-fiction texts with confidence.</p>	<p>Construct informed responses to questions to involve thoughtful selection and organisation of the relevant information.</p> <p>Regularly address and can at times devise historically valid questions to do with change, cause, similarities, differences and significance.</p> <p>Devise historically valid enquiries.</p> <p>Recognise primary and secondary sources of evidence.</p> <p>Use a range of sources to find out about the past.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>

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Chronological Understanding	<p>To understand that there is a sequence of events.</p> <p>Sequence events in their own life on a time line.</p> <p>Sequence 3-4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p>	<p>To know that people and events fit into a sequential order.</p> <p>Sequence photographs etc from different periods of their life.</p> <p>Describe memories of key events in their lives.</p> <p>Sequence artefacts closer together in time.</p>	<p>Begin to show an understanding of local, British and global events and how they fit into a sequence.</p> <p>Place the time studied on a time line.</p> <p>Use dates and terms relating to the period studied and the passing of time.</p> <p>Sequence several events or artefacts.</p>	<p>Develop a more secure understanding of local, British and global sequences of events.</p> <p>Place events from the period studied on a time line.</p> <p>Use terms relating to the period and begin to date events.</p> <p>Understand the meaning of BC/AD (link with RE).</p>	<p>Begin to establish a chronologically secure knowledge of local, British and global events.</p> <p>Know and sequence key events of the time studied.</p> <p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past.</p> <p>Study on aspect of social (crime and punishment) from Romans to present day.</p>	<p>Continue to develop a chronologically secure knowledge of local, British and global history.</p> <p>Place current study on time line in relation to other periods studied.</p> <p>Use relevant dates and terms to establish a clear narrative within and across periods studied.</p> <p>Sequence up to 10 events on a timeline.</p> <p>Note connections, contrasts and trends over time.</p>

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Knowledge / Understanding: events, people, and change in the past	<p>To know about life in the past throughout different periods.</p> <p>Recognise the difference between past and present in their own lives and others' lives.</p> <p>Know and recount episodes from stories about the past.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Make simple observations about different types of people, events, beliefs within a society.</p> <p>Talk about who was important at the time.</p>	<p>Can identify similarities and differences about life throughout periods of time.</p> <p>Recognise why people did things; why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times.</p> <p>Make simple observations about different types of people, events, beliefs within a society.</p> <p>Give a short account about who was important at the time.</p>	<p>Begin to make connections, noticing both contrasts and trends over time.</p> <p>Find out about the everyday lives of people in time studied and compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Describe and make links between main events, situations and changes within and across periods.</p> <p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Identify historically significant people and events of the time.</p>	<p>Understand connections, contrasts and trends over time.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Describe and make links between main events, situations and changes within and across periods.</p> <p>Identify and give reasons for/ results of, historical events, situations or changes.</p> <p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Identify historically significant people and events of the time.</p>	<p>Begin to note connections, contrasts and trends over time and study some narratives from different periods.</p> <p>Study different aspects of different people (men/women old/young, rich/poor).</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare an aspect of life with the same aspect in another time period already studied.</p> <p>Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate the explanation.</p> <p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Identify historically significant people and events of the time and begin to explain their significance in the context of their time and now.</p>	<p>Can note connections, contrasts and trends over time and establishes an understanding of narratives across periods of study.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Describe and make links between main events, situations and changes within and across periods.</p> <p>Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate the explanation.</p> <p>Begin to analyse and explain reasons for/results of historical events/changes.</p> <p>Begin to understand and explain the diverse experiences and ideas, beliefs and attitudes of men/women/children in past societies.</p> <p>Identify historically significant people and events of the time and begin to explain their significance in the context of their time and now.</p>

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Presenting, Organising and Communicating	<p>Uses some everyday historical terms where it is appropriate.</p> <p>Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then'</p> <p>'Long ago' 'before I was born' 'changes to now'</p> <p>Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'</p> <p>Children show their knowledge by producing pictures, role play and very short writing pieces.</p>	<p>Begins to widen vocabulary used for everyday historical terms.</p> <p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period'</p> <p>'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'</p> <p>Children show their knowledge by producing pictures, role play, short writing pieces, models and discussions.</p>	<p>Beginning to use a range of historical terms.</p> <p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century'</p> <p>'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'</p> <p>Children show their knowledge by producing pictures, role play, short writing pieces, models, ICT based research and discussions.</p>	<p>Learn to use a wider range of historical terms appropriately.</p> <p>Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent'</p> <p>'during this time' 'previously' 'compared to'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p> <p>Children show their knowledge by selecting the appropriate method. They can recall, select and organise their own knowledge.</p>	<p>Uses a wide range of historical terms appropriately.</p> <p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context'</p> <p>'the duration of...' 'continuing on from...'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'farmer- warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'</p> <p>Children show their knowledge by selecting the appropriate method. They can recall, select and organise their own knowledge.</p> <p>Children can participate in discussions and think about both sides of the argument, deciding which evidence is appropriate.</p>	<p>Continuing to develop the appropriate use of a wide range of historical events.</p> <p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context'</p> <p>'the duration of... 'the narrative of history'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'</p> <p>Children show their knowledge by selecting the appropriate method and including evidence within their work. They can recall, select and organise their own knowledge.</p> <p>Children form their own opinions and discuss these with their peers. They consider both sides of an argument and draw upon their knowledge to give evidence.</p>

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Early Years Foundation Stage

History Curriculum	<p>To know that everyone started life as a baby, became a child and then an adult (using photographs of teachers!)</p> <p>To know the main events of the Gunpowder Plot and learn new vocabulary associated with it.</p> <p>To think about why we still remember significant events eg The Gunpowder Plot</p> <p>To look at and compare pictures of transport from the past with pictures of transport now. What has changed/stayed the same?</p> <p>To think about how we know about the past. Where can we find out about it? Books, the internet, photographs, talking to people</p>
Early Learning Goals	<p>Understanding the World Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling
Linked Texts	<p>Transport Information Books, You Wouldn't Want to be Guy Fawkes, Peepo</p>