



## Progression of Key Knowledge and Skills in History



	Chronological understanding	Range and depth of historical knowledge	Interpretations of history	Historical enquiry	Organisation and communication
Reception	<ul style="list-style-type: none"><li>Developing a sense of historical enquiry; How old are you? When did you go there?</li><li>Order lifecycles/ farm/ seasons/ rhymes/ PSE</li><li>D circle times/ seasons</li><li>Beginning to use historical based language - language associated with the passage of time: the visual timetable, storytelling, news time, recalling visits and prior learning through photos/ pictures/ writing.</li></ul>	<ul style="list-style-type: none"><li>Comment on images of familiar situations in the past.</li><li>Compare and contrast characters from stories, including figures from the past.</li></ul>	<ul style="list-style-type: none"><li>Talk about similarities and differences between themselves and others, and among families, communities, and traditions.</li><li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>	<b>Key Concepts</b> now/then old/new, long-ago, time	<b>Historical Key Vocabulary</b> today, tomorrow, yesterday, past, present, morning, afternoon, evening

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Year 1	<ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives</li> <li>They know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past - how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</li> </ul>	<ul style="list-style-type: none"> <li>Communicate their <b>knowledge</b> through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time - check with reference book</li> <li>Sequence photographs etc. from different periods of their life</li> <li>Describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Compare 2 versions of a past event</li> <li>Compare pictures or photographs of people or events in the past</li> <li>Discuss reliability of photos/accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	

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Year 3	<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Use dates and terms related to the study unit and passing of time</li> <li>Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied</li> <li>Compare with our life today</li> <li>Identify reasons for and results of people's actions</li> <li>Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources - compare different versions of the same story</li> <li>Look at representations of the period - museum, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details - artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Begin to use the library and internet for research</li> </ul>	
Year 4	<ul style="list-style-type: none"> <li>Place events from period studied on time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms eg BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events of time studied</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> <li>Ask a variety of questions</li> <li>Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their <b>knowledge and understanding.</b></li> </ul>

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Year 5	<ul style="list-style-type: none"> <li>• Know and sequence key events of time studied</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Study different aspects of different people - differences between men and women</li> <li>• Examine causes and results of great events and the impact on people</li> <li>• Compare life in early and late 'times' studied</li> <li>• Compare an aspect of life with the same aspect in another period</li> </ul>	<ul style="list-style-type: none"> <li>• Compare accounts of events from different sources - fact or fiction</li> <li>• Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify primary and secondary sources</li> <li>• Use evidence to build up a picture of a past event</li> <li>• Select relevant sections of information</li> <li>• Use the library and internet for research with increasing confidence</li> </ul>	

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Year 6	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> <li>Use relevant dates and terms</li> <li>Sequence up to 10 events on a time line</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>Compare beliefs and behaviour with another time studied</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>Know key dates, characters and events of time studied</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Confidently use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of time past</li> <li>Suggest omissions and the means of finding out</li> <li>Bring knowledge gathered from several sources together in a fluent account</li> </ul>	<ul style="list-style-type: none"> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>

## Year 7

1. Chronological knowledge / understanding (including characteristic features of periods)	Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning. Identify significant events, make connections, draw contrasts and identify trends within periods and over long arcs of time.
2. Historical terms e.g. empire, peasant	Use historical terms and concepts.
3. Historical enquiry - Using evidence / Communicating ideas	Pursue historically valid enquiries. Use different types of sources to make historical claims. Create relevant, structured and evidentially supported accounts.
4. Interpretations of history	Identify and explain change and continuity within historical periods <sup>a</sup> .
5a. Continuity and change in and between periods	Identify and explain change and continuity within and across periods <sup>a</sup> .
5b. Cause and consequence	Explain reasons for, and results of, historical events, situations, changes <sup>a</sup> .
5c. Similarity / Difference within a period/situation (diversity)	Understand and explain diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies <sup>a</sup> .
5d. Significance of events / people	Consider/explain the significance of events and people.