



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

<b>Related National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li><i>Pupils should develop an awareness of the past using common words and phrases relating to the passing of time.</i></li> <li><i>Pupils 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></li> </ul>	<ul style="list-style-type: none"> <li><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.</i></li> <li><i>Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></li> </ul>
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**RANGE AND DEPTH OF HISTORICAL KNOWLEDGE**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<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>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>Find out and compare the everyday lives of people in time studied with their own lives today.</li> <li>Understand and identify reasons for and the results of their actions.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence when discussing the everyday life of people in 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>Study different aspects of different people e.g. differences between male and female/rich or poor life experiences.</li> <li>Examine causes and results of great events and the impact on people.</li> <li>Compare life in 'early' and 'late' parts of the time period.</li> <li>Compare an aspect of life with the same aspect in another time period.</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>Explain a past event in terms of cause and effect, using evidence to support and illustrate.</li> <li>Know key dates, characters and events of time studied.</li> </ul>

	<b>Children at Greater Depth will:</b> <ul style="list-style-type: none"> <li>Identify independently a range of similarities, differences or relevant causes and effects within a specific time period.</li> </ul>	<b>Children at Greater Depth will:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Children at Greater Depth will:</b> <ul style="list-style-type: none"> <li>Explain why a historical topic, event or person was distinctive or significant.</li> </ul>	<b>Children at Greater Depth will:</b> <ul style="list-style-type: none"> <li>Explain with confidence the significance of particular causes and effects for key events.</li> </ul>	<b>Children at Greater Depth will:</b> <ul style="list-style-type: none"> <li>Compare the significance of events, development and people across topics and time periods.</li> </ul>	<b>Children at Greater Depth will:</b> <ul style="list-style-type: none"> <li>Independently comment on the different types of cause and effects for most of the events covered, including long and short term factors.</li> </ul>
<b>Related National Curriculum Objectives</b>	<i>Pupils will learn about:</i> <ul style="list-style-type: none"> <li>changes in living memory, events beyond living memory that are significant nationally or globally</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements</li> <li>significant historical events, people and places in their own locality.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>			

HISTORICAL TERMS			
EYFS	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
	Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my... were younger, years, decades, centuries etc.	<ul style="list-style-type: none"> <li>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch etc.</li> </ul>	<ul style="list-style-type: none"> <li>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</li> </ul>

## HISTORICAL ENQUIRY

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Use a source</li> <li>Observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period of time.</li> <li>Select and record relevant information.</li> <li>Begin to use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event.</li> <li>Ask a variety of questions.</li> <li>Use the library and internet for research.</li> <li>Choose relevant material to present a picture of one aspect of life in a time period.</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>	<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 this information.</li> <li>Bring knowledge gathered from several sources together in a fluent account.</li> </ul>
	<p><b>Children at Greater Depth will:</b></p> <ul style="list-style-type: none"> <li>Plan questions and produce answers to a few historical enquiries.</li> </ul>	<p><b>Children at Greater Depth will:</b></p> <ul style="list-style-type: none"> <li>Pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently.</li> </ul>	<p><b>Children at Greater Depth will:</b></p> <ul style="list-style-type: none"> <li>Independently devise historical enquiries to find information about a set topic of research</li> </ul>	<p><b>Children at Greater Depth will:</b></p> <ul style="list-style-type: none"> <li>Use prior historical knowledge to support enquiries directed towards a particular topic.</li> </ul>	<p><b>Children at Greater Depth will:</b></p> <ul style="list-style-type: none"> <li>Independently plan their own enquiry towards a particular topic.</li> </ul>	<p><b>Children at Greater Depth will:</b></p> <ul style="list-style-type: none"> <li>Plan and produce quality responses to a wide range of historical enquiries requiring the use of complex sources.</li> </ul>
<p><b>Related National Curriculum Objectives</b></p>	<ul style="list-style-type: none"> <li><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></li> </ul>		<ul style="list-style-type: none"> <li><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></li> </ul>			

**INTERPETING HISTORY**

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<ul style="list-style-type: none"> <li>Compare 2 version 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>Identify and give reasons for different ways the past is represented.</li> <li>Compare different versions of the same story from different sources and discuss why they might be different.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to evaluate the usefulness of different sources.</li> <li>Use sources of information and historical knowledge to support new information learnt.</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>Link sources and work out how conclusions were arrive at.</li> <li>Consider ways of checking the accuracy of interpretations - fact/fiction or opinion?</li> <li>Be aware that different evidence will lead to different conclusions.</li> <li>Confidently use the library and internet.</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrive at.</li> <li>Consider ways of checking the accuracy of interpretations - fact/fiction or opinion?</li> <li>Be aware that different evidence will lead to different conclusions.</li> <li>Confidently use the library and internet.</li> </ul>
	<p><b>Children at Greater Depth will:</b></p> <ul style="list-style-type: none"> <li>Critically evaluate the usefulness of sources and parts of sources to answer historical questions.</li> </ul>	<p><b>Children at Greater Depth will:</b></p> <ul style="list-style-type: none"> <li>Comment on the usefulness and reliability of a range of sources for particular enquiries</li> </ul>	<p><b>Children at Greater Depth will:</b></p> <ul style="list-style-type: none"> <li>Comment on and question the usefulness and reliability of a range of sources and begin to understand why interpretations might be different.</li> </ul>	<p><b>Children at Greater Depth will:</b></p> <ul style="list-style-type: none"> <li>Explain the nature and reasons for different interpretations in a range of topics.</li> </ul>	<p><b>Children at Greater Depth will:</b></p> <ul style="list-style-type: none"> <li>Independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled</li> </ul>	<p><b>Children at Greater Depth will:</b></p> <ul style="list-style-type: none"> <li>Independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.</li> </ul>
<b>Related National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li><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></li> </ul>		<ul style="list-style-type: none"> <li><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></li> </ul>			