



History Progression - Knowledge Understanding & Skills Reception & Key Stage 1



EYFS End of Key Stage Expectations:

- Children talk about the past and present events in their own lives and in the lives of family members.
- They know that other children don't always enjoy the same things, and are sensitive to this.
- They know about the similarities and differences between themselves and others, and among families, communities and traditions

KS1 End of Key Stage Expectations:

- To develop an awareness of the past using common words and phrases relating to the passing of time. E.g. before I was born, when I was younger... using words such as: before, after, past, present, then, now correctly
- To know where people they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught:

Changes within living memory - where possible aspects of change within national life; events beyond living memory significant nationally or globally (e.g. The Great Fire of London, the first aeroplane flight, events commemorated through festivals or anniversaries To know about lives of significant individuals who have contributed to national and international achievements (e.g. Elizabeth I, Queen Victoria, Christopher Columbus, Neil Armstrong, Mary Seacole, Florence Nightingale

	Year 1	Year 2
Chronological understanding	<ul style="list-style-type: none"> ▪ To be able to sequence some events in order ▪ To be able to put 2 objects in chronological order (recent history) ▪ To be able to use words and phrases like old, new, a long time ago ▪ To be able to remember and talk about things that happened/ memories from when they were little <p>Challenge:</p> <ul style="list-style-type: none"> ▪ Pupils use words like: very old, when mummy and daddy were little ▪ They use words like before and after correctly ▪ They say why they think a story was set in the past 	<ul style="list-style-type: none"> ▪ To be able to recount changes in their own life over time using phrases like before I was born, when I was younger ▪ To be able to put 3 people, events or objects in order using a given scale ▪ To be able to use past and present when telling others about an even ▪ To be able to use words like before, after, past, present, then, now and recently accurately in historical context <p>Challenge:</p> <ul style="list-style-type: none"> ▪ Pupils can sequence a set of objects in chronological order and give reasonable explanation for their order ▪ They can sequence events about their own lives ▪ They can sequence events about the life of a famous person ▪ They can try to work out how ago an event happened
Knowledge and Interpretation Knowledge and understanding of past events, people and changes in the past	<p>To appreciate that some famous people have helped our lives to be better today</p> <p>Challenge:</p> <ul style="list-style-type: none"> ▪ Pupils explain why certain objects were different in the past, e.g. iron, music systems, televisions ▪ They explain differences between past and present in their life and that of other children from a different time in history <p>difference between past and present in own and other people’s lives</p>	<ul style="list-style-type: none"> ▪ To recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later ▪ To explain how the local areas was different in the past ▪ To relate some interesting facts from an historical event, such as where the 'Fire of London' started ▪ To give examples of things that are different in their life from that of their grandparents when they were young ▪ To explain why Britain has a special history by naming some famous events and some famous people ▪ To explain what is meant by parliament <p>Challenge:</p> <ul style="list-style-type: none"> ▪ Pupils give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victoria times ▪ They explain why someone in the past acted in the way they did ▪ They explain why their locality (as wide as it needs to be) is associated with a special historical event

Historical enquiry

- To be able to ask and answer questions about old and new objects
- To be able to spot old and new objects in a picture
- To be able to answer questions using an artefact/photograph provided
- To be able to give a plausible explanation about what an object was used for in the past

Challenge:

- Pupils begin to identify the main differences between old and new objects
- They answer questions about a range of artefacts/photographs
- Identify objects from the past, such as vinyl records

- To find out something about the past by talking to an older person
- To answer questions by using a specific source, such as an information book
- To research the life of a famous Briton from the past using different resources
- To research a famous event that happens in Britain and why it has been happening for some time
- To research the life of someone who used to live in their area using the Internet and other source to find out about them
- Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'

Challenge:

- Pupils are able to say at least two way that they can find out about the past, e.g. using books and the Internet
- They can explain why eyewitness accounts may vary
- They research a famous event that happens somewhere else in the world and know why it has been happening for some time

History Progression - Knowledge Understanding & Skills Key Stage 2

<p>KS2 - End of Key Stage Expectations:</p> <ul style="list-style-type: none"> ▪ Pupils 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. ▪ They note connections, contrasts and trends over time and develop the appropriate use of historical terms. ▪ They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ▪ They construct informed responses that involve thoughtful selection and organisation of relevant historical information, ▪ They understand how our knowledge of the past is constructed and shaped from a range of sources. In planning progression, we ensure that we teach both local and world history and encourage our pupils in further research to deepen their understanding. <p>Pupils will learn about various events from: Changes in Britain from Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlements by Anglo-Saxons and Scots, the Vikings and Anglo-Saxon Struggle, British history beyond 1066, achievements of the earliest civilisations, Ancient Greece and a non-European society</p>			
Year 3	Year 4	Year 5	Year 6
<p>Chronological understanding</p> <ul style="list-style-type: none"> ▪ To understand and be able to describe events and periods using words: BC & AD decade ▪ To describe things from the past using dates when things happened ▪ To describe events and periods using words of ancient and century ▪ To use a timeline within a specific time in history to set out the order of things as they may have happened ▪ To use mathematical knowledge to work out how long ago events would have happened <p>Challenge:</p>	<ul style="list-style-type: none"> ▪ To be able to plot recent history on a timeline using centuries ▪ To place periods of history on a timeline showing periods of time ▪ To use mathematical skills to round up time differences into centuries and decades <p>To be able to use century, decade, BC, AD, after, before, during. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Names and places dates of significant events from past on a</p>	<ul style="list-style-type: none"> ▪ To be able to use dates and historical language in investigative work ▪ To be able to draw a timeline with different time periods outlined, which show different information, such as, periods of history, when famous people live, etc. ▪ To use mathematical skills to work out the exact time scales and differences as need be <p>To be able to use timelines place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across</p>	<ul style="list-style-type: none"> ▪ To say where a period of history fits on a timeline ▪ To place a specific event on a timeline by decade ▪ To place features of historical events and people from past societies and periods in a chronological framework <p>To be able to use timelines to place events periods and cultural movements from around the world. Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p>

	<ul style="list-style-type: none"> ▪ Pupils can set out a timeline, within a given period, and describe what special events took place ▪ Pupils can begin to recognise and quantify the different time periods that exists between different groups that invaded Britain 	<p>timeline</p> <p>Challenge:</p> <ul style="list-style-type: none"> ▪ Can they use their mathematical skills to help them work out the time differences between certain major events in history Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries 	<p>historical periods.</p> <p>Challenge:</p> <ul style="list-style-type: none"> ▪ Pupils can create timelines which outline the development of specific features, such as medicine, weaponry, transport etc. 	<p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline.</p> <p>Challenge: Pupils appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them</p>
<p>Knowledge and Interpretation</p>	<ul style="list-style-type: none"> ▪ To appreciate that the early Brits would not have communicated as we do or have eaten as we do ▪ To begin to picture what life would have been like for the early settlers ▪ To recognise that Britain has been invaded by several different groups over time ▪ To realise that invaders in the past would have fought fiercely, using hand to hand combat ▪ To be able to suggest why certain events happened as they did in 	<ul style="list-style-type: none"> ▪ To explain how events from the past have helped shape our lives ▪ To appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences ▪ To know that people who lived in the past cooked and travelled differently and used different weapons from ours ▪ To recognise that the lives of wealthy people were very different from those of poor people 	<ul style="list-style-type: none"> ▪ To describe historical events from the different period/s they are studying/ have studied ▪ To make comparisons between historical periods, explaining things that have changed and things which have stayed the same ▪ To explain the role that Britain has had in spreading Christian values across the world To begin to appreciate that how we make decisions has been through a Parliament for some time ▪ To appreciate that significant events 	<ul style="list-style-type: none"> ▪ To be able to summarise the main events from a specific period in history explaining the order in which key events happened ▪ To summarise how Britain has had a major influence on world history ▪ To summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently ▪ To describe features of historical events and people from past societies and periods they have

	<p>history · To suggest why certain people acted as they did in history</p> <p>Challenge:</p> <ul style="list-style-type: none"> ▪ Pupils can appreciate why Britain would have been an important country to have invaded and conquered ▪ Pupils can appreciate that war/s would inevitably have brought much distress and bloodshed ▪ Pupils appreciate that wars start for specific reasons and last for a very long time ▪ Pupils appreciate that invaders were often away from their homes for very long periods and would have been homesick 	<ul style="list-style-type: none"> ▪ To appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past <p>Challenge:</p> <ul style="list-style-type: none"> ▪ Pupils can recognise that people's way of life in the past was dictated by the work they did ▪ Do they appreciate that the food people ate was different because of the availability of different sources of food They appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period ▪ They appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education 	<p>in history have helped shape the country we have today</p> <ul style="list-style-type: none"> ▪ To have a good understanding as to how crime and punishment has changed over the years <p>Challenge:</p> <ul style="list-style-type: none"> ▪ Pupils appreciate how major events have created huge differences to the way medicines and health care was developed 	<p>studied</p> <ul style="list-style-type: none"> ▪ To recognise and describe differences and similarities/ changes and continuity between different periods of history <p>Challenge:</p> <ul style="list-style-type: none"> ▪ Pupils can suggest relationships between causes in history ▪ Pupils appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today ▪ Pupils can trace the main events that define Britain's journey from a mono to a multi-cultural society
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<p>Historical Enquiry</p>	<ul style="list-style-type: none"> ▪ To recognise the part that archaeologists have had in helping us understand more about what happened in the past ▪ To use various sources of evidence such as printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information /research/ and answer questions about the past. ▪ Suggests sources of evidence to use to help answer questions. ▪ Asks questions such as ‘how did people? What did people do for?’ ▪ To discover (through research), identifying similarities and differences between given periods in history <p>Challenge:</p> <ul style="list-style-type: none"> ▪ Pupils can begin to use more than one source of information to bring together a conclusion about an historical event ▪ Pupils can use specific search engine on the Internet to help them find information more rapidly 	<p>To understand the difference between primary and secondary sources of evidence.</p> <ul style="list-style-type: none"> ▪ To research two different versions of an event and say how they differ ▪ To research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings ▪ To give more than one reason to support an historical argument ▪ To communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as ‘what was it like for a during?’ Suggests sources of evidence from a selection provided to use to help answer questions.</p> <p>Challenge:</p> <ul style="list-style-type: none"> ▪ Pupils can, independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so 	<ul style="list-style-type: none"> ▪ To be able to test out a hypothesis in order to answer a question ▪ To appreciate how historical artefacts have helped us understand more about British lives in the present and the past <p>Challenge:</p> <ul style="list-style-type: none"> ▪ Pupils can research the life of one person who has had an influence on the way Great Britain is divided into four separate countries <p>To be able to use documents printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical question</p>	<ul style="list-style-type: none"> ▪ To be able to look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint ▪ To identify and explain their understanding of propaganda ▪ To describe a key event from Britain's past using a range of evidence from different sources <p>Challenge:</p> <ul style="list-style-type: none"> ▪ Pupils can suggest why there may be different interpretations of events Pupils suggest why certain events, people and changes might be seen as more significant than others ▪ Pupils pose and answer their own historical questions <p>To be able to identify and use sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.</p>
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