



Progression of Skills and Knowledge for History

Chronological Understanding

Sequencing, events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past. We don't necessarily teach topics in chronological order, however, we do relate the topics we teach to their chronological context.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children talk about past and present in their own lives and in the lives of family members.</p>	<ul style="list-style-type: none"> - Sequence events in their life. - Sequence 3 or 4 artefacts from distinctly different periods of time. - Match objects to people of different ages. <p>Children at Greater Depth will: Sequence independently on an annotated timeline a number of objects or events.</p>	<ul style="list-style-type: none"> - Sequence artefacts closer together in time-check with reference book. - Sequence photographs etc. - Describe memories of key events in life. <p>Children at Greater Depth will: Give valid explanations for the sequence of objects or events on timelines or narratives.</p>	<ul style="list-style-type: none"> - Place the time studied on a time line. - Use dates and terms related to the topic of study and passing of time. - Sequence several events or artefacts. <p>Children at Greater Depth will: Describe the main context of particular themes, societies, people and events including some explanation.</p>	<ul style="list-style-type: none"> - Place events from the period studied on a time line. - Understand historical terms such as BCE and CE. - Use terms related to the time period and begin to date events. <p>Children at Greater Depth will: Sequence accurately the key events, themes, societies and people within and across topics confidently, using key dates and prior knowledge to explain chronological choices.</p>	<ul style="list-style-type: none"> - Know and sequence key events of time studied. - Use relevant terms and period labels. - Make comparisons between different time periods in the past. <p>Children at Greater Depth will: Independently sequence key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately.</p>	<ul style="list-style-type: none"> - Place current study on time line in relation to other studies. - Use relevant dates and terms - Sequence up to 10 events on a time line. <p>Children at Greater Depth will: Show detailed awareness of the themes, event, societies and people covered across Key Stage Two topics.</p>



<p>Related National Curriculum Objectives in italics:</p>	<p><i>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.</i></p>	<p><i>Pupils should 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 should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p>
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<p align="center">Range and Depth of Historical Knowledge</p>					
<p align="center">Year 1</p>	<p align="center">Year 2</p>	<p align="center">Year 3</p>	<p align="center">Year 4</p>	<p align="center">Year 5</p>	<p align="center">Year 6</p>
<p>- Recognise the difference between past and present in their own and others' lives. - They know and recount episodes from stories about the past.</p> <p>Children at Greater Depth will: Identify independently a range of similarities, differences or relevant causes and effects within a specific time period.</p>	<p>- Recognise why people did things, why events happened and what happened as a result. - Identify differences between ways of life at different times.</p> <p>Children at Greater Depth will: Describe independently and accurately similarities and differences, or valid causes and effects relating to the events covered, both within and across time periods and topics.</p>	<p>- Find out and compare the everyday lives of people in time studied with their own lives today. - Understand and identify reasons for and the results of their actions.</p> <p>Children at Greater Depth will: Explain why a historical topic, event or person was distinctive or significant.</p>	<p>- Use evidence when discussing the everyday life of people in time studied. - Look for links and effects in time studied. - Offer a reasonable explanation for some events.</p> <p>Children at Greater Depth will: Explain with confidence the significance of particular causes and effects for key</p>	<p>- Study different aspects of different people e.g. differences between male and female/rich or poor life experiences. - Examine causes and results of great events and the impact on people. - Compare life in 'early' and 'late' parts of the time period. - Compare an aspect of life with the same aspect in another time period.</p> <p>Children at Greater Depth will: Compare the significance of events, development and people across topics and time periods.</p>	<p>- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. - Explain a past event in terms of cause and effect, using evidence to support and illustrate. - Know key dates, characters and events of time studied.</p> <p>Children at Greater Depth will: Independently comment on the different types of cause and effects for most of the events covered, including long and short term factors.</p>



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<p><i>Pupils will learn about – changes in living memory, events beyond living memory that are significant nationally or globally, the lives of significant individuals in the past who have contributed to national and international achievements and significant historical events, people and places in their own locality.</i></p>			<p><i>All pupils will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Pupils will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies.</i></p>		

Historical Enquiry					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>- Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Children at Greater Depth will: Plan questions and produce answers to a few historical enquiries.</p>	<p>- Use a source - Observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Children at Greater Depth will: Pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently.</p>	<p>- Use a range of sources to find out about a period of time. - Select and record relevant information. - Begin to use the library and internet for research.</p> <p>Children at Greater Depth will: Independently devise historical enquiries to find information about a set topic of research.</p>	<p>- Use evidence to build up a picture of a past event. - Ask a variety of questions. - Use the library and internet for research. - Choose relevant material to present a picture of one aspect of life in a time period.</p> <p>Children at Greater Depth will: Use prior historical knowledge to support enquiries directed towards a particular topic.</p>	<p>- Begin to identify primary and secondary sources. - Use evidence to build up a picture of a past event. - Select relevant sections of information. - Use the library and internet for research with increasing confidence.</p> <p>Children at Greater Depth will: Independently plan their own enquiry towards a particular topic.</p>	<p>- Recognise primary and secondary sources. - Use a range of sources to find out about an aspect of time past. - Suggest omissions and the means of finding out this information. - Bring knowledge gathered from several sources together in a fluent account.</p> <p>Children at Greater Depth will: Plan and produce quality responses to a wide range of historical enquiries requiring the use of complex sources.</p>



<p><i>All pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p>	<p><i>All pupils should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</i></p>
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Historical Terms		
KS1	Lower KS2	Upper KS2
<p>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my... were younger, years, decades, centuries etc.</p>	<p>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch etc.</p>	<p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</p>

Interpreting History					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>- Use stories to encourage children to distinguish between fact and fiction. - Compare adults talking about the past and how reliable are their memories?</p> <p>Children at Greater Depth will: Select information independently from several different types of source to answer historical questions.</p>	<p>- Compare 2 version of a past event. - Compare pictures or photographs of people or events in the past. - Discuss reliability of photos/accounts/stories.</p> <p>Children at Greater Depth will: Critically evaluate the usefulness of sources and parts of sources to answer historical questions.</p>	<p>- Identify and give reasons for different ways the past is represented. - Compare different versions of the same story from different sources and discuss why they might be different.</p> <p>Children at Greater Depth will: Comment on the usefulness and reliability of a range of sources for particular enquiries.</p>	<p>- Begin to evaluate the usefulness of different sources. - Use sources of information and historical knowledge to support new information learnt.</p> <p>Children at Greater Depth will: Comment on and question the usefulness and reliability of a range of sources and begin to understand why interpretations</p>	<p>- Compare accounts of events from different sources - fact or fiction? - Offer some reasons for different versions of events.</p> <p>Children at Greater Depth will: Explain the nature and reasons for different interpretations in a range of topics.</p>	<p>- Link sources and work out how conclusions were arrived at. - Consider ways of checking the accuracy of interpretations – fact/fiction or opinion? - Be aware that different evidence will lead to different conclusions. - Confidently use the library and internet.</p> <p>Children at Greater Depth will: Independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience,</p>



			might be different.		accuracy, reliability and how the source was compiled.
<p><i>Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of the past.</i></p>			<p><i>Pupils should understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. They should construct informed responses that involve thoughtful selection and organization of relevant historical information.</i></p>		