



HISTORY PROGRESSION OF SKILLS & KNOWLEDGE

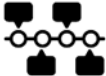


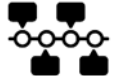
Introduction



The History Progression of skills and knowledge gives an overview of the skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the National curriculum. Topic knowledge is covered in each of our units, helping pupils to understand the period being studied, however this knowledge is not necessarily progressive and the need to memorise this knowledge may not extend beyond the topic in question. It has not been included in this document for this reason. Topic knowledge (or ‘fingertip knowledge as it is referred to in the Ofsted research review series: history) does have an important role in history learning however as it enables pupils to develop their Chronological awareness and understanding of Substantive concepts in different contexts.



Historical Concepts:


Chronological Awareness	Change & Continuity	Cause & Consequence	Similarities & Differences	Historical Significance	Historical Interpretations	Historical Enquiry
Understanding language related to chronology Building a mental timeline of the chronological order of periods Developing awareness of general features of periods Knowing particular dates and events	Disciplinary Concepts					Posing a historical question Gathering, organising and evaluating evidence Interpreting findings, analysing and making connections Evaluating and drawing conclusions Communicating findings

HISTORY PROGRESSION OF KNOWLEDGE	CHRONOLOGICAL AWARENESS		
EYFS	KS1 Y1/2		
<p>To know that someone's age is the time since they were born.</p> <p>To know that they started life as a baby but have since grown and changed.</p> <p>To know that some people are older than others.</p> <p>To know that parents are older than children and grandparents are older than parents.</p> <p>To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year).</p>	<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know that beyond living memory is more than 100 years ago. To know that events in history may last different amounts of time.</p> <p>To know a decade is ten years.</p>		
LKS2 Y3/4	UKS2 Y5/6		
<p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>To know that BC means 'before Christ' and is the term used to date the years before Jesus was born.</p> <p>To know that AD means Anno Domini and can be used to show years from the year 1AD.</p> <p>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p> <p>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</p> <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p>	<p>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</p> <p>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians.</p>		

HISTORY PROGRESSION OF SKILLS	CHRONOLOGICAL AWARENESS		
EYFS	KS1 Y1/2		
<p>Beginning to sequence events when describing them (e.g. daily routines, events in a story)</p> <p>Recognising that some stories are set a long time ago.</p> <p>Recognising significant dates for them (birthday).</p> <p>Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”)</p> <p>Recounting activities that happened in their past using photos as a prompt.</p>	<p>Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).</p> <p>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p> <p>Sequencing three or four artefacts/photographs from different periods of time.</p> <p>Placing events on a simple timeline.</p> <p>Recording on a timeline a sequence of historical stories heard orally.</p> <p>Sequencing up to six photographs, focusing on the intervals between events.</p> <p>Placing events on a timeline, building on times studied in Year 1.</p> <p>Beginning to recognise how long each event lasted.</p> <p>Knowing where people/events studied fit into a chronological framework</p>		
LKS2 Y3/4	UKS2 Y5/6		
<p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Using BC/AD/Century.</p> <p>Sequencing eight to ten artefacts, historical pictures or events.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p> <p>Making a simple individual timeline.</p>	<p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Understanding the term “century” and how dating by centuries works.</p> <p>Putting dates in the correct century.</p> <p>Using the terms AD and BC in their work.</p> <p>Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Sequencing 10 events on a timeline.</p>		

HISTORY PROGRESSION OF KNOWLEDGE & SKILLS			DISCIPLINARY CONCEPTS	
	EYFS	KS1 Y1/2	LKS2 Y3/4	UKS2 Y5/6
CHANGE & CONTINUITY 	<p>Recalling special people in their own lives. Discussing who was important in a historical event.</p> <p>To know the names of people that are significant to their own lives.</p>	<p>Recalling special events in their own lives. Discussing who was important in a historical event.</p> <p>To know that some people and events are considered more 'special' or significant than others. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives.</p>	<p>Identifying reasons for change and reasons for continuities.</p> <p>Identifying what the situation was like before the change occurred.</p> <p>Comparing different periods of history and identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</p> <p>Identifying the links between different societies.</p> <p>To know that change can be brought about by advancements in transport and travel.</p> <p>To know that change can be brought about by advancements in materials.</p> <p>To know that change can be brought about by advancements in trade.</p>	<p>Making links between events and changes within and across different time periods / societies.</p> <p>Identifying the reasons for changes and continuity.</p> <p>Describing the links between main events, similarities and changes within and across different periods/studied.</p> <p>Describing the links between different societies.</p> <p>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</p> <p>Analysing and presenting the reasons for changes and continuity</p> <p>To know that change can be brought about by conflict.</p> <p>To know that change can be traced using the census.</p>
CAUSE & CONSEQUENCE 	<p>Experiencing cause and effect in play - achieve through continuous provision.</p>	<p>Asking why things happen and beginning to explain why with support. Asking questions about why people did things, why events happened and what happened as a result.</p> <p>Recognising why people did things, why events happened and what happened as a result.</p> <p>To know that everyday objects have changed as new materials have been invented.</p> <p>To know that changes may come about because of improvements in technology</p>	<p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</p> <p>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</p> <p>To know that advancements in science and technology can be the cause of change</p>	<p>Giving reasons for historical events, the results of historical events, situations and changes.</p> <p>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p> <p>To know that members of society standing up for their rights can be the cause of change.</p>

<p>SIMILARITIES & DIFFERENCES</p> 	<p>Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day.</p>	<p>Beginning to look for similarities and differences over time in their own lives. Identifying similarities and difference between ways of life at different times. Finding out about people, events and beliefs in society. Making comparisons with their own lives. To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives. To know that people celebrate special events in different ways. To know that everyday objects have similarities and differences with those used for the same purpose in the past. To know that there are explanations for similarities and differences between children’s lives now and in the past.</p>	<p>Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	<p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time.</p>
<p>HISTORICAL SIGNIFICANCE</p> 	<p>Recalling special people in their own lives. To know the names of people that are significant to their own lives.</p>	<p>Recalling special events in their own lives. Discussing who was important in a historical event. To know that some people and events are considered more ‘special’ or significant than others. To know that some events are more significant than others. To know the impact of a historical event on society.</p>	<p>Recalling some important people and events. Identifying who is important in historical sources and accounts. To know that significant archaeological findings are those which change how we see the past. To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come.</p>	<p>Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments. To know how historians select criteria for significance and that this changes.</p>

		<p>To know that 'historically significant' people are those who changed many people's lives.</p>		
<p>HISTORICAL INTERPRETATIONS</p> 	<p>Recognising that different members of the class may notice different things in photographs from the past. To begin to understand that the past can be represented in photographs and drawings</p>	<p>Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts. Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources. To know that the past can be represented in photographs. To know that the past is represented in different ways.</p>	<p>Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources. To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that assumptions made by historians can change in the light of new evidence.</p>	<p>Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Developing strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions. Evaluating the interpretations made by historians. To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events.</p>

HISTORY PROGRESSION OF SKILLS			HISTORICAL ENQUIRY	
	EYFS	KS1 Y1/2	LKS2 Y3/4	UKS2 Y5/6
Interpreting findings, analysing and making connections	Making simple observations about the past from photographs and images.	Interpreting evidence by making simple deductions. Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers.	Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question "How do we know?"	Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence. Making connections, drawing contrasts and analysing within a period and across time. Beginning to interpret simple statistical sources.
Evaluating and drawing conclusions	Deciding whether photographs or images (e.g. from stories) depict the past.	Drawing simple conclusions to answer a question. Making simple conclusions about a question using evidence to support.	Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today.	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.
Communicating findings	Communicating findings by pointing to images and using simple language to explain their thoughts.	Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they	Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. Creating a structured response or narrative to answer a historical enquiry.	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and



		<p>think it felt like in response to a historical story or event.)</p> <p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p>	<p>Describing past events orally or in writing, recognising similarities and differences with today.</p>	<p>relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims.</p>
Posing historical questions	<p>Asking questions about the differences they can see in photographs or images (in stories) that represent the past.</p>	<p>Asking how and why questions based on stories, events and people.</p> <p>Asking questions about sources of evidence (e.g. artefacts).</p> <p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically-valid questions.</p>	<p>Understanding how historical enquiry questions are structured.</p> <p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Creating questions for different types of historical enquiry.</p> <p>Asking questions about the bias of historical evidence</p>	<p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Identifying methods to use to carry out the research.</p> <p>Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p>
Gathering, organising and evaluating evidence	<p>Making simple observations about the past from photographs and images.</p>	<p>Using sources of information, such as artefacts, to answer questions.</p> <p>Drawing out information from sources.</p> <p>Making simple observations about the past from a source.</p> <p>Understanding how we use books and sources to</p>	<p>Using a range of sources to construct knowledge of the past.</p> <p>Defining the terms 'source' and 'evidence'.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Selecting and recording relevant information from a range of sources to answer a question.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p>	<p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion.</p> <p>Recognising 'gaps' in evidence.</p> <p>Identifying how sources with different perspectives can be used in a historical enquiry.</p>

		<p>find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Identifying a primary source.</p>	<p>Comparing and contrasting different historical sources</p>	<p>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p>
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