

History Progression of Knowledge and Skills

	EYFS	Yr 1	Y2	Yr3	Yr4	Yr5	Yr6
Chorological order	Children can make sense of their own history.	<p>Know the difference between 'old' and 'new'</p> <p>Know where some basic events fit on a timeline, relating to their topic</p> <p>Place some basic events onto a timeline and use this to support the retelling of past events.</p>	<p>Know where some key people fit on a timeline.</p> <p>Know a few significant names and dates.</p> <p>Record some events onto a timeline.</p> <p>Use common words and phrases related to the passing of time (now, then, before).</p>	<p>Develop knowledge of local and British history on the wider timeline (expanding timelines to reach from the Stone Age to modern day).</p> <p>Begin to understand the scale of history (eg. the Bronze Age lasted for ≈2000 years, but vast amounts of change in last century.)</p> <p>Place events of history on a timeline, using dates.</p>	<p>Know that some events are more globally important than others.</p> <p>Position a growing range of eras and events on a timeline (eg. Ancient Egypt, Anglo-Saxons, Romans, Iron Age, Guy Fawkes).</p> <p>Separate out timeline of Britain from global events</p>	<p>Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2).</p> <p>Place world history events on a timeline using the correct dates and labels</p>	<p>Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2).</p> <p>Comment on trends that happen over time.</p> <p>Annotate a timeline with historical terms and facts, showing a sense of historical scale.</p>
Significance	Children know some key information about the past through settings, characters and events encountered in books.	<p>Begin to understand why events being studied are important.</p> <p>Use phrases such as now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger</p>	<p>Understand why people and events being studied are important.</p> <p>Begin to express preferences and justify them with evidence / facts (eg. Who was the greatest explorer?)</p>	<p>Understand how to ask and answer questions about how and why events and people being studied are significant.</p> <p>Express preferences and personal responses to topics being studied and back-them up with evidence / facts.</p>	<p>Understand how to ask and answer questions about how and why events/people are significant.</p> <p>Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt</p>	<p>Understand that there can be many versions of the same events in history, giving reasons why these may exist</p> <p>Begin to make links between historical events, changes and cultures across a range of periods studied.</p>	<p>Know that some events and people are more significant than others, and use evidence to back-up responses.</p> <p>Understand that historical knowledge comes from a range of sources,</p> <p>Make links between historical events, changes and cultures across a range of periods studied.</p>

<p>Similarity and difference</p> <p>Change and continuity</p>	<p>Children know some similarities and differences between things in the past and now</p>	<p>Develop an understanding of a sense of time and how fast things change (eg. differences between changes in their / their parents / their grandparents lifetimes)</p> <p>Say how something is the same or different in the past.</p>	<p>Know how lifestyles (work, school, play etc.) were the same or different in the past.</p> <p>Describe differences between 'then' and 'now'.</p> <p>Discuss the speed of change - sometimes in slow increments, sometimes in leaps.</p>	<p>Know about everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and understand how these were similar / different to the modern day.</p> <p>Explore change at a local level, investigating the impact of national and global events.</p>	<p>Begin to have an understanding of broader trends / themes over time</p> <p>Ask and answer questions about changes, similarities and differences.</p> <p>Explore differences between different people living at the same time.</p>	<p>Deepen understanding of trends/themes over time.</p> <p>Know what life was like for people living at the same point (rich/ poor, military/civilians etc.)</p> <p>Discuss changes, similarities and differences.</p>	<p>Understand changes across an historical period (considering social, political, cultural and technological changes).</p> <p>Ask and answer questions about changes, similarities and differences and challenge responses.</p> <p>Discuss and debate trends and themes over time.</p>
<p>Sources of evidence</p>	<p>Children can find answers to simple questions about the past from sources of information.</p>	<p>Begin to understand different ways we can learn about the past (eg. from images, objects, stories, first-hand witnesses).</p> <p>Use pictures and photographs to extract some information about the past.</p>	<p>Begin to understand how to use clues from a variety of different sources</p> <p>Use a range of sources (eg. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past.</p>	<p>Know that there are a range of sources available when we study different historical periods (eg. why do we know much more about the Romans than the Iron Age?)</p> <p>Use a range of sources or artefacts (written, visual or oral) to learn more about the past.</p>	<p>Understanding that historical knowledge comes from a range of sources.</p> <p>Look at two versions of the same events identifying how they are similar/different.</p> <p>Question the accuracy of modern depictions of historical events</p>	<p>Know that not all sources are equally valid, and that some evidence may come from opinion.</p> <p>Accept, reject and comment on how useful sources are when carrying out research.</p>	<p>Know the terms primary and secondary sources</p> <p>Understand that some evidence is propaganda and this affects interpretation of history.</p> <p>Understand how to analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate.</p> <p>Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when</p>

							investigating historical sources
Impact	Children begin to develop an understanding of why things happened in the past.	Show an understanding of some key events. Start to think about the reasons why things might change (eg. improvements in technology / making life easier / more fun).	Recall key events from the past in their own words and begin to explain why these events happened. Begin to think about the impact that historical events have had on modern life.	Know reasons for events in the past (eg. why did the first Roman invasions of Britain fail, but later ones were successful?) Describe the impact of events in the more distant past on modern life (eg. the legacy of the Roman Empire for modern Europe)	Know the reasons behind historical events and changes. Give increasingly historically accurate answers to these questions. Describe how events/ people being studied have had an impact on the modern world.	Understand how to ask and answer clear and accurate questions about what happened. Ask 'why' questions to further historical understanding. Debate and discuss different opinions about historical causes and effects.	Understand how to Independently ask and answer clear and accurate questions about the past. Discuss and compare a range of plausible causes and effects. Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives.
World History			Significant people (Cycle B)	Mayans (Cycle A) Romans (Cycle A)	Vikings (Cycle b) Egyptians (Cycle B)	Greeks (Cycle C) Shang Dynasty (Cycle C)	World War 1 and 2 Titanic Benin and Transatlantic slavery
British History and Local History		Comparisons of childhood history with a focus on toys (Cycle A) Victorians (Cycle A) Gunpowder Plot (Cycle A)	Significant Monarchs (Cycle B) The Great Fire of London (Cycle B)	Stone age, Bronze Age and Iron Age (Cycle A) Romans (Cycle a)	Vikings and Saxons (cycle B) Our Local Area (Cycle B)	Normans (Cycle C)	World War 1 and 2