# Progression of Knowledge, Skills and Vocabulary in History

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Chronological understanding** | - Understanding the term **past** from reading and storytelling<br>- Children can talk about **events** in the past from their own family members. | - **Sequence** events in their life.<br>- Sequence three or four artefacts from distinctively different periods of time.<br>- **Match** objects to people of different ages. | - **Sequence** artefacts closer together in time.<br>- Sequence photographs from different **periods** in their life.<br>- Describe **memories** of **key events** in their lives. | - Place the time studied on a **timeline**.<br>- Use **dates** and **terms** related to the study unit.<br>- **Sequence** several **events** or **artefacts**. | - Place events from **periods** studied on a **timeline**.<br>- Use terms related to the **period** and begin to date **events**.<br>- Understand more complex terms eg. **BC / AD**. | - Know and **sequence key events** of time studied.<br>- Use relevant terms and **period** labels.<br>- Make **comparisons** between different times in the past. | - Place current study on a **timeline** in relation to other studies.<br>- Use relevant dates and terms.<br>- **Sequence** up to 10 events on a **timeline**. |
| **Range and depth of historical knowledge** | - Talk about different **experiences** in their **lifetime**.<br>- Find out about different **traditions** and **special events**.<br>- Talk about the lives of people around them and their roles in society. | - Recognise the difference between **past** and **present** in their own and others' lives.<br>- Know and recount **stories** about the **past**. | - Recognise why people did things, why **events** happened and what happened as a result.<br>- Identify **differences** between **ways of life** at different times. | - Find out about **everyday lives** of people in time studied.<br>- **Compare** with our life today.<br>- Identify **reasons** for and **results** of people's actions.<br>- Understand why people may have wanted to do something. | - Use **evidence** to **reconstruct** life in time studied.<br>- Identify **key features** and **events** of time studied.<br>- Look for **links** and **effects** in time studied.<br>- Offer a reasonable **explanation** for some events. | - Study different **aspects** of different people – differences between men and women.<br>- Examine **causes** and **results** of great **events** and the **impact** on people.<br>- **Compare** life in early and late times studied.<br>- **Compare** an **aspect** of life with the same aspect in another period. | - Find out about **beliefs**, **behaviour,** and **characteristics** of people, recognising that people have different views and feelings.<br>- Write another **explanation** of a past event from a different **viewpoint**.<br>- Know **key dates**, **characters** and **events** of time studied. |
| **Interpretations of history** | - Know that different people enjoy different things.<br>- Listen to a range of **stories** looking at settings and characters. | - Use stories to encourage children to distinguish between **fact** and **fiction**.<br>- Listen to adult **memories** - how **reliable** are they? | - **Compare** two **versions** of a past event.<br>- **Compare** pictures or photographs of people or **events** in the **past**.<br>- Discuss **reliability** of **accounts** and **stories**. | - Distinguish between different **sources**.<br>- **Compare** different **versions** of the same **event**.<br>- Look at **representations** of the **period**. | - Look at the **evidence** available.<br>- Begin to **evaluate** the usefulness of different **sources**.<br>- Use text books and **historical knowledge**. | - **Compare** accounts of **events** from different **sources** (**fact** and **fiction**).<br>- Offer some **reasons** for different **versions** of **events**. | - Link **sources** and work out how **conclusions** were made (looking at different **evidence**)<br>- Confidently use the library and internet for **research**. |

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Historical enquiry** | - Children can talk about **similarities** and **differences** between things in the **past** and **now**.<br>- Use talk to sequence events and ask and answer **questions**. | - Find answers to simple **questions** about the **past**.<br>- Use **artefacts**, **films** and **photographs**. | - Use a **source**<br>- Observe or handle **sources** to answer questions about the past on the basis of simple **observations**. | - Use a range of **sources** to find out about a **period**.<br>- Observe small **details** in **artefacts** and pictures.<br>- Select and **record** information **relevant** to the study.<br>- Begin to use the library and internet for **research**. | - Use **evidence** to build up a picture of a **past event**.<br>- Choose **relevant material** to present a picture of one **aspect** of life in time past.<br>- Ask a variety of questions.<br>- Use the library and internet for **research**. | - Begin to identify **primary and secondary sources**.<br>- Use **evidence** to build up a picture of a past event.<br>- Select **relevant** sections of information.<br>- Use the library and internet for **research** with increasing confidence. | - Identify **primary and secondary sources**.<br>- Use a range of **sources** to find out about an aspect of time past.<br>- Bring knowledge gathered from several **sources** together in a fluent **account**. |
| **Specific knowledge**<br><br>(see yearly road maps for detailed focus) | - Beyond memory events, the Great Fire of London and The first moon landing<br>- Comparing aspects of life in different periods Christopher Columbus and Neil Armstrong<br>- Mary Seacole and/or Florence Nightingale and Edith Cavell<br>- significant historical events, people and places in their own locality, Oliver Cromwell | | | Pupils should be taught about:<br>**- changes in Britain from the Stone Age to the Iron Age**<br>*This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture*<br>**- the Roman Empire and its impact on Britain**<br>*This could include: 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, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*<br>**- Britain's settlement by Anglo-Saxons and Scots**<br>*This could include: 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*<br>**- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**<br>*This could include: 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*<br>**- a local history study**<br>*a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*<br>**- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** | | | |

| | | |
|---|---|---|
| | | *This could include the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain*<br>**- the achievements of the earliest civilizations**<br>*An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt*<br>**- Ancient Greece**<br>*A study of Greek life and achievements and their influence on the western world*<br>**- a non-European society that provides contrasts with British history**<br>*Mayan civilization c. AD 900* |