



# History Knowledge & Skills Progression

	Nursery	Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>✓ Talking about daily routines</li> <li>✓ Begin to talk about the events from the past</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know that some events happened before they were born and some after</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand the difference between things that happened in the past and the present</li> <li>✓ Describe things that happened to themselves and others in the past</li> <li>✓ Order a set of events or objects</li> <li>✓ Use a timeline to place important events</li> <li>✓ 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 were young</li> <li>✓ Understand and use the words past and present when telling others about an event</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era)</li> <li>✓ Describe the main changes in a period in history</li> <li>✓ Order significant events and dates on a timeline</li> <li>✓ Use a timeline to place historical events in chronological order</li> <li>✓ Describe dates of and order significant events from the period studied</li> <li>✓ Begins to describe event using BCE and CE, era and period.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand how some historical events occurred concurrently in different locations</li> <li>✓ Describes main changes within and across historical periods using words such as: social, religious, political, technological and cultural</li> <li>✓ Uses timelines to place events, periods and cultural movements from around the world</li> <li>✓ Uses timelines to place and sequence local, national and international events in chronological order</li> <li>✓ Describe dates of and sequences historical periods</li> <li>✓ Describes events using words and phrases such as: century, decade, BCE, CE, era and period.</li> </ul>



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<b>Knowledge &amp; Understanding of Events, People and Changes in the Past</b>	<ul style="list-style-type: none"> <li>✓ Talk about significant events in their living memory e.g. birthdays, Christmas, Bonfire Night etc</li> </ul>	<ul style="list-style-type: none"> <li>✓ Talk about significant events such as Remembrance Day and The Great Fire of London</li> <li>✓ Describe differences between then and now</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recall some facts about people and events before living memory</li> <li>✓ Recount the main events from a significant event in history</li> <li>✓ Describe differences between the past and present</li> <li>✓ Say why people may have acted the way they did in the past</li> <li>✓ Begin to describe how some of the things they have studied from the past have changed life today</li> </ul>	<ul style="list-style-type: none"> <li>✓ Shows knowledge and understanding by describing features of past societies and periods</li> <li>✓ Identify some ideas, beliefs, attitudes and experiences of men, women and children from a significant event in history.</li> <li>✓ Describes similarities and differences between people, events and objects in the past and present</li> <li>✓ Give some simple reasons why people may have acted the way they did in the past</li> <li>✓ Describe how some of the things they have studied from the past affect / influence life today</li> </ul>	<ul style="list-style-type: none"> <li>✓ Make links between some of the features of past societies, e.g. religion, houses, society, technology</li> <li>✓ Give own reasons why changes may have occurred, backed up by evidence</li> <li>✓ Describe similarities and differences between some people, events and artefacts studied within and across historical periods</li> <li>✓ Know that people in the past represent events or ideas in a way that persuades others</li> <li>✓ Describe how historical events studied have caused change, and the consequences of this in later years, backed up by evidence</li> </ul>



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<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>✓ Discussions about photos and pictures from home to recount their experiences</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use artefacts and experiences to deepen understanding of aspects of the past</li> <li>✓ Use stories to deepen understanding of the past and present</li> </ul>	<ul style="list-style-type: none"> <li>✓ Begin to identify and recount some details of the past from a range of sources, including videos, photographs, pictures and artefacts</li> <li>✓ Use books and pictures, stories, eye-witness accounts, photographs, artefacts, historic buildings, museums, historical sites and the internet to find out about the past</li> <li>✓ Look at evidence to give some simple reasons why people in the past may have acted in the way they did</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use evidence to describe activities, ways of life and actions of people in the past</li> <li>✓ Use evidence (books and pictures, stories, eye-witness accounts, photographs, artefacts, historic buildings, museums, historical sites and the internet) to describe what was important to people from the past</li> <li>✓ Look at evidence to give and explain reasons why people in the past may have acted in the way they did</li> <li>✓ Explore the idea that there are different accounts of history, and give some simple reasons as to why.</li> <li>✓ Look at different versions of the same event in history and identify differences</li> <li>✓ Know that people in the past may have represented events or ideas in a way that persuades others</li> <li>✓ Uses evidence to describe differences between the lives of rich and poor</li> </ul>	<ul style="list-style-type: none"> <li>✓ Choose reliable sources of information to find out about the past</li> <li>✓ Evaluate the reliability of information that is used to find out about the past</li> <li>✓ Evaluate evidence to choose the most reliable forms</li> <li>✓ Know that people in the past have a point of view and that this can affect interpretation</li> <li>✓ Give reasons why there may be different accounts of history</li> <li>✓ Suggest accurate and plausible reasons for how and why aspects of the past have been represented and interpreted in different ways</li> <li>✓ Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history</li> <li>✓ Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past</li> </ul>



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	Nursery	Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6
Historical Enquiry	<ul style="list-style-type: none"> <li>✓ Begin to ask questions about their own or their families past</li> </ul>	<ul style="list-style-type: none"> <li>✓ Begin to ask and answer questions about the past</li> <li>✓ Begin to understand that the past can be understood by looking at pictures and artefacts and hearing stories</li> </ul>	<ul style="list-style-type: none"> <li>✓ Asks and answers questions about the past such as, 'what was it like for...?', 'what happened in the past?' and 'how long ago did ... happen?'</li> <li>✓ Explore events, look at pictures and ask questions, e.g. which things are old and which things are new?' or 'what were the people doing?'</li> <li>✓ Look at objects from the past and ask questions e.g. 'what were they used for?' and then try to answer them.</li> <li>✓ Use evidence to answer simple questions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Asks and answers questions about the past such as 'what was it like for... during...?'</li> <li>✓ Suggest sources of evidence from a selection provided, to help answer questions</li> <li>✓ Understand the difference between primary and secondary sources of evidence</li> <li>✓ Begin to make simple evaluations of the accuracy of different sources of evidence</li> </ul>	<ul style="list-style-type: none"> <li>✓ Investigate own lines of enquiry by posing questions to answer</li> <li>✓ Form own opinion about historical events from a range of sources of information</li> <li>✓ Identify and use different sources to help answer questions</li> <li>✓ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</li> <li>✓ Evaluate the usefulness and accuracy of different sources of evidence</li> <li>✓ Select the most appropriate source of evidence for particular tasks</li> </ul>



# History Knowledge & Skills Progression

<p><b>Organisation &amp; Communication</b></p>	<ul style="list-style-type: none"> <li>✓ Talk about photos and memories</li> </ul>	<ul style="list-style-type: none"> <li>✓ Retell stories about events in the past</li> <li>✓ Sort events or objects into old and new</li> <li>✓ Talk and draw about things from the past</li> </ul>	<ul style="list-style-type: none"> <li>✓ Tell stories about the past</li> <li>✓ Sort events or objects into past and present</li> <li>✓ Talk, write and draw about things from the past</li> <li>✓ Write simple stories and recounts about the past</li> <li>✓ Draw labelled diagrams and write about them to tell others about people, events and objects from the past</li> <li>✓ Describe objects, people or events in history</li> <li>✓ Communicate ideas about people, objects or event from the past in speaking, writing, drawing, role-play, story-telling and using ICT</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discuss the most appropriate way to present information, realising that it is for an audience</li> <li>✓ Communicate ideas from the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, story-telling and ICT</li> <li>✓ Communicate ideas about the past in different ways, e.g. writing, drawing, diagrams, data-handling, drama, role-play, story-telling, ICT</li> </ul>	<ul style="list-style-type: none"> <li>✓ Present information in the most appropriate way, e.g. written explanation, tables, charts, labelled diagrams</li> <li>✓ Present structured and organised findings about the past using speaking, writing, ICT, drama and drawing skills</li> <li>✓ Choose the most appropriate way to present information to an audience</li> <li>✓ Plan and present a self-directed project or research about the studied period</li> <li>✓ Make use of different ways of presenting information</li> </ul>
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# History Knowledge & Skills Progression

Key Vocabulary				
	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<b>Chronological Understanding</b>	then and now, old and new, first, next, before, after,	past, present, future, recently, later, timeline, order, a long time ago, before I was born	CE, BCE, ancient, era, period, chronological, sequence	concurrently, social, religious, political, technological, cultural, cultural movements, century, decade, millennium
<b>Knowledge &amp; Understanding of Events, People and Changes in the Past</b>	memory, event, same, different	history, significant event, differences, changes, change	past societies, ideas, beliefs, attitudes, experiences, influence, affect	society, religion, politics, technology, culture, persuade, cause, consequence
<b>Historical Interpretation</b>	object, photograph, picture	artefact, source, evidence, historian	different accounts (of history), persuade, opinion, fact	reliable, reliability, interpretation, view point, plausible, propaganda, misinformation
<b>Historical Enquiry</b>	questions	evidence, source, enquiry	primary source, secondary source, accurate, evaluate	investigate, lines of enquiry, appropriate source