



History progression of Knowledge	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Chronological Understanding</p>	<p>Place events and objects within living memory in chronological order.</p> <p>Use common words and phrases relating to the passing of time (e.g. old, new, young, days, months, years, before, after, a long time ago, past) and everyday historical terms.</p> <p>Match objects to people of different ages.</p> <p>Identify similarities and differences between ways of life in different periods.</p>	<p>Can place events, people and objects in chronological order both within and beyond living memory.</p> <p>Can describe key events in history using pictures, artefacts and the memories of people from different periods.</p> <p>Use common words and phrases relating to the passing of time (e.g. before, after, a long time ago, past, recently, now, later) and everyday historical terms.</p> <p>Match and describe objects belonging to people of different ages.</p> <p>Identify similarities and differences between ways of life in different periods.</p>	<p>Can place events, people and changes into correct periods along a simple timeline.</p> <p>Use dates and vocabulary relating to the passing of time, including BC, AD, century and decade.</p> <p>To make comparisons between different periods in history.</p> <p>To become familiar with the history of the British Isles in chronological narrative, from the earliest times to the present day.</p>	<p>Place events, people and changes into correct periods, using spacing to represent the passing of time on timelines.</p> <p>Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade, 21st century, 19th century, 20th century.</p> <p>To know and understand the history of the British Isles in chronological narrative, from the earliest times to the present day accurately sequencing key historical events.</p>	<p>Place events, people and changes into correct periods of time using relevant terms, specific dates and period labels from the earliest times to the present day.</p> <p>To understand the history of the British Isles as a coherent, chronological narrative from the earliest times to the present day.</p> <p>To know how people's lives have been shaped by history and how Britain has influenced and been influenced by the wider world.</p> <p>Use timelines to place and sequence local, national and international events.</p> <p>Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD,</p>	<p>Use timelines to place events, people, changes and periods from around the world.</p> <p>Use timelines to demonstrate changes and developments in culture, technologies, religions and society.</p> <p>To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections and main changes between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Use dates and key periods as reference points: BC, AD,</p>



					century, and decade. Empire, civilisation, parliament and peasantry.	Egyptians, Romans, AngloSaxons, Tudors, Victorians.
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<p>Knowledge and Understanding of events, people, and changes in the past</p>	<p>Children will recognise why people did things, why events happened and what happened as a result.</p> <p>Pupils should be taught to identify different ways in which the past is represented.</p>	<p>Children will recognise why people did things, why events happened and what happened as a result.</p> <p>Use evidence from primary sources to explain the reasons why people in the past acted as they did.</p> <p>Children will explore the different ways of life in a different period, making comparisons between then and now.</p>	<p>Children will use evidence to describe the past.</p> <p>Children will begin to explore the different features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.</p> <p>Children will be able to identify reasons for, and results of, historical events, situations, and changes in the periods studied.</p> <p>Children will begin to describe and make some comparisons between the main events, situations and</p>	<p>Children will know about and describe the characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes, changes and experiences of men, women and children in the past.</p> <p>Children will begin to explore the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world.</p> <p>Children will identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied.</p>	<p>Children will know about and describe the characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes, changes and experiences of men, women and children in the past.</p> <p>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</p> <p>Children will identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied.</p>	<p>Children will know about and describe the characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes, changes and experiences of men, women and children in the past.</p> <p>Children will find out about ideas, beliefs, attitudes, behaviour and characteristics of people recognising that views and feelings can differ.</p> <p>Can identify and describe reasons for, and results of key historical events, situations and changes.</p>



			changes within and across the different periods and societies studied.	Children will describe and make comparisons, between how the main events, situations and changes and across the different periods and societies studied affect life today. Children will offer some explanations for some key historical events locally, nationally and globally.	Children will make connections, between local, regional, national and international history. Describe and make comparisons between some of the main events and key people during different historical periods relating to local, national and international history.	Can describe, compare and make links between the main events, situations, behaviour and changes in history working out how conclusions were reached. To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
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Historical Interpretation and Enquiry	Use stories to distinguish between fact and fiction. Compare adults talking about the past and are	Use stories to distinguish between fact and fiction. Use different sources to compare versions of a past event thinking	Begin to use primary and secondary sources. Begin to recognise that the past is represented in different ways, and	Understand that the past is represented and interpreted in different ways, and will be able to give reasons as to why there may be different	Recognise primary and secondary sources. Recognise that the past is represented and interpreted in different ways,	Recognise and use accurately primary and secondary sources. To identify the different ways the past is represented and



	<p>beginning to ask how reliable the source is.</p> <p>Beginning to use different sources of information e.g. stories, eye-witness accounts, pictures/photographs, artefacts, visits to museums, galleries etc to find out about the past.</p> <p>To use a range of sources to ask and answer simple questions about the past.</p>	<p>about the reliability of the source.</p> <p>Find out about the past from a range of sources of information e.g. stories, eye-witness accounts, pictures/photographs, artefacts, visits to museums, galleries etc making comparisons in different ways in which the past is represented.</p> <p>To ask and answer simple questions about the past using different sources of information to support their thinking.</p>	<p>begin to give reasons for this.</p> <p>Begin to use different sources of information e.g. documents, databases, pictures/photographs, music, artefacts, visits to museums, galleries and sites to find out about events, people and changes and use them to make comparisons.</p> <p>To ask questions about the past and find answers to historical questions whilst selecting and recording information relevant to the focus of the enquiry.</p>	<p>accounts of historical events and people.</p> <p>Understand that our knowledge of the past is gathered from a range of sources and will know the difference between primary and secondary sources of evidence.</p> <p>Is able to use different sources of information e.g. documents, databases, pictures/photographs, music, artefacts, visits to museums, galleries and sites to collect evidence about events, people and changes and use them to make comparisons.</p> <p>To ask perceptive questions and find answers to historical questions whilst selecting and recording information relevant to the focus of the enquiry.</p>	<p>identify differences in the accounts and to give some reasons why.</p> <p>Know that people can present events or ideas in ways that persuade others.</p> <p>Is able to use different sources of information e.g. documents, databases, pictures/photographs, music, artefacts, visits to museums, galleries and sites to collect evidence about events, people and changes and use them to make comparisons.</p> <p>To ask perceptive questions and find answers to historical questions whilst selecting and recording information relevant to the focus of the enquiry.</p> <p>To support answers regarding key events, people and changes in the past with evidence</p>	<p>to give reasons for this.</p> <p>Use a range of sources of information to weigh evidence, sift arguments and develop perspective and judgements about historical events.</p> <p>Consider ways to check the accuracy of interpretations and whether they are fact or fiction.</p> <p>To understand the methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>To ask perceptive questions and find answers to historical questions whilst selecting and recording supporting information</p>
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Organisation and Communication	<p>Beginning to demonstrate understanding of the past through partner and group discussions.</p> <p>Beginning to demonstrate knowledge of the past in other ways e.g. through the use of role play, pictures and ICT to show understanding.</p>	<p>Demonstrates an understanding of the past through partner, group and whole class discussions.</p> <p>Demonstrate knowledge of the past in other ways e.g. through the use of role play, pictures, ICT, timelines and models to show understanding.</p>	<p>Beginning to recall, select and organise historical information.</p> <p>Communicate their knowledge and understanding of history in a variety of ways including drama/role play, model making, drawing, writing and sequencing along timelines.</p> <p>Beginning to use dates and historical vocabulary to describe the periods studied.</p>	<p>Can recall, select and organise historical information.</p> <p>Use dates and historical vocabulary to describe the periods studied.</p> <p>Communicate their knowledge and understanding of history in a variety of ways including drama/role play, model making, timelines, drawing, writing, ICT.</p> <p>Discuss with a partner and in small groups the most appropriate way to present information.</p>	<p>Present structured and organised accounts about the past using drama/role play, model making, timelines, drawing, writing, maths and ICT.</p> <p>Use dates and terms accurately.</p> <p>Choose the most appropriate way to present information to an audience.</p>	<p>Can recall, select and organise relevant information from several sources in a fluent and structured account.</p> <p>Communicate their knowledge and understanding of history in a variety of ways drama/role play, model making, timeline, drawing, writing, maths, ICT.</p> <p>Use dates and historical vocabulary to describe the periods studied using evidence to support their understanding.</p>

