

History - Progression of Knowledge and Skills

Early Years Foundation Stage (Early Learning Goals)

Past and Present ELG

Children at the expected level of development will:

- 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

Key Stage 1

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key Stage 2

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Chronological Understanding</u></p> <p>ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>KS1 - Children should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>KS2 - Children should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>Explain the difference between what they used to do as a baby/toddler and what they can do now.</p> <p>Explain what their parent's do and how old their different family members are.</p> <p>Explain what might have changed in their life and how these relate to themes in books.</p> <p>Know simple differences between things in the past and now, drawing on their own and other's experiences.</p>	<p><u>Timelines</u></p> <p>Order dates from earliest to latest on simple timelines.</p>	<p><u>Timelines</u></p> <p>Order dates from earliest to latest on simple timelines.</p>	<p><u>Timelines</u></p> <p>Understand that timelines can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Understand that historians give names to periods of time in the past which have distinct characteristics (e.g. The Iron Age) and use dates to place events, artefacts and historical figures on a timeline.</p>	<p><u>Timelines</u></p> <p>Place current studies on a timeline in relation to other studies.</p>	<p><u>Timelines</u></p> <p>Accurately use dates and terms to describe historical events.</p>	<p><u>Timelines</u></p> <p>Use relevant terms and period labels.</p>
		<p><u>Sequencing</u></p> <p>Describe memories and changes that have happened in their own lives.</p> <p>Sequence pictures from different periods.</p>	<p><u>Sequencing</u></p> <p>Sequence artefacts and events that are closer together in time.</p>	<p><u>Sequencing</u></p> <p>Start to order an significant events, movements and dates on a structured timeline, using dates accurately</p>	<p><u>Sequencing</u></p> <p>Start to order an increasing number of significant events, movements and dates on a structured timeline, using dates accurately</p>	<p><u>Sequencing</u></p> <p>Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt, using timelines.</p>	<p><u>Sequencing</u></p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p>
				<p><u>Comparison</u></p> <p>Make comparisons between different times in the past.</p>	<p><u>Comparison</u></p> <p>Make comparisons between different times in the past, comparing to periods studied.</p>	<p><u>Comparison</u></p> <p>Make comparisons between different periods of times in the past, in different parts of the world.</p>	<p><u>Comparison</u></p> <p>Make comparisons between different periods of times in the past, in different parts of the world.</p> <p>Understand and describe in some detail the main changes to an aspect over a period in history</p>

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<u>Historical Enquiry</u> ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling KS1 - Children should ask and answer questions, using other sources to show that they know and understand key features of events KS2 – Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	<u>Questions</u> Answer simple questions about the past.	<u>Questions</u> Observe or handle evidence to find answers to simple questions about the past, based on simple observations.	<u>Questions</u> Use several historical sources (e.g. pictures, stories, artefacts and online) to begin to wonder and ask questions about the past e.g. What was it like for a...? What happened...? How long ago was...? (Questions are simple but relevant)	<u>Questions</u> Address and sometimes devise own purposeful questions to find answers about the past.	<u>Questions</u> Ask perceptive questions about periods studied.	<u>Questions</u> Answer and devise own Historically valid questions about similarity and difference and significance.	<u>Questions</u> Answer and devise own Historically valid questions about change, cause, similarity and difference and significance. Ask perceptive questions of a range of self-selected, reliable sources.
	<u>Evidence and Sources</u>	<u>Evidence and Sources</u> Choose and select evidence and say how it can be used to find out about the past.	<u>Evidence and Sources</u> Choose and select evidence and give reasons why it can be used to find out about the past.	<u>Evidence and Sources</u> Use a range of primary and secondary sources to find out about the past. Select and record information relevant to the study. Construct simple reasoned arguments about aspects of events and periods studied, using more than one source. Begin to undertake their own research.	<u>Evidence and Sources</u> Construct informed arguments about aspects of events and periods studied using more than one source (e.g. can explain why they chose each particular aspect of the Roman legacy) and describe why the absence of certain types of sources makes it more difficult to draw conclusions e.g. no written records. Know how to find, select and utilize appropriately suitable information and/or sources to formulate and investigate a hypothesis e.g. to both describe and explain differences between life in Britain during the Anglo-Saxon settlement and that of the Vikings.	<u>Evidence and Sources</u> Select reliable and relevant sources of evidence to answer questions about the past. Use the library and internet for research with increasing confidence. Begin to identify primary and secondary sources.	<u>Evidence and Sources</u> Bring knowledge gathered from several sources together in a fluent account. Investigate their own lines of enquiry by posing historically valid questions to answer. Recognise primary and secondary sources.

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<p><u>Historical Perspective</u></p> <p>ELG - 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>KS1 – Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>KS2 - Children should understand how our knowledge of the past is constructed from a range of sources.</p>	<p><u>Source Material</u></p> <p>Begin to identify a way in which the past is represented such as photographs.</p>	<p><u>Source Material</u></p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p>	<p><u>Source Material</u></p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p>	<p><u>Source Material</u></p> <p>Show knowledge and understanding of some of the main events, people and changes studied.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</p>	<p><u>Source Material</u></p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p><u>Source Material</u></p> <p>Show some understanding that aspects of the past have been represented and interpreted in different ways.</p>	<p><u>Source Material</u></p> <p>Describe and analyse, why there are different historical interpretations of events, people and changes.</p>
	<p><u>Perspectives</u></p>	<p><u>Perspectives</u></p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p>	<p><u>Perspectives</u></p> <p>Start to compare two versions of a past event.</p>	<p><u>Perspectives</u></p> <p>Begin to show some understanding that aspects of the past have been represented and interpreted in different ways.</p>	<p><u>Perspectives</u></p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p>	<p><u>Perspectives</u></p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Show an awareness of the concept of propaganda.</p>	<p><u>Perspectives</u></p> <p>Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</p>

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<u>Historical Knowledge</u> ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. KS1 - Children should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. KS2 - Children should note connections, contrasts and trends over time.	<u>Understanding the Past</u> Understand the past through settings, characters and events encountered in books and storytelling	<u>Understanding the Past</u> Use a range of sources to find out characteristic features of the past Describe significant individuals from the past	<u>Understanding the Past</u> Know and recount episodes from stories and significant events in history. Find out about people and events in other times Develop empathy and understanding (hot seating, listening/drama skills)	<u>Understanding the Past</u> Find out about everyday lives of people in time studied compared with our life today Identify reasons for and results of people's actions	<u>Understanding the Past</u> Identify key features, aspects and events of the time studied. Explain how people and events in the past have influenced life today	<u>Understanding the Past</u> Examine causes and results of events and the impact they had on people and life today	<u>Understanding the Past</u> Learn about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
	<u>Noting Connections</u> Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class	<u>Noting Connections</u> Recognise some similarities and differences between the past and the present	<u>Noting Connections</u> Understand that there are reasons why people in the past acted as they did	<u>Noting Connections</u> Note key changes over a period of time and be able to give reasons for those changes.	<u>Noting Connections</u> Look for links and effects in time studied offer a reasonable explanation for some events Describe connections and contrasts between aspects of history, people, events and artefacts studied.	<u>Noting Connections</u> Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	<u>Noting Connections</u> Identify and note connections, contrasts and trends over time in the everyday lives of people. Describe connections and contrasts between aspects of history, people, events and artefacts studied

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<u>Cause and Consequence</u>			Explain why people did things and what happened as a result.	Explain why people did things, why events happened and what happened as a result of this.	Discuss consequences of actions on different groups of people.	Know that people make decisions for a variety of reasons and begin to express personal thoughts on this. Recognise the positive and negative consequences of decisions.	Know that people make decisions for a variety of reasons and begin to justify why people make these decisions with contextual evidence. Know that people made decisions based on cultural context of the time and this may be different to now.
<u>Vocabulary</u> Pupils should use a wide vocabulary of everyday historical terms.	when I was born, when I was a baby, a long time now, yesterday, last week, when I was younger,	ago a very long time ago past, present, future before I was born when my parents/carers were young before, after, old/new history, timeline earliest/latest Begin to show an understanding of historical terms, such as monarch, parliament, government	evidence sequence museum recently, in ... , during, modern, youngest, oldest, newest younger, older next, then historian, historical began, diary, source decade, chronological, artefact event, account, recount, scale century Begin to show an understanding of historical terms, such as monarch, parliament, government	century, BC/AD/CE, civilisation, in the century in the.... decade, first-hand account, era, date, time period Roman times etc., chronology, chronologically, change, civilization, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate ruled, reigned, empire, invasion, conquer, kingdoms		change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, press, propaganda, bias, source reliability, hypotheses, interpretation, analyse, refine, critically, immigration	