






## History knowledge & skills progression

Overarching the areas of history that we teach across the school and three substantive concepts and 5 key skills:

- Making of Modern Britain & the World
- Conflict & cooperation
- Power and Leadership

Historical interpretation 	Historical investigation 	Chronological understanding 	Events, people & changes 	Presenting, organising & communicating 
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National curriculum:






	Key Stage 1	Key Stage 2
<b>Local history</b>	Significant historical events, people and places in their own locality	A local study
<b>Knowledge/ understanding of British history</b>	Changes within living memory – used, where appropriate, to reveal changes in national life	- Changes in Britain from the Stone Age to the Iron Age -The Roman Empire and its impact on Britain -Britain’s settlement by Anglo Saxons and Scots -Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor -An aspect or theme of British history that extends pupils’ chronology
<b>Knowledge/ understanding of wider world history</b>	-Events from beyond living memory that are significant nationally or globally -Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspect of life in different periods	-The achievements of the earliest civilizations; depth study of one of: -Sumer -Indus Valley -Egypt -Shang Dynasty -Ancient Greece: life, achievements, influence -Non-European society that contrasts with British history. -One of: -early Islamic civilizations inc study of Baghdad c 900AD -Mayan civilization c. 900 AD - Benin (west Africa) c. 900-1300
<b>The ability / disposition to:</b>	-Be aware of the past, using common words & phrases relating to time -Fit people / events into chronological framework -Identify similarities / differences between periods -Use wide vocabulary of everyday historical terms -Ask and answer questions	-Continue to develop chronologically secure knowledge of history -Establish clear narratives within and across periods studied -Note connections, contrasts and trends over time -Develop the appropriate use of historical terms

	<ul style="list-style-type: none"> <li>-Choose and use from stories and other sources to show understanding</li> <li>-Understand some ways we find out about the past</li> <li>-Identify different ways in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>-Regularly address and sometimes devise historically valid questions</li> <li>-Understand how knowledge of the past is constructed from a range of sources</li> <li>-Construct informed responses by selecting and organising relevant historical information</li> </ul>
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	Early Years	Key Stage 1	Key Stage 2
<b>Chronological knowledge / understanding (including characteristic features of periods)</b>	<ul style="list-style-type: none"> <li>-Use everyday language related to time</li> <li>-Order and sequence familiar events</li> <li>-Describe main story settings, events and principal characters.</li> <li>-Talk about past and present events in their own lives and in lives of family members.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an awareness of the past</li> <li>-Use common words and phrases relating to the passing of time</li> <li>-Know where all people/events studied fit into a chronological framework</li> <li>-Identify similarities / differences between periods</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of history</li> <li>-Establish clear narratives within and across periods studied</li> <li>-Note connections, contrasts and trends over time</li> </ul>
<b>Historical terms eg empire, peasant</b>	Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms
<b>Historical enquiry - Using evidence / Communicating ideas</b>	<ul style="list-style-type: none"> <li>Be curious about people and show interest in stories</li> <li>-Answer 'how' and 'why' questions ... in response to stories or events.</li> <li>-Explain own knowledge and understanding and asks appropriate questions.</li> <li>-Know that information can be retrieved from books and computers</li> <li>-Record, using marks they can interpret and explain</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions</li> <li>-Understand some ways we find out about the past</li> <li>-Choose and use parts of stories and other sources to show understanding</li> </ul>	<ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions * ☐</li> <li>Understand how knowledge of the past is constructed from a range of sources ☐</li> <li>Construct informed responses by ... ☐</li> <li>Selecting and organising relevant historical information</li> </ul>
<b>Interpretations of history</b>		Identify different ways in which the past is represented	Understand that different versions of the past may exist, giving some reasons for this
<b>Continuity and change in and between periods</b>	<ul style="list-style-type: none"> <li>-Look closely at similarities, differences, patterns and change</li> <li>-Develop understanding of growth, decay and changes over time</li> </ul>	Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies
<b>Cause and consequence</b>	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes

Similarity / Difference within a period/situation (diversity)	Know about similarities and differences between themselves and others, and among families, communities and traditions	Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic diversity in Britain & the wider world
Significance of events / people	Recognise and describe special times or events for family or friends	Talk about who was important eg in a simple historical account	Identify historically significant people and events in situations

## Skills & Knowledge progression

Historical interpretation 	Historical investigation 	Chronological understanding 	Events, people & changes 	Presenting, organising & communicating 
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EYFS	
Nursery	Reception
Development matters understanding the world	
<p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Historical interpretation</b> 					
<p>I know how to:</p> <ul style="list-style-type: none"> <li>- recognise that some objects belonged to the past.</li> <li>- explain what an object from the past might have been used for.</li> <li>-spot old and new things in a picture.</li> <li>-talk about information I've learnt from stories and pictures about the past.</li> </ul>	<p>I know how to:</p> <ul style="list-style-type: none"> <li>- find out things about the past by talking to an older person.</li> <li>- find out about the life of a famous person from the past using stories, information books/texts and pictures.</li> <li>-talk about key information I have learnt about the past.</li> </ul>	<p>I know how to:</p> <ul style="list-style-type: none"> <li>- observe and use picture, photographs and artefacts to find out about the past.</li> <li>- talk about different historical sources and think about how useful they are - including museums.</li> <li>start distinguishing between fact and fiction.</li> </ul>	<p>I know how to:</p> <ul style="list-style-type: none"> <li>- use a range of sources to find out information about the past including statues, posters and historical sites.</li> <li>- explain how historic terms and artefacts can be used to help build up a picture of life in the past.</li> </ul>	<p>I know how to:</p> <ul style="list-style-type: none"> <li>- use two or more historical sources; to ask and answer questions about a studied period of history.</li> <li>- identify the difference between fact and opinion.</li> <li>- check who when and why an interpretation of an event was written; so</li> </ul>	<p>I know how to:</p> <ul style="list-style-type: none"> <li>- identify and explain propaganda.</li> <li>- describe a key event from the past using a range of evidence from different sources, including pictures, photos, eye witness accounts, letters, maps, diary entries and objects (artefacts).</li> </ul>

<p>Know some information from the past based on stories and pictures they have looked at.</p>	<p>Know information about an older person's life in the past, who I've spoken to. Know key information about a famous person from the past</p>	<p>Know that there can be different versions of the same event. Know what different sources of history there are: Pictures, photos, accounts (written or verbal) &amp; artefacts.</p>	<p>- use sources of two versions of an event and explain how they differ. Know that accounts from the past may be written from different viewpoints and what these viewpoints are.</p>	<p>that I can think about how accurate it is. Know that by finding out who when and why an interpretation of history was written I will be able to make a better judgement on how accurate it is. Know the difference between fact and opinion.</p>	<p>- use factual information to help decide how accurate a historical account is. - use a range of evidence to give some of my own opinions about the past. Know what a primary and secondary source is. Know what propaganda is. Know that people in the past may represent events or ideas in a persuasive way.</p>
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### Historical investigation



Know I can ask a variety of questions to find out about the past.

<p>I know how to: - explain how I have changed since I was born. - ask and answer questions about old and new objects. - answer simple questions about the past.</p>	<p>I know how to: - ask why, what, who, how, where questions and begin to find answers using books and the internet</p>	<p>I know how to: - use research skills to find answers to specific historical questions. - think about and discuss similarities and differences between two or more periods of history.</p>	<p>I know how to: - explain how an event from the past has shaped our life today. - research what it was like for people to live in a given period of history.</p>	<p>I know how to: - compare two or more historical periods; explaining things which changed and things which stayed the same. - test out a hypothesis in order to answer questions.</p>	<p>I know how to: - identify and explain differences, similarities and changes between different periods of history. - select relevant information to answer specific historical questions.</p>
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### Chronological understanding



<p>I know how to: - use words and phrases like: old, new, past, future, before, after and a long time ago.</p>	<p>I know how to: - use words and phrases like: before, after, then and now, to begin to order events.</p>	<p>I know how to: - describe events from the past using dates when things happened. - use dates to order historical events.</p>	<p>I know how to: - plot events on a timeline using centuries. - use my mathematical skills to round up time differences into centuries and decades.</p>	<p>I know how to: - use a timeline with different historical periods showing key historical events or lives of significant people.</p>	<p>I know how to: - place features of historical events and people from the past societies and periods in a chronological framework.</p>
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Know what is meant by past, now and future.	Know what is meant by present, earliest, latest, modern and century. Know that some events happened a very long time ago. (perspective in relationship to their own lives)	- use my mathematical knowledge to work out how long-ago events happened. Know that there are key dates in history. Know the names of their focus periods of history and start to order them.	Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Know and order key periods of history that they have studied. Know what a decade is.	I know some key dates from an area of history I have studied (eg. Start and end of period)	- accurately use dates to describe historical events. Know that some events/ periods occurred concurrently in different locations. Know an increasing number of dates for periods and events in history.
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### Events, people & changes



I know how to: - explain how some people have helped us to have better lives. Know about and name an event that happened in the past. Know that people change as they grow older.	I know how to: - recount the life of someone famous who lived in the past - give examples of things that were different when my grandparents were children. Know that people from the past are no longer living (beyond living memory) Know that events and changes (eg. Flight) have made the world how it is today.	I know how to: - explain changes that have happened in a particular era or time in History. know how people have changed from the Stone Age to now. (Shelter, food, society, beliefs)	I know how to: - explain what a settlement is. - explain how the lives of wealthy people were different from the lives of poorer people. Know how crime and punishment has changed over time. Know that the Ancient Greeks influenced how Britain is today. Know that the Romans invaded Britain and what life was like in Roman Britain.	I know how to: - explain how our locality has changed over time - describe how a historical theme (space travel) has changed over a period of time. - explain what an invasion is. Know some key facts about the development of Space Travel know examples of when Britain has been invaded and the impact this had.	I know how to: - summarise how Britain has had a major influence on the world. - Contrast a non-European Ancient Civilization and consider the differences and similarities. Know key information about migration to Britain. Know how World War II impacted the World, Britain & Hanney.
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### Presenting, organising & communicating



Know that communicating information is an important part of being a historian

I know how to: - label and talk about objects and studied events from the past.	I know how to: - talk and write simply about an event or	I know how to: - talk and write about a particular area of history I have studied.	I know how to: - present my findings about a historical period in a variety of ways –	I know how to: - order historical events or lives of significant people on a timeline.	I know how to: - summarise the main events from a period of history, explaining the
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<ul style="list-style-type: none"><li>- sort events before and after I was born.</li></ul>	<p>person from the past that I have studied.</p> <ul style="list-style-type: none"><li>- sort events and objects into the past and present.</li></ul>	<ul style="list-style-type: none"><li>- use a timeline within a specific period of history to set out the order that things may have happened.</li></ul>	<p>discussion, pictures, writing, annotation, models and drama.</p>	<ul style="list-style-type: none"><li>- present what I have learnt about a particular historical area in a variety of ways and share it with an audience.</li></ul>	<p>order of events and what happened.</p> <ul style="list-style-type: none"><li>- describe the features of historical events and way of life from periods I have studied: presenting to an audience.</li><li>- use a timeline to show the order of key historical eras that I have previously learnt about.</li></ul>
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