

Progression of Knowledge & Skills -

History

Whole School

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Knowledge and Understanding	<p>To place events (pictures or text) in order.</p> <p>To place numbers in order</p> <p>To use words that indicate past</p> <p>To identify how they have changed</p> <p>To identify things that are from the past/old</p> <p>Start to use words and phrases such as before, after, past, present, then and now.</p> <p>To comment on images of familiar situations in the past.</p>	<p>Use words and phrases relevant to the past; old, new, a long time ago.</p> <p>Recognise that some objects belong in the past.</p> <p>Begin to understand where people and events fit on a timeline.</p> <p>Recount changes within living memory.</p>	<p>Use words and phrases such as before, after, past, present, then and now.</p> <p>Understand where people and events fit within a chronological timeline.</p> <p>Sequence photographs and objects on a timeline.</p>	<p>Put events, places and people on a timeline (matching dates)</p> <p>Use words and phrases related to a specific period.</p> <p>Understand more complex terms eg BCE/CE</p>	<p>Use mathematical knowledge to work out how long-ago events took place.</p> <p>Identify some main events from a period of history (add some relevant detail about them) and order them</p> <p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p>	<p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p> <p>Order a greater number of significant events, movements and dates on a timeline.</p>	<p>Describe the main changes in a period in history and place them in the correct order.</p> <p>Summarise the main events from a period of history, explaining the order of events and what happened.</p>	
Historical Enquiry, Using Evidence and Communicating Ideas	<p>Sort some objects into new and old</p>	<p>Begin to identify different ways we can find out about the past (e.g. photos, stories, adults talking about the</p>	<p>Describe similarities and differences between artefacts</p> <p>Sort some objects/artefacts between then and now</p>	<p>Identify different sources that have given them information about the period they are studying.</p>	<p>Identify if a piece of evidence is first-hand or someone's view.</p> <p>Use evidence from a source to answer a</p>	<p>Begin to identify primary and secondary sources.</p> <p>Identify different evidence that</p>	<p>Select relevant sections of historical information to answer a question/enquiry</p>	

		past, artefacts/objects)	Look at pictures and photos to identify things from the past	Identify details in pictures and artefacts.	question or support an answer	supports a point they are making	
Interpretations of History	Understand people have had different experiences Understand people have different things. Understand people might like different things.	Identify different ways in which the past is represented.	Identify that two people could explain something differently or retell a story in a different way.	Understand that different versions of the past may exist.	Begin to consider why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history.	Understand that different versions of the past may exist and give reasons why. Compare accounts of events from different sources.	Explain why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history. Make connections between different sources of evidence and identify the different interpretations. Understand the importance of checking the accuracy of interpretations/evidence
Continuity and change in and between periods	Can talk about: Changes that have happened to themselves	Can begin to identify old and new things in a picture	Can begin to identify what was different and what was the same when their parents and grandparents were children	Can identify between and within periods: Things that stayed the same Things that changed Make links between events over time.	Begin to note the similarities and differences: • within current period of history being studied • when current period of history being studied is compared to previous periods that have been studied	Can identify and explain within and between periods of history • key changes • similarities	Can identify and explain within and between periods of history • why certain changes were important • any subtle differences between similarities • how changes may have been different in different places during the same period of history

<p>Cause and consequence</p>	<p>Question why things happen and give explanations</p> <p>Begin to identify what made something happen</p>	<p>Begin to recognise that significant events happened because of a cause</p>	<p>Begin to understand that aspects of life changed following an event</p>	<p>Identify reasons for and results of people's actions understand why people may have had to do something</p> <p>Look for links and effects in time studied offer a reasonable explanation for some events</p>	<p>Address and devise historical questions about cause</p> <p>Comment on the importance of cause and effects for some key events.</p>	<p>Examine causes and results of great events and the impact on people</p>	<p>Explain a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied</p> <p>identify and explain short and long term causes of events</p>
<p>Similarity, difference and themes within a period or situation</p>	<p>Know about similarities and differences between:</p> <ul style="list-style-type: none"> • themselves and others • families • communities • traditions <p>Compare and contrast characters from stories including figures from the past.</p>	<p>Start to understand life was different for different people in the past:</p> <ul style="list-style-type: none"> • rich and poor • male and female 	<p>Start to understand that life may have been different in different places at the same time</p>	<p>Identify with some examples how life was different for different people in the past:</p> <ul style="list-style-type: none"> • rich and poor • male and female • different cultures and races • different religions 	<p>Identify with some examples that life may have been different in different places at the same time</p>	<p>Explain (and give examples) how life was different for different people in the past:</p> <ul style="list-style-type: none"> • rich and poor • male and female • different cultures and races • different religions 	<p>Explain (and give examples) that life may have been different in different places at the same time.</p> <p>Explain reasons for these differences or explain the reasons other give.</p>
<p>Significance of events and people</p>	<p>Recognise and describe a special object.</p> <p>Talk about members of their immediate</p>	<p>Talk about who or what was important (eg in simple historical account).</p>	<p>Talk about why they (who or what) were important and what changed/happened</p>	<p>Identify historically significant people and events from a period of history</p>	<p>Begin to identify why what significant people did (or what happened) was important</p>	<p>Accurately identify why what significant people did (or what happened) was important and</p>	<p>Describe and explain why what significant people did (or what happened) was important and how it changed things for people.</p>

	family and community. Name and describe people that are familiar to them.			and what they did/happened.	and how it changed things for people.	how it changed things for people.	
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