

Knowledge, Skills and Understanding Progression maps

History

History Knowledge - Black Historical skills - Blue

EYFS			
	3 and 4 Year Olds	Reception	Reception ELG
Understanding the World	Begin to make sense of their own life-story and family's history.	<p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
Communication and Language		<p>Learn new vocabulary</p> <p>Use new vocabulary throughout the day</p> <p>Use new vocabulary in different contexts</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p>	

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History

KS1

	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Year 1 Expected	<ul style="list-style-type: none"> -Put up to three objects in chronological order (recent history) -Use words and phrases like: old, new and a long time ago -Recognise that a story that is read to them may have happened a long time ago -Know that some objects belonged to the past -Retell a familiar story set in the past -Explain how they have changed since they were born -Explain things that happened when they were little -Use common words and phrases relating to the passing of time. -Put up to five objects/events in chronological order (recent history) -Use words and phrases like: very old, when mummy and daddy were little -Use the words before and after correctly 	<ul style="list-style-type: none"> -Know that we have a queen who rules us and that Britain has had a king or queen for many years -Give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times -Know that we celebrate certain events, such as bonfire night, because of what happened many years ago -Identify the main differences between old and new objects -Identify objects from the past, such as vinyl records -Give a plausible explanation about what an object was used for in the past -Ask and answer simple questions about what they have heard -Recognise the difference between past and present -Make simple historical comparisons -Use parts of stories to show that they understand historical events. -Talk about an important historical event that happened in the past 	<ul style="list-style-type: none"> -Ask and answer questions about old and new objects -Identify old and new things in a picture -Answer questions using an artefact/ photograph provided -Explain the difference between fiction and non-fiction. -Access simple books, photos, internet, artefacts and other sources that are given to them. -Show some understanding of ways we can find out about the past (e.g. museum, books, artefacts, archaeology) -Find out more about a famous person from the past and carry out some research on him or her
Year 1 Knowledge	<ul style="list-style-type: none"> -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. -Events beyond living memory that are significant nationally or globally [for example the first aeroplane flight or events commemorated through festivals or anniversaries] -Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. -Significant historical events, people and places in their own locality. -The lives of significant individuals: Queen Victoria, Christopher Columbus 		

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	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Year 2 Expected	<ul style="list-style-type: none"> -Use words and phrases like: before I was born, when I was younger -Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' -Use the words 'past' and 'present' accurately -Use a range of appropriate words and phrases to describe the past -Sequence a set of events in chronological order and give reasons for their order -Sequence a set of objects in chronological order and give reasons for their order -Sequence events about their own life -Sequence events about the life of a famous person -Date events to the nearest century or era and occasionally to the year. 	<ul style="list-style-type: none"> -Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later -Appreciate that some famous people have helped our lives be better today -Recount some interesting facts from a historical event, such as where the 'Fire of London' started -Explain why Britain has a special history by naming some famous events and some famous people -Explain how their local area was different in the past -Give examples of things that are different in their life from that of their grandparents when they were young -Choose and use parts of stories to show that they understand key features of events. -Explain why someone in the past acted in the way they did -Explain why their locality (as wide as it needs to be) is associated with a special historical event 	<ul style="list-style-type: none"> -Find out something about the past by talking to an older person -Answer questions by using a specific source, such as an information book -Research the life of a famous Briton from the past using different resources to help them -Research about a famous event that happens in Britain and why it has been happening for some time -Research the life of someone who used to live in their area using the Internet and other sources to find out about them -Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past. -Identify ways in which the past is represented, e.g fiction, illustration, museum, film, song, display. -Show curiosity by voluntarily asking questions about what they have heard or read. -Explain at least two ways they can find out about the past, for example using books and the internet -Answer questions using a range of artefacts/ photographs provided
Year 2 Knowledge	<p>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.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London or events commemorated through festivals or anniversaries]</p> <p>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.</p> <p>Significant historical events, people and places in their own locality.</p> <p>Lives of significant individuals: Tim Berners-Lee, Mary Seacole, Florence Nightingale, Martin Luther King Jr</p>		

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History

KS2

KS2			
	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Year 3 Expected	<ul style="list-style-type: none"> -Describe events and periods using the words: BC, AD and decade -Describe events from the past using dates when things happened -Describe events and periods using the words: ancient and century -Use a timeline within a specific time in history to set out the order things may have happened -Use their mathematical knowledge to work out how long ago events would have happened -Date events to the year. -Start using specialist vocabulary in historical discussion. -Set out on a timeline, within a given period, what special events took place 	<ul style="list-style-type: none"> -Understand that the early Brits would not have communicated as we do or have eaten as we do -Begin to picture what life would have been like for the early settlers -Suggest why certain events happened as they did in history -Suggest why certain people acted as they did in history -Make connections over time. -Start to identify themes within and between topics. -Start to comment on historical changes, including suggestions about cause and effect. 	<ul style="list-style-type: none"> -Recognise the part that archaeologists have had in helping us understand more about what happened in the past -Use various sources of evidence to answer questions -Use various sources to piece together information about a period in history -Research a specific event from the past -Use their 'information finding' skills in writing to help them write about historical information -Through research, identify similarities and differences between given periods in history -Explain the difference between primary and secondary sources. -Start to show awareness that there are sometimes different versions of what happened. -Explain how the past can often be interpreted to inform opinions. -Start to frame questions and answers in historically valid ways (e.g about change, about differences).
Year 3 Knowledge	<p>Changes in Britain from the Stone Age to the Iron Age This could include: late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one or more of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>		

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Year 4 Expected	<ul style="list-style-type: none"> -Plot recent history on a timeline using centuries -Place periods of history on a timeline showing periods of time -Use their mathematical skills to round up time differences into centuries and decades -Use the year confidently to date events (sometimes including the month and day). -Use specialist vocabulary and historical terms, often appropriately -Begin to build up a picture of what main events happened in Britain/ the world during different centuries 	<ul style="list-style-type: none"> -Explain how events from the past have helped shape our lives -Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences -Know that people who lived in the past cooked and travelled differently and used different weapons from ours -Recognise that the lives of wealthy people were very different from those of poor people -Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past -Note connections, contrasts and trends over time. -Note connections and trends across time but also between places and cultures. -Comment on continuity and change, cause and effect. -Identify themes within and between topics. -Recognise that people's way of life in the past was dictated by the work they did -Understand that wars start for specific reasons and can last for a very long time 	<ul style="list-style-type: none"> -Research two versions of an event and say how they differ -Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings -Give more than one reason to support an historical argument -Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out -Select and use sources to construct their own opinions about the past. -Start to explain the usefulness and reliability of different sources (e.g by explaining their choices in selecting sources). -Recognise that historical 'facts' can vary depending on the source and begin to suggest reasons for this. -Start to critique other people's opinions about the past. -Ask and answer historically valid questions (e,g about contrast, cause and effect, reliability).

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<p>Year 4</p> <p>Knowledge</p>	<p>The Roman Empire and its impact on Britain.</p> <p>This could include:</p> <ul style="list-style-type: none"> ● Julius Caesar’s attempted invasion in 55-54 BC ● the Roman Empire by AD 42 and the power of its army ● successful invasion by Claudius and conquest, including Hadrian’s Wall ● British resistance, e.g. Boudica ● Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>Britain’s settlement by Anglo-Saxons and Scots.</p> <p>This could include:</p> <ul style="list-style-type: none"> ● Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ● Scots invasions from Ireland to north Britain (now Scotland) ● Anglo-Saxon invasions, settlements and kingdoms: place names and village life ● Anglo-Saxon art and culture ● Christian conversion – Canterbury, Iona and Lindisfarne <p>Ancient Greece</p> <p>- a study of Greek life and achievements and their influence on the Western world</p> <p>A non-European society that provides contrasts with British history</p> <p>- Mayan civilization AD 900</p>
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Year 5 Expected	<p>-Use dates and historical language in their work</p> <p>-Draw a timeline with different time periods outlined which show different information, such as periods of history, when famous people lived, etc.</p> <p>-Use their mathematical skills to work out exact time scales and differences as need be</p> <p>-Use precise dates and explain why some are significant.</p> <p>-Use specialist vocabulary and historical terms appropriately.</p>	<p>-Describe historical events from the different period/s they are studying/have studied</p> <p>-Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p> <p>-Explain the role that Britain has in spreading Christian values across the world</p> <p>-Begin to appreciate that how we make decisions has been through a Parliament for some time</p> <p>-Appreciate that significant events in history have helped shape the country we have today</p> <p>-Have a good understanding as to how crime and punishment has changed over the years</p> <p>-Demonstrate historical perspective by explaining contrasts and trends in the short and long-term.</p> <p>-Sequence and structure complex subjects and themes.</p> <p>-Start to suggest reasons for connections over time and across places and cultures.</p> <p>-Comment on impact and legacy.</p>	<p>-Test out a hypothesis in order to answer a question</p> <p>-Appreciate how historical artefacts have helped us understand more about British lives in the present and past</p> <p>-Select, organise and use information from more than one source to construct an informed response and/or opinion.</p> <p>-Explain the usefulness and reliability of different sources.</p> <p>-Start to develop perspective and judgement by explaining how historical 'facts' are often interpreted to support opinions.</p> <p>-Accurately summarise other people's opinions about the past.</p> <p>-Ask and answer historically valid questions (e.g about significance or the basis of people's opinions).</p>
Year 5 Knowledge	<p>-The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:</p> <ul style="list-style-type: none"> ● Viking raids and invasion ● resistance by Alfred the Great and Athelstan, first king of England ● further Viking invasions and Danegeld ● Anglo-Saxon laws and justice ● Edward the Confessor and his death in 1066 <p>-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Changes in an aspect of social history, crime and punishment the rule of law, from the Anglo-Saxons to the present</p> <p>-A non-European society that provides contrasts with British history - Benin (West Africa) AD 900-1300</p>		

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Year 6 Expected	<ul style="list-style-type: none"> -Say where a period of history fits on a timeline -Place a specific event on a timeline by decade -Place features of historical events and people from past societies and periods in a chronological framework -Establish clear narratives within and across periods, and at local, national and world level. -Start to use their secure sense of chronology to inform their wider learning. -Start to use different levels of precision in dating events, and explain why that may be appropriate. -Start to apply historical vocabulary in more sophisticated ways 	<ul style="list-style-type: none"> -Summarise the main events from a specific period in history, explaining the order in which key events happened -Summarise how Britain has had a major influence on world history -Appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today -Describe features of historical events and people from past societies and periods they have studied -Recognise and describe differences and similarities/ changes and continuity between different periods of history -Compare and contrast places, people and cultures. -Analyse and share with others their comparisons and findings and from them justify their ideas with evidence. -Suggest relationships between causes in history 	<ul style="list-style-type: none"> -Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint -Identify and explain their understanding of propaganda -Describe a key event from Britain's past using a range of evidence from different sources -Suggest why there may be different interpretations of events -Suggest why certain events, people and changes might be seen as more significant than others -Pose and answer their own historical questions -Start to understand the idea of 'tertiary sources'.E.g. Dictionaries, encyclopedias, manuals, guidebooks, directories, almanacs -Select, organise and use relevant information from a range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments. -Use historical perspective, an understanding of reliability / bias, and the concept of historical rigour, to discern and evaluate arguments and interpretations of the past.
Year 6 Knowledge	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>For example:</p> <ul style="list-style-type: none"> a significant turning point in British history, e.g. WWI or the Battle of Britain The changing power of Monarchs <p>A local history study</p> <p>A study over time tracing how several aspects of national history are reflected in the locality</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>		