

SKILLS AND KNOWLEDGE - PROGRESSION IN HISTORY

	KS1 Areas of study	Knowledge and understanding of events, people and changes in the past	Historical enquiry	Chronological understanding	Historical interpretation	Organisation and communication
EYFS	Shows interest in the lives of people who are familiar to them. Talk about past and present events in their own lives and in the lives of family members.	Can talk about similarities and differences in relation to friends or family. Remembers and talks about significant events in their own experiences.	Comments and asks questions about aspects of their familiar world. Develops an understanding of changes over time.	Talk about past and present events in their own lives and in the lives of family members.	Look at photographs, pictures and artefacts to develop understanding about things from the past.	Answer 'how' and 'why' questions about their experiences and in response to stories or events.
Year 1	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <i>Toys from the past that my grandparents used to play with.</i> <i>How is my school different from when my grandparents attended?</i> Events beyond living memory that are significant nationally or globally or events commemorated through festivals or anniversaries. <i>Significant historical events, people and places in their own locality.</i> <i>Mary Anning</i>	Recall some facts about people/events before living memory Say why people may have acted the way they did.	Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer.	Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects Use a timeline to place important events. Use words and phrases such as: now, yesterday, when I was a baby, last week, a long time ago, a very long time ago, before I was born. When my parents/carers were young.	Look at books, videos, photographs, pictures and artefacts to find out about the past.	Sort events or objects into groups (i.e. then and now, old and new.) To sort objects in different ways. To sequence objects in time. Tell stories about the past. Talk, write and draw about things from the past.
Year 2	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people and places in their own locality. <i>Great Fire of London</i> <i>Grace Darling</i>	Identify people from the present and past who are famous. Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.	Identify and describe differences between the past and present and begin to understand reasons for these differences. Ask questions about the past. Use a wide range of information to answer questions.	Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a simple timeline to place important events.	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.	Describe objects, people or events in history. Use simple timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.
Year 3	<i>Changes in Britain from the Stone Age to the Iron Age</i> <i>Local study on shipbuilding.</i> <i>The Roman Empire and its impact on Britain.</i>	Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the describe attitudes and religion of people in the past. Use evidence to describe houses, settlements, buildings and their uses of people from the past Understand and explain how features of life in the past influence our life today.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.	Recall dates/ periods of significant events. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied	Explore the idea that there are different accounts of history Look at different versions of the same event in history and identify differences.	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
Year 4	<i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> <i>The Tudors</i>	Use evidence to describe what was important to people from the past. Describe similarities and differences between people, events and artefacts studied.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.	Recall dates/ periods of significant events. Use a timeline to understand and order historical events.	Look at different versions of the same event in history and identify differences. Know that people in the past represent events or	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

		Describe how some of the things I have studied from the past affect/influence life today.	Ask questions and find answers about the past.	Describe the main changes in a period in history. Find out how features may have changed during a period of time.	ideas in a way that persuades others	
Year 5	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Victorians</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>
Year 6	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Maya</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>WW1</p> <p>WW2</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient civilizations – Maya)</p>	<p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>