

History Progression of Knowledge and Skills

Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Knowledge	ELG – Past and Present -Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.		Pupils should continue to develop a secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note: topic specific historical terms are on the medium-term plans for each year group. We have a 'Chronological Knowledge Progression of Vocabulary' document in addition to these.			
	Order simple experiences in relation to themselves, and others including stories, events, and experiences.	Use some everyday historical terms about the passing of time. Recognise the distinction between past and present, old and new. Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times.	Use common historical words and phrases concerned with the passing of time. Identify significant events from the past. Order and sequence events, people and objects. Recognise that their own lives are similar and/or different from the lives of people in the past. Create simple pictorial timelines.	Use some appropriate historical terms when ordering events and objects. Use some dates when ordering events and objects. Explore trends and changes over time. Demonstrate awareness that the past can be divided into different periods of time. Create simple pictorial timelines with some dates.	Use more appropriate historical terms when ordering events and objects. Use dates when ordering events and objects. Identify where people and events fit into a chronological framework. Explore links and contrasts within and across different time periods. Create pictorial timelines with dates	Use a wider range of appropriate historical terms to sequence events and periods of time. Use dates to sequence events and periods of time. Identify where people, places and periods of time fit into chronological framework. Describe links and contrasts within and across different periods of time. Create pictorial timelines with dates, historical terms and correct spacing.	Confidently use a wide range of historical terms when sequencing events and periods of time. Use dates when sequencing events and periods of time. Reinforce Develop a chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time. Create timelines with dates, a wide range of historical terms and correct spacing.

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Knowledge of Events, People and Changes	Past and Present ELG – see above	Pupils should know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.		Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.			
Substantive Knowledge	Show an interest in significant events and experiences in the lives of others including friends and family member and through books. Describe features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different. Find out about people, places, events, objects. Talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in present and the past.	Retell some events from beyond their living memory which are significant nationally or globally. Describe some changes within their living memory. Talk about significant people and their impact on society. Explain the difference between past and present in their own lives and other people's lives.	<i>Embed previous knowledge and...</i> Demonstrate awareness of the lives of significant people in the past who have contributed to national and international achievements. Develop awareness of significant historical events, people, and places in their own locality. Recount a significant event from the past and consider the cause and consequences of this event. Begin to know that the past can be represented in different ways and use these to describe the past. Read eye-witness accounts from the past and know that these help us to understand what happened. Look at and talk about artefacts and begin to understand what an artefact is.	<i>Embed previous knowledge and...</i> Demonstrate knowledge of aspects of history significant in their locality. Use research to help find out about and describe the past. Describe similarities and differences of life in the past and life today. Compare life in the past with life today. Study artefacts and begin to use these to ask historical questions.	<i>Embed previous knowledge and...</i> Use a range of evidence to make historical claims. Explain how evidence helps us to build a picture of the past. Describe similarities and differences between events and people across different periods in history. Think about how some of the events and people studied have influenced life today. Study artefacts and begin to make historical claims.	<i>Embed previous knowledge and...</i> Choose reliable sources of evidence to find out about the past. Make historical claims based on information read. Give own opinions and suggest reasons why events and changes have occurred and back up using evidence. Explain how some of the events and people studied have influenced life today. Make links about some aspects of society between different periods of time studied (E.G. food, homelife, houses).	<i>Embed previous knowledge and...</i> Explore the beliefs, actions, and characteristics of people in the past and how there are differing accounts of these. Make comparisons of beliefs, actions, and characteristics of people in the past from different time periods. Speak confidently about the past, making connections, comparisons and noting changes over time.

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Disciplinary Knowledge	Past and Present ELG – see above	Pupils should ask and answer questions, using parts of stories and other sources to show they understand key features of events. They should understand some ways in which we find out about the past.		Pupils should regularly address and sometimes devise historically valid questions and change, cause and similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.			
	Talk about what is the same and what is different.	Make simple observations about different types of people, events, beliefs within a society.		Describe social, cultural, religious and ethnic diversity in Britain.		Describe and try to give some reasons for social, cultural, religious and ethnic diversity in Britain & the wider world.	
	Answer questions such as 'How have police uniforms changed over time?' Answer questions such as 'Why do you think that happened?'	Recognise why people did things, why events happened and what happened as a result. Explore what has changed in as a result of a past event.		Identify results of, historical events, situations, changes. Explore the changes in society that have resulted from a significant event.		Identify and give reasons for, results of, historical events, situations, changes. Explore the impact that changes have had upon people. Societies and beliefs that have resulted from a significant event.	
	Use play to think beyond 'here and now' and to understand another perspective.	Identify that there are different versions of the truth.		Be aware that the different stories about the same event can both be true depending on the point of view of the narrator.		Consider the reliability of evidence looking at fact, bias or point of view.	
	Talk about people who are important in history and now.	Talk and write about who was important E.G in a simple historical account.		Explore some historically significant people and events in situations.		Explore historically significant people and events in situations	
	Think about changes that happen in their lives and the lives of others.	Identify similarities / differences between ways of life at different times and consider why things may change over time.		Describe main events, situations and changes within and across different periods of history		Describe and make links between main events, situations and changes within and across different periods and societies in history.	
	Find out about people, places, events, objects. Ask questions, use different sources to find the answers including books.	Ask and answer simple questions about the past through observing. Identify some ways in which the past can be represented		Use sources to address historically valid questions and to test hypotheses. Recognise how sources of evidence are used to make historical claims and that different versions of the past may exist.		Use a wider range of sources as a basis for research to ask historically valid questions and answer questions to test hypotheses. Evaluate sources and make simple inferences and choose relevant sources of evidence. Give some reasons for contrasting arguments and interpretations of the past.	
	Answer 'Why' questions about their findings linked to the past.	Investigate specific historical questions. Answer historical questions using their own research.		Identify and investigate specific historical questions and make historical claims. Reflect on their findings to historical questions.		Identify and investigate, individually and as part of a team, specific historical questions, or issues, making and testing hypotheses. Reflect Critically on historical questions or issues.	

With God's help, together, we aspire, achieve and believe.



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Communication And Oracy	Past and Present ELG – see above	Pupils should use common words and phrases and use a wide vocabulary of everyday historical terms.		Pupils should establish clear narratives within and across the periods they have studied and develop the appropriate use of historical terms.			
	Talk about their learning in history. Use the language of time when talking about past/present events in their own lives and the lives of others including they have learnt about through books.	Use simple historical terms. Describe special or significant events. Retell simple stories or events from the past.	Use a variety of simple historical terms and concepts. Talk about what/who was significant in simple historical accounts. Demonstrate simple historical concepts and events through role-play, drawing and writing. Answer simple questions about the past.	Use relevant historical terms and vocabulary linked to chronology. Discuss some historical events, issues, connections, and changes. Select and organise historical information to present in a range of ways. Begin to ask and answer simple historical questions.	Use relevant and appropriate historical terms and vocabulary link 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. Ask and answer historical questions. Write simple recounts including appropriate historical vocabulary.	Use appropriate vocabulary when discussing and describing historical events. Discuss and debate historical issues. Choose relevant ways to communicate historical findings. Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.	Use appropriate vocabulary when discussing, describing, and explaining historical events. Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Choose the most appropriate way of communicating different historical findings. Construct informed responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.