

History Progression of Skills and Knowledge

36-48 months	
<p>Understanding The World: Begin to make sense of their own life-story and family's history. <u>Examples of how to support this:</u> <i>Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.</i></p>	
Disciplinary knowledge/skills	Reception
<p>Recognise <i>e.g. Name and point out who or what something is e.g. a Queen being crowned in a painting.</i></p> <p>Identify <i>e.g.: Distinguish something or someone from others that may be similar e.g. a castle from the buildings that surround it.</i></p>	<p>Children in Reception will be learning to :</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. <p><u>Examples of how to support this:</u> <i>During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.</i></p> <ul style="list-style-type: none"> • Name and describe people who are familiar to them <p><u>Examples of how to support this:</u> <i>Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.</i></p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. <p><u>Examples of how to support this:</u> <i>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</i></p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. <p><u>Examples of how to support this:</u> <i>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</i></p>
ELG's	
<p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	

Year 1

National Curriculum - progression of knowledge and skills

Disciplinary knowledge/skills	Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
<p>Describe e.g. 'Say what you see'. Give an account in words of something or someone e.g. some of the events leading up to the sinking of the Titanic.</p> <p>Observe e.g. Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. the number and size of Spanish galleons in a painting of the Armada compared with the ships of the English navy.</p>	<ul style="list-style-type: none"> • Recognise 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 • Sequence 3 or 4 artefacts from distinctly different periods of time • Use a timeline to place important events. • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young. 	<ul style="list-style-type: none"> • Recall some facts about people/events before living memory • Offer reasons/ speculate why people may have acted the way they did. • Recognise the difference between past and present in their own and others' lives • Know and recount episodes from stories about the past. 	<ul style="list-style-type: none"> • Observe books, videos, photographs, pictures and artefacts to find out about the past. • Use stories to help them to distinguish between fact and fiction • Compare adults talking about the past - question how reliable are their memories? 	<ul style="list-style-type: none"> • 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?" • Observe objects from the past and ask questions i.e., "What were they used for?" • Find answers to simple questions about the past from sources of information e.g. artefacts 	<ul style="list-style-type: none"> • Classify events or objects into groups (i.e. then and now.) • Use timelines to order events or objects. • Tell stories about the past. • Talk, write and draw about things from the past. • Communicate their knowledge about the past through talking, drawing pictures, role play, making models, writing and using ICT.

Year 2

National Curriculum - progression of knowledge and skills

Disciplinary knowledge/ skills	Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
<p>Select Decide upon and choose that information considered most suitable or relevant to answer a question e.g. from a range of eight possibilities select three factors more likely than the others to have caused the Great Fire of London to spread so quickly.</p> <p>Categorise/Classify Arrange information into particular groups according to shared qualities or characteristics e.g. sorting photographs depicting the lives of different social classes in Victorian Britain into different collections.</p> <p>Sequence Place a set of related events or things that follow each other into an order</p> <p>Compare and contrast</p>	<ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Describe and recount changes in their own life over time. Sequence photographs etc. from different periods of their life Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given them. Use a timeline to place important events. Sequence artefacts closer together in time - check with a reference book/internet. 	<p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Observe evidence to offer reasons for/ speculate and explain reasons why people in the past may have acted in the way they did and what happened as a result.</p> <p>Recount the main events from a significant event in history</p> <p>Identify differences between ways of life at different times.</p>	<ul style="list-style-type: none"> Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/accounts/stories. 	<ul style="list-style-type: none"> Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions. Use a source - observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> Describe objects, people or events in history. Use 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, making models and using ICT.

Find similarities and differences					
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Year 3					
National Curriculum - progression of knowledge and skills					
Disciplinary knowledge/ skills	Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
<p>Recall <i>Remember and recount something learned or experienced e.g. recollect from visits the main reasons why Warwick Castle was built where it is.</i></p> <p>Reason/speculate <i>Thinking and forming ideas about something without necessarily firm evidence yet to back it up - conjecture, supposition, guessing e.g. why Iron Age people in Britain built so many hill forts and compounds.</i></p> <p>Summarise <i>Outline or sum up briefly the main points about something e.g. the main factors leading up to all women over the age of 21 years old receiving the vote in 1928.</i></p>	<ul style="list-style-type: none"> 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. Place the time studied on a timeline. Begin to describe dates of, and order significant events from, the period studied Use dates and appropriate terms related to the study unit and passing of time. Sequence several events or artefacts. 	<ul style="list-style-type: none"> Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past. Find out about everyday lives of people in time studied. Compare and contrast with our life today. Identify reasons for, and the results of, people's actions in the past. Demonstrate understanding of why people may have wanted to do something. 	<ul style="list-style-type: none"> Explore the idea that there are different accounts of history. Distinguish between different sources - compare and contrast different versions of the same story. Identify and give reasons for different ways in which the past is represented. Look at representations of the period - museum, cartoons etc. 	<ul style="list-style-type: none"> Use a range of sources: 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. Observe small details in artefacts, pictures. Select and record information relevant to the study. With adult guidance to choose sources, begin to use the library and internet for own research. Ask questions and find answers about the past. 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Year 4

National Curriculum - progression of knowledge and skills

Disciplinary knowledge/skills	Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
<p>Synthesise <i>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something</i></p> <p>Explain <i>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above)</i></p> <p>Empathise <i>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not</i></p>	<ul style="list-style-type: none"> • Recall that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events and dates from the period studied on a timeline. • Describe the main changes in a period in history. • Use appropriate terms related to the period. 	<ul style="list-style-type: none"> • Identify key features and events of time studied. • Use evidence to describe what was important to people from the past. • Compare and contrast similarities and differences between people, events and artefacts studied. • Describe how some of the things they have studied from the past affect/influence life today. • Use evidence to reconstruct life in the period of time studied. • Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> • Observe different versions of the same event in history and identify differences. • Begin to evaluate the usefulness of different sources. • Demonstrate understanding of the fact that people in the past represented events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> • 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 and build up a picture of a past event. • Ask questions and find answers about the past. • Select relevant material to present a picture of one aspect of life in time past. • Ask a variety of questions. • Begin to use the library and internet for research. 	<ul style="list-style-type: none"> • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data- handling, drama role-play, storytelling and using ICT.

shared values) from their perspective					
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Year 5

National Curriculum - progression of knowledge and skills

Disciplinary knowledge/ skills	Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
<p>Reach informed conclusion A knowledgeable summing up of the main points or issues about something</p> <p>Reasoned judgement A personal view or opinion about something supported by factual evidence e.g. an argument for the dropping of atomic bombs on Japan in 1945.</p> <p>Justify Give reasons to show or prove what you feel to be right or reasonable e.g. which of the many medical advances</p>	<ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. Describe the main changes in a period in history. Know and sequence key events of time studied. Use specialised terms and period labels. Make comparisons and contrasts between different times in the past. 	<ul style="list-style-type: none"> Select reliable sources of information to find out about the past. Compare an aspect of life with the same aspect in another period. Make reasoned judgements about why changes may have occurred, backed up by evidence. Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) Compare and contrast different aspects of different people - eg differences between men and women/rich and poor. Examine causes and results of great events and the impact on people. Compare life in early and late 'times' studied. 	<ul style="list-style-type: none"> Compare accounts of events from different sources - fact or fiction. Demonstrate understanding of the fact that that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Reach informed conclusions about why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. 	<ul style="list-style-type: none"> 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. Begin to identify primary and secondary sources. Select relevant sections of information. Use the library and internet for research with increasing confidence. Select reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by speculating and posing questions to answer. 	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.

of the 19th century was most significant and why.					
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Year 6					
National Curriculum - progression of knowledge and skills					
Disciplinary knowledge/ skills	Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
<p>Apply The transfer of knowledge and/or skills learned in one context to a different context e.g. recognising that the causes of wars or invasions are much the same down the centuries.</p> <p>Evaluate Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. consider which factor was most significant in the Roman invasion of Britain.</p> <p>Critique Review and examine something critically particularly to gain an awareness of its limitations as evidence</p> <p>Hypothesise Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g. that in</p>	<ul style="list-style-type: none"> Place current period studied on a timeline in relation to other studies. Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Demonstrate understanding of how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. <p>Use relevant dates and specialised terms/vocabulary related to the period studied.</p>	<ul style="list-style-type: none"> Select reliable sources of information to find out about the past. Explain a past event in terms of cause and effect, using evidence to support and illustrate their explanation. Compare and contrast similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. 	<ul style="list-style-type: none"> Evaluate evidence to choose the most reliable forms. Know that people in the past have a point of view and that this can affect interpretation. Be aware that different evidence will lead to different conclusions. Link sources and work out how conclusions were arrived at. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. Consider ways of evaluating the accuracy of interpretations - fact or fiction and opinion. 	<ul style="list-style-type: none"> Recognise primary and secondary sources. 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. Synthesise knowledge gathered from several sources together in a fluent account. Suggest omissions and the means of finding out. Select reliable sources of evidence to answer questions, realising that there is often not a single answer to historical question. Investigate own lines of enquiry by speculating and posing questions to answer. 	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. Select and organise information to produce structured work, making appropriate

Ancient Egypt Tutankhamun was murdered.		• Know and recall key dates, characters and events of time studied.	• Confidently use the library and internet for research		use of dates and terms.
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Disciplinary Knowledge/Skill in History by Year Group

Year group	Disciplinary knowledge/skill	Exemplification
EYFS	Recognise	Name and point out who or what something is e.g. a Queen being crowned in a painting.
	Identify	Distinguish something or someone from others that may be similar e.g. a castle from the buildings that surround it.
Year 1	Describe	'Say what you see'. Give an account in words of something or someone e.g. some of the events leading up to the sinking of the Titanic.
	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. the number and size of Spanish galleons in a painting of the Armada compared with the ships of the English navy.
Year 2	Select	Decide upon and choose that information considered most suitable or relevant to answer a question e.g. from a range of eight possibilities select three factors more likely than the others to have caused the Great Fire of London to spread so quickly.
	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics e.g. sorting photographs depicting the lives of different social classes in Victorian Britain into different collections.
	Sequence	Place a set of related events or things that follow each other into an order e.g. create a timeline of the events leading up to William the Conqueror invading England.
	Compare and contrast	Find similarities and differences e.g. between the ways of life of people living in the New Stone Age compared with how many lived in the Old Stone Age.

Year group	Disciplinary knowledge/skill	Exemplification
Year 3	Recall	Remember and recount something learned or experienced e.g. recollect from visits the main reasons why Warwick Castle was built where it is.
	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing e.g. why Iron Age people in Britain built so many hill forts and compounds.
	Summarise	Outline or sum up briefly the main points about something e.g. the main factors leading up to all women over the age of 21 years old receiving the vote in 1928.
Year 4	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g. why life expectancy in Britain remained less than 40 years until around 1800.
	Explain & Demonstrate Understanding	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g. why most of the great stone cities of the Maya were abandoned by AD 900.
	Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. why Elizabeth I encouraged privateers to attack, rob and sink foreign ships wherever they could be found.
Year 5	Reach Informed conclusion	A knowledgeable summing up of the main points or issues about something e.g. some of the benefits and disadvantages of the British Empire over time.
	Reasoned judgement	A personal view or opinion about something supported by factual evidence e.g. an argument for the dropping of atomic bombs on Japan in 1945.
	Justify	Give reasons to show or prove what you feel to be right or reasonable e.g. which of the many medical advances of the 19 th century was most significant and why.
	Apply	The transfer of knowledge and/or skills learned in one context to a different context e.g. recognising that the causes of wars or invasions are much the same down the centuries.

Year 6	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. consider which factor was most significant in the Roman invasion of Britain.
	Critique	Review and examine something critically particularly to gain an awareness of its limitations as evidence e.g. how reliable is the Bayeux tapestry as a description of the events of the Norman conquest?
	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g. that in Ancient Egypt Tutankhamun was murdered.