

Knowledge, Skills and Understanding Progression maps

History

History Knowledge - Black Historical skills - Blue

EYFS			
	3 and 4 Year Olds	Reception	Reception ELG
Understanding the World	Begin to make sense of their own life-story and family's history.	Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past	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.
Communication and Language		Learn new vocabulary Use new vocabulary throughout the day Use new vocabulary in different contexts Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding;	

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History

KS1

KS1			
	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Year 1 Expected	<ul style="list-style-type: none"> -Put up to three objects in chronological order (recent history) -Use words and phrases like: old, new and a long time ago -Recognise that a story that is read to them may have happened a long time ago -Know that some objects belonged to the past -Retell a familiar story set in the past -Explain how they have changed since they were born -Explain things that happened when they were little -Use common words and phrases relating to the passing of time. -Put up to five objects/events in chronological order (recent history) -Use words and phrases like: very old, when mummy and daddy were little -Use the words before and after correctly 	<ul style="list-style-type: none"> -Know that we have a queen who rules us and that Britain has had a king or queen for many years -Give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times -Know that we celebrate certain events, such as bonfire night, because of what happened many years ago -Identify the main differences between old and new objects -Identify objects from the past, such as vinyl records -Give a plausible explanation about what an object was used for in the past -Ask and answer simple questions about what they have heard -Recognise the difference between past and present -Make simple historical comparisons -Use parts of stories to show that they understand historical events. -Talk about an important historical event that happened in the past 	<ul style="list-style-type: none"> -Ask and answer questions about old and new objects -Identify old and new things in a picture -Answer questions using an artefact/ photograph provided -Explain the difference between fiction and non-fiction. -Access simple books, photos, internet, artefacts and other sources that are given to them. -Show some understanding of ways we can find out about the past (e.g. museum, books, artefacts, archaeology) -Find out more about a famous person from the past and carry out some research on him or her
Year 1 Challenging	<ul style="list-style-type: none"> -Say why they think a story was set in the past -Use common words and phrases, or answer simple questions, to sequence events Eg Talk about events using phrases like, long ago, before my parents were born, around the time of Jesus. 	<ul style="list-style-type: none"> -Explain why certain objects were different in the past, e.g. iron, music systems, televisions -Use parts of stories to show that they understand historical events. -Know who will succeed the queen and how the succession works 	<ul style="list-style-type: none"> -Answer questions using a range of artefacts/ photographs provided
Year 1 Knowledge	<ul style="list-style-type: none"> -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. -Events beyond living memory that are significant nationally or globally [for example the first aeroplane flight or events commemorated through festivals or anniversaries] -Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. -Significant historical events, people and places in their own locality. -The lives of significant individuals: Queen Victoria, Christopher Columbus 		

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History

	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Year 2 Expected	<ul style="list-style-type: none"> -Use words and phrases like: before I was born, when I was younger -Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' -Use the words 'past' and 'present' accurately -Use a range of appropriate words and phrases to describe the past -Sequence a set of events in chronological order and give reasons for their order -Sequence a set of objects in chronological order and give reasons for their order -Sequence events about their own life -Sequence events about the life of a famous person -Date events to the nearest century or era and occasionally to the year. 	<ul style="list-style-type: none"> -Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later -Appreciate that some famous people have helped our lives be better today -Recount some interesting facts from a historical event, such as where the 'Fire of London' started -Explain why Britain has a special history by naming some famous events and some famous people -Explain how their local area was different in the past -Give examples of things that are different in their life from that of their grandparents when they were young -Choose and use parts of stories to show that they understand key features of events. -Explain why someone in the past acted in the way they did -Explain why their locality (as wide as it needs to be) is associated with a special historical event 	<ul style="list-style-type: none"> -Find out something about the past by talking to an older person -Answer questions by using a specific source, such as an information book -Research the life of a famous Briton from the past using different resources to help them -Research about a famous event that happens in Britain and why it has been happening for some time -Research the life of someone who used to live in their area using the Internet and other sources to find out about them -Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past. -Identify ways in which the past is represented, e.g fiction, illustration, museum, film, song, display. -Show curiosity by voluntarily asking questions about what they have heard or read. -Explain at least two ways they can find out about the past, for example using books and the internet -Answer questions using a range of artefacts/ photographs provided
Year 2 Challenging	<ul style="list-style-type: none"> -Try to work out how long ago an event happened -Use a wide variety of everyday historical terms. -Sequence events and explain their thinking; start to note connections over time 	<ul style="list-style-type: none"> -Independently identify similarities and differences between people, places, events or ways of life. 	<ul style="list-style-type: none"> -Research about a famous event that happens somewhere else in the world and why it has been happening for some time -Explain why eye-witness accounts may vary
Year 2 Knowledge	<p>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.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London or events commemorated through festivals or anniversaries]</p> <p>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.</p> <p>Significant historical events, people and places in their own locality.</p> <p>Lives of significant individuals: Tim Berners-Lee, Mary Seacole, Florence Nightingale, Martin Luther King Jr</p>		

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KS2

KS2			
	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Year 3 Expected	<ul style="list-style-type: none"> -Describe events and periods using the words: BC, AD and decade -Describe events from the past using dates when things happened -Describe events and periods using the words: ancient and century -Use a timeline within a specific time in history to set out the order things may have happened -Use their mathematical knowledge to work out how long ago events would have happened -Date events to the year. -Start using specialist vocabulary in historical discussion. -Set out on a timeline, within a given period, what special events took place 	<ul style="list-style-type: none"> -Understand that the early Brits would not have communicated as we do or have eaten as we do -Begin to picture what life would have been like for the early settlers -Suggest why certain events happened as they did in history -Suggest why certain people acted as they did in history -Make connections over time. -Start to identify themes within and between topics. -Start to comment on historical changes, including suggestions about cause and effect. 	<ul style="list-style-type: none"> -Recognise the part that archaeologists have had in helping us understand more about what happened in the past -Use various sources of evidence to answer questions -Use various sources to piece together information about a period in history -Research a specific event from the past -Use their 'information finding' skills in writing to help them write about historical information -Through research, identify similarities and differences between given periods in history -Explain the difference between primary and secondary sources. -Start to show awareness that there are sometimes different versions of what happened. -Explain how the past can often be interpreted to inform opinions. -Start to frame questions and answers in historically valid ways (e.g about change, about differences).
Year 3 Challenging	<ul style="list-style-type: none"> -Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain 	<ul style="list-style-type: none"> -Begin to appreciate why Britain would have been an important country to have invaded and conquered -Note connections within and across periods, both those that they study and others they draw upon independently. 	<ul style="list-style-type: none"> -Begin to use more than one source of information to bring together a conclusion about an historical event -Use specific search engines on the Internet to help them find information more rapidly
Year 3 Knowledge	Changes in Britain from the Stone Age to the Iron Age This could include: late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one or more of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.		

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Year 4 Expected	<ul style="list-style-type: none"> -Plot recent history on a timeline using centuries -Place periods of history on a timeline showing periods of time -Use their mathematical skills to round up time differences into centuries and decades -Use the year confidently to date events (sometimes including the month and day). -Use specialist vocabulary and historical terms, often appropriately -Begin to build up a picture of what main events happened in Britain/ the world during different centuries 	<ul style="list-style-type: none"> -Explain how events from the past have helped shape our lives -Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences -Know that people who lived in the past cooked and travelled differently and used different weapons from ours -Recognise that the lives of wealthy people were very different from those of poor people -Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past -Note connections, contrasts and trends over time. -Note connections and trends across time but also between places and cultures. -Comment on continuity and change, cause and effect. -Identify themes within and between topics. -Recognise that people's way of life in the past was dictated by the work they did -Understand that wars start for specific reasons and can last for a very long time 	<ul style="list-style-type: none"> -Research two versions of an event and say how they differ -Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings -Give more than one reason to support an historical argument -Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out -Select and use sources to construct their own opinions about the past. -Start to explain the usefulness and reliability of different sources (e.g by explaining their choices in selecting sources). -Recognise that historical 'facts' can vary depending on the source and begin to suggest reasons for this. -Start to critique other people's opinions about the past. -Ask and answer historically valid questions (e,g about contrast, cause and effect, reliability).
Year 4 Challenging	<ul style="list-style-type: none"> -Use their mathematical skills to help them work out the exact time differences between certain major events in history 	<ul style="list-style-type: none"> -Appreciate that the food people ate was different because of the availability of different sources of food -Appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education -Appreciate that war/s would inevitably have brought much distress and bloodshed 	<ul style="list-style-type: none"> -Independently, or as part of a group, present an aspect they have researched about a given period of history using multimedia skills when doing so

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<p>Year 4 Knowledge</p>	<p>The Roman Empire and its impact on Britain. This could include:</p> <ul style="list-style-type: none">● Julius Caesar's attempted invasion in 55-54 BC● the Roman Empire by AD 42 and the power of its army● successful invasion by Claudius and conquest, including Hadrian's Wall● British resistance, e.g. Boudica● Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>Britain's settlement by Anglo-Saxons and Scots. This could include:</p> <ul style="list-style-type: none">● Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire● Scots invasions from Ireland to north Britain (now Scotland)● Anglo-Saxon invasions, settlements and kingdoms: place names and village life● Anglo-Saxon art and culture● Christian conversion – Canterbury, Iona and Lindisfarne <p>Ancient Greece - a study of Greek life and achievements and their influence on the Western world</p> <p>A non-European society that provides contrasts with British history - Mayan civilization AD 900</p>
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Year 5 Expected	<p>-Use dates and historical language in their work</p> <p>-Draw a timeline with different time periods outlined which show different information, such as periods of history, when famous people lived, etc.</p> <p>-Use their mathematical skills to work out exact time scales and differences as need be</p> <p>-Use precise dates and explain why some are significant.</p> <p>-Use specialist vocabulary and historical terms appropriately.</p>	<p>-Describe historical events from the different period/s they are studying/have studied</p> <p>-Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p> <p>-Explain the role that Britain has in spreading Christian values across the world</p> <p>-Begin to appreciate that how we make decisions has been through a Parliament for some time</p> <p>-Appreciate that significant events in history have helped shape the country we have today</p> <p>-Have a good understanding as to how crime and punishment has changed over the years</p> <p>-Demonstrate historical perspective by explaining contrasts and trends in the short and long-term.</p> <p>-Sequence and structure complex subjects and themes.</p> <p>-Start to suggest reasons for connections over time and across places and cultures.</p> <p>-Comment on impact and legacy.</p>	<p>-Test out a hypothesis in order to answer a question</p> <p>-Appreciate how historical artefacts have helped us understand more about British lives in the present and past</p> <p>-Select, organise and use information from more than one source to construct an informed response and/or opinion.</p> <p>-Explain the usefulness and reliability of different sources.</p> <p>-Start to develop perspective and judgement by explaining how historical 'facts' are often interpreted to support opinions.</p> <p>-Accurately summarise other people's opinions about the past.</p> <p>-Ask and answer historically valid questions (e.g about significance or the basis of people's opinions).</p>
Year 5 Challenging	<p>-Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p>	<p>-Appreciate how major events have created huge differences to the way medicines and health care were developed</p>	<p>-Research the life of one person who has had an influence on the way Great Britain is divided into four separate countries</p>
Year 5 Knowledge	<p>-The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:</p> <ul style="list-style-type: none"> ● Viking raids and invasion ● resistance by Alfred the Great and Athelstan, first king of England ● further Viking invasions and Danegeld ● Anglo-Saxon laws and justice ● Edward the Confessor and his death in 1066 <p>-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Changes in an aspect of social history, crime and punishment the rule of law, from the Anglo-Saxons to the present</p> <p>-A non-European society that provides contrasts with British history - Benin (West Africa) AD 900-1300</p>		

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Year 6 Expected	<ul style="list-style-type: none"> -Say where a period of history fits on a timeline -Place a specific event on a timeline by decade -Place features of historical events and people from past societies and periods in a chronological framework -Establish clear narratives within and across periods, and at local, national and world level. -Start to use their secure sense of chronology to inform their wider learning. -Start to use different levels of precision in dating events, and explain why that may be appropriate. -Start to apply historical vocabulary in more sophisticated ways 	<ul style="list-style-type: none"> -Summarise the main events from a specific period in history, explaining the order in which key events happened -Summarise how Britain has had a major influence on world history -Appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today -Describe features of historical events and people from past societies and periods they have studied -Recognise and describe differences and similarities/ changes and continuity between different periods of history -Compare and contrast places, people and cultures. -Analyse and share with others their comparisons and findings and from them justify their ideas with evidence. -Suggest relationships between causes in history 	<ul style="list-style-type: none"> -Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint -Identify and explain their understanding of propaganda -Describe a key event from Britain's past using a range of evidence from different sources -Suggest why there may be different interpretations of events -Suggest why certain events, people and changes might be seen as more significant than others -Pose and answer their own historical questions -Start to understand the idea of 'tertiary sources'.E.g. Dictionaries, encyclopedias, manuals, guidebooks, directories, almanacs -Select, organise and use relevant information from a range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments. -Use historical perspective, an understanding of reliability / bias, and the concept of historical rigour, to discern and evaluate arguments and interpretations of the past.
Year 6 Challenging	<ul style="list-style-type: none"> -Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them 	<ul style="list-style-type: none"> -Trace the main events that define Britain's journey from a mono to a multicultural society -Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently 	<ul style="list-style-type: none"> -Regularly ask and answer perceptive questions in historically valid ways. -Start to use quote marks when using sources.
Year 6 Knowledge	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>For example:</p> <ul style="list-style-type: none"> a significant turning point in British history, e.g. WWI or the Battle of Britain The changing power of Monarchs <p>A local history study</p> <p>A study over time tracing how several aspects of national history are reflected in the locality</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>		