

Progression of knowledge and skills in History

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chronology	▶ Begin to make sense of their own life-story and family's history. (3 & 4 yr olds)	▶ Recognise the distinction between past and present. ▶ Order and sequence some familiar events and objects. ▶ Identify some similarities and differences between ways of life at different times. ▶ Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.	▶ Order and sequence events and objects. ▶ Recognise that their own lives are similar and / or different from the lives of people in the past. ▶ Use common words and phrases concerned with the passing of time.	▶ Use some dates and historical terms when ordering events and objects. ▶ Demonstrate awareness that the past can be divided into different periods of time. ▶ Explore trends and changes over time.	▶ Use dates and historical terms when ordering events and objects. ▶ Identify where people and events fit into a chronological framework. ▶ Explore links and contrasts within and across different periods of time. ▶	▶ Use dates and appropriate historical terms to sequence events and periods of time. ▶ Identify where people, places and periods of time fit into a chronological framework. ▶ Describe links and contrasts within and across different periods of time including short-term and long-term time scales.	▶ Use dates and a wide range of historical terms when sequencing events and periods of time. ▶ Develop chronologically secure knowledge of the events and periods of time studied. ▶ Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.

Interpretation, Enquiry and Using Sources	▶ Compare and contrast characters from stories, including figures from the past (Reception) ▶ Comment on images of familiar situations in the past	▶ Make simple observations about different people, events, beliefs and communities. ▶ Use sources to answer simple questions about the past. ▶ Identify some of the basic ways in which the past can be represented. ▶ Choose parts of stories and other sources to show what they know about the past.	▶ Ask and answer simple questions about the past through observing and handling a range of sources. ▶ Consider why things may change over time. ▶ Recognise some basic reasons why people in the past acted as they did. ▶ Choose parts of stories and other sources to show what they know about significant people and events.	▶ Use sources to address historically valid questions. ▶ Recognise that our knowledge of the past is constructed from different sources of evidence. ▶ Recognise that different versions of past events may exist. ▶ Describe some of the ways the past can be represented.	▶ Use sources to address historically valid questions and hypotheses. ▶ Recognise how sources of evidence are used to make historical claims. ▶ Recognise why some events happened and what happened as a result. ▶ Identify historically significant people and events in different situations.	▶ Use a wider range of sources as a basis for research to answer questions and to test hypotheses. ▶ Recognise how our knowledge of the past is constructed from a range of sources. ▶ Evaluate sources and make simple inferences. ▶ Choose relevant sources of evidence to support particular lines of enquiry.	▶ Regularly address and sometimes devise historically valid questions and hypotheses. ▶ Give some reasons for contrasting arguments and interpretations of the past. ▶ Describe the impact of historical events and changes. ▶ Recognise that some events, people and changes are judged as more significant than others.
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Communication	▶ Talk about the lives of people around them and their roles in society. (ELG)	▶ Describe special or significant events. ▶ Retell simple stories or events from the past. ▶ Use simple historical terms.	▶ Talk about what / who was significant in simple historical accounts. ▶ Demonstrate simple historical concepts and events through role-play, drawing and writing. ▶ Use a variety of simple historical terms and concepts.	▶ Discuss some historical events, issues, connections and changes. ▶ Select and organise historical information to present in a range of ways. ▶ Use relevant historical terms and vocabulary linked to chronology.	▶ Discuss significant aspects of, and connections between, different historical events. ▶ Select and organise relevant historical information to present in a range of ways. ▶ Use relevant and appropriate historical terms and vocabulary linked to chronology.	▶ Discuss and debate historical issues. ▶ Use appropriate vocabulary when discussing and describing historical events. ▶ Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. ▶ Choose relevant ways to communicate historical findings.	▶ Acknowledge contrasting evidence and opinions when discussing and debating historical issues. ▶ Use appropriate vocabulary when discussing, describing and explaining historical events. ▶ Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate
Vocabulary		‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’					

Events, People and Changes (Historical Knowledge)	►	► Retell some events from beyond their living memory which are significant nationally or globally. ► Describe some changes within their living memory (including aspects of national life where appropriate).	► Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. ► Develop awareness of significant historical events, people and places in their own locality.	► Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. ► Describe some aspects of the Roman Empire and recognise its impact on Britain. ► Demonstrate knowledge of aspects of history significant in their locality. ► Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world.	► Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. ► Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. ► Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.	► Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. ► Describe key aspects of a non-European society such as the early Islamic civilisation.	► Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. ► Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.
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Learning Challenge and link to National Curriculum	All About me <i>Children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras.</i> Terrific Tales <i>Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based</i> Amazing Animals! <i>Listening to stories and placing events in chronological order.</i> Come Outside Ticket to Ride <i>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</i> Fun at the Seaside <i>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</i>	How has Rosa Parks helped to make the world a better place? <i>KS1 History: the lives of significant individuals in the past who have contributed to national and international achievements.</i> What was it like when the Queen came to the throne in 1953? <i>KS1 History: events beyond living memory that are significant nationally or globally</i> Who was the bravest nurse? <i>KS1 History: the lives of significant individuals in Britain's past who have contributed to our nation's achievements</i> What was Great about the Great Fire of London? <i>KS1 History: events beyond living memory that are significant nationally or globally</i> Were Christopher Columbus and Neil Armstrong brave men? <i>KS1 History: the lives of significant individuals in Britain's past who have contributed to our nation's achievements</i> What has changed since my grandparents were young? <i>KS1 History: Changes within living memory – revealing aspects of change in national life</i>	How can we rediscover the wonders of Ancient Egypt? <i>KS2 History: The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society</i> Who was Harriet Tubman and why did she make a difference? <i>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long term timescales. (Wider Curriculum - Black Lives Matter)</i> Were Norman castles really bouncy? <i>KS2 History: A study of an aspect or theme in British history that extends beyond 1066: The Norman invasion and its impact on British society. Local history link – Clitheroe castle.</i> Who first lived in Britain? <i>KS2 History: Stone Age to the Iron Age, including: - Hunter gatherers; Early farming; Bronze Age, and Iron Age</i> Were the Roman rotten and what did we learn from them? <i>KS2 History: The Roman Empire and its impact on Britain - Julius Caesar - Hadrian's Wall – Boudica - Romanisation of Britain</i> Who were the Ancient Greeks? <i>KS2 History: A study of Greek life and achievements and their influence on the western world</i>	Who were The Maya and what did we learn from them? <i>KS2 History: A non European society that provides contrast with British history - Mayan civilization around 900AD</i> What was special about Martin Luther King and Nelson Mandela and what differences did they make? <i>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long term timescales. (Wider Curriculum - Black Lives Matter)</i> How did Hitler convince a nation to follow him? <i>KS2 History: A study of an aspect or theme in British history that extends pupils' chronology beyond 1066: Hitler's invasion of Europe and its impact on Britain</i> Were the Anglo-Saxons really smashing and successful? <i>KS2 History: Britain's settlements by Anglo-Saxons and Scots - Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion</i> Were the Vikings vicious and always victorious? <i>KS2 History: The Viking and Anglo-Saxon struggle for the kingdom of England - Viking raids - Edward the confessor</i> How did the Industrial Revolution shape the Burnley we see today? <i>KS2 History: Local History - A study of Local History taking account of a period of history that shaped the locality</i>
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EYFS = curriculum overview

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension