



Longridge C of E Primary School



History: Progression of Knowledge and Skills

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------------|--|--|--|--|--|--|---|
| Chronology | <p>Children talk about past and present events in their own lives and in the lives of family members.</p> <ul style="list-style-type: none"> Order simple experiences Begin to use appropriate vocabulary related to time. | <p>Understand past and present.</p> <ul style="list-style-type: none"> Identify some similarities and differences Place a few events or objects in order | <p>Understand how our lives are different today from the past.</p> <ul style="list-style-type: none"> Identify some similarities and differences in ways of time from different periods Know where some people and events fit into a chronological period. | <p>Use dates to order events from the past.</p> <ul style="list-style-type: none"> Use specialist dates and terms e.g. decade, century, Egyptian, Roman, AD, BC Identify where some periods fit into a chronological framework | <p>Identify key people and events on the timeline and explore their impact.</p> <ul style="list-style-type: none"> Explore some links between and across time periods. Note connections, trends, contrasts. Identify where some periods fit into a chronological framework | <p>Identify where periods of time fit into a chronological framework.</p> <ul style="list-style-type: none"> Sequence events and people of time studied using appropriate terms Explore links between and across time periods and make comparisons. | <p>Look at links and contrasts across periods of time.</p> <ul style="list-style-type: none"> In depth study of time period Secure understanding and sequencing of time period studied. Analyse connections and trends over time. |
| Events, People and Changes | <p>Explore the similarities and differences between their own traditions and those of others.</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Listen to eye-witness accounts | <p>Show awareness of some significant events from beyond their living memory.</p> <ul style="list-style-type: none"> Talk about how events/places/objects they explore or experience today were different in the past | <p>Retell and describe significant events, people and places.</p> <ul style="list-style-type: none"> Share stories or information and talk about how their life today is different to the past. Use sources to show they have a | <p>Describe aspects, changes and impacts of historical periods, including early civilisations.</p> <ul style="list-style-type: none"> Explore impact of ancient civilisations e.g. Romans Investigate some of the ways | <p>Describe and explore the achievements, follies and events of historical periods.</p> <ul style="list-style-type: none"> Explore how Britain has influenced and been influenced by the wider world. Use evidence to describe what was | <p>Describe and compare the achievements, follies, impact and influences of different historical eras.</p> <ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. <ul style="list-style-type: none"> Give own reasons why changes may have occurred, | <p>Demonstrate a historical understanding prior to and beyond 1066 noting links and trends.</p> <ul style="list-style-type: none"> Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms |

| | | | | | | | |
|--------------------------------|---|---|---|---|---|---|---|
| | from parents or grandparents. | | clear understanding of events. | history has shaped our nation. | important to people from the past. | backed up by evidence. <ul style="list-style-type: none"> Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) | of cause and effect using evidence to support and illustrate their explanation <ul style="list-style-type: none"> Explore diversity, change and continuity in relation to periods studied. Know key dates, characters and events of time studied |
| Communication | <p>Describe events in their own and family lives-past and present.</p> <ul style="list-style-type: none"> Talk about key events in their own lives, family members and individuals depicted in stories. | <p>Retell simple stories or events.</p> <ul style="list-style-type: none"> Tell stories about the past. Talk, write and draw about things from the past. Sort events or objects into groups (i.e. then and now.) Use timelines as a whole class to order events or objects | <p>Talk about events/concepts using simple terms.</p> <ul style="list-style-type: none"> Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. Draw contrasts. | <p>Discuss connections and changes in history.</p> <ul style="list-style-type: none"> Share information about a specific time period in a range of ways e.g. writing, discussions, role play etc. Use appropriate terms and vocabulary | <p>Select and organise information to present in a range of ways.</p> <ul style="list-style-type: none"> Ask questions related to time period studied and share information in a range of ways e.g. writing, discussions, diagrams, role play. Make relevant connections and contrasts when exploring questions. Use appropriate terms and vocabulary | <p>Discuss and debate historical issues.</p> <ul style="list-style-type: none"> Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions Use appropriate dates and terms. | <p>Show an understanding of different evidence and opinions in history.</p> <ul style="list-style-type: none"> Produce detailed structured work to select and deploy information. Use appropriate historical terminology and contrasting evidence. |
| Enquiry, Interpretation | <p>To show an understanding of similarities and differences between both</p> | <p>Use sources to answer simple questions from the past.</p> | <p>Ask and answer questions using a range of sources.</p> | <p>Recognise different sources exist.</p> | <p>Recognise how sources record historical events and their impact</p> | <p>Use sources to support, research, construct and</p> | <p>Argue and Analyse contrasts in history.</p> |

| | | | | | | | |
|---------------------------------|---|---|--|--|--|--|--|
| <p>and Using Sources</p> | <p>places and objects.</p> <ul style="list-style-type: none"> • Explore the world around them, investigate artefacts linked to children's interests | <ul style="list-style-type: none"> • Look at a range of sources • Begin to ask and answer questions related to sources. | <ul style="list-style-type: none"> • Observe and handle a range of sources, think of own questions. • Begin to draw some conclusions about what the sources tell us about the past | <ul style="list-style-type: none"> • Look at a range of sources and discuss the different methods of historical enquiry. • Use some source to devise own historical questions. • Answer questions drawing information from a source with support. | <p>in representing the past.</p> <ul style="list-style-type: none"> • Explore and discuss the different sources we can use to further our understanding. • Recognise that our knowledge of the past is constructed from different versions of events. | <p>evaluate their knowledge.</p> <ul style="list-style-type: none"> • Use sources for research • Discuss and evaluate reliability of sources • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research | <ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together to investigate and analyse periods studied. |
|---------------------------------|---|---|--|--|--|--|--|