
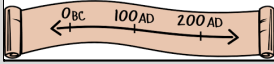




History knowledge and skills progression



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry 	<ul style="list-style-type: none"> *To use a variety of questions *Uses language to share thoughts *Remembers and talks about significant events in their own experience 	<ul style="list-style-type: none"> *Beginning to understand why and how questions *Talk, draw or write about aspects of the past 	<ul style="list-style-type: none"> *Understand some of the ways in which we find out about the past *Ask and answer questions about an idea, story or object from the past *Begin to ask questions by looking at given sources carefully *Sometimes answer simple questions using given sources or research *Share sensible ideas about what an object may have been used for and begin to explain why 		<ul style="list-style-type: none"> *Use what is already known about an object or event to ask relevant questions which will increase understanding *Use more than one source to research independently in order to answer questions and build a picture of the past *Begin to devise historically valid questions about the past *Explain how archaeologists use evidence to explain their finds and use this skill to make sensible guesses as to what an object might be 		<ul style="list-style-type: none"> *Follow their own lines of enquiry by posing questions to answer *Be able to select and use reliable evidence to answer questions and produce a detailed picture of the past *Use knowledge of other time periods and artefacts as evidence to explain what an object might be *Regularly devise historically valid questions about the past 	
Chronology 	<ul style="list-style-type: none"> *Begin to talk about people and things that are not present 	<ul style="list-style-type: none"> *Talks about past and present events in their own life and in the lives of family members *Knows some similarities and difference between things in the past and now *Understand the past through 	<ul style="list-style-type: none"> *Use words and phrases such as 'before I was born, in the past, very old, when was little' *Order some events and objects in time order and give some reasons for the order *Place events on a simple timeline *Know about some events from beyond living memory such as the great fire of London or the first aeroplane flight 		<ul style="list-style-type: none"> *Use words and phrases relating to the passing of time such as 'before/after this time, ancient, BC, AD, decade, century, chronological order...' *Describe events from the past and begin to use the correct dates *Place a period of time studied on a dated timeline *Use a timeline to support discussion about where events fit in relation to other events studied 		<ul style="list-style-type: none"> *Use language relevant to dates, terms and time labels such as 'pre Queen Victoria, During the reign of the Tudors, post WW2...' *Round times to the nearest decade or century *Know which dates fit into a time period (eg the fifteenth century) *Create a timeline which positions key events and people *Chronologically describe key British, local and World events 	

		settings, characters and event encountered in books read in class			
<p>Knowledge and Understanding of the lives of significant individuals and civilizations</p> 	<p>*Is curious about people and shows an interest about stories of people</p> <p>*Knows that some celebrations are specific to some cultures</p>	<p>*Knows similarities and differences between themselves and others and among communities, cultures and traditions.</p> <p>*Talk about the lives of people around them and their roles in society</p>	<p>*Describe the life of significant individuals from the past including Florence Nightingale and Charles Darwin</p> <p>*Talk about how individuals in the past changed our 'today'</p> <p>*Talk about how events in the past changed our 'today'</p> <p>*Recognise some differences between the past and present in their own lives and those of people they know</p> <p>*Describe a significant person, place or event in local history and talk about how it changed the locality</p> <p>*Compare aspects of life in different periods using these individuals Samuel Pepys and King Charles II</p> <p>*Identify some of the ways our lives are different from people in the past</p>	<p>*Changes in Britain from the Stone Age to the Iron Age: Skara Brae</p> <p>*The Roman Empire and its impact on Britain (one of the following: 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</p> <p>*The achievements of the earliest civilisations – Ancient Egypt: a study of the life and achievements of the Egyptians and their subsequent influence on the western world</p> <p>*A local history study (Selby Abbey)</p> <p>*A non-European society that provides contrast with British history – The Mayans</p> <p>*British History since 1066 – WW1</p>	<p>*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 that is a significant turning point in British History: WW2, The Blitz, The Holocaust, the role of women, VE celebrations</p> <p>*The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of The Shang Dynasty of Ancient China</p> <p>*A local history study (Jorvik) – An in depth study linked to the Viking and Anglo saxon struggle for the Kingdom of England tracing how several aspects of national history are located in the locality</p> <p>*Britain's settlement by Anglo-Saxons and Scots: Anglo Saxon invasions</p> <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 contrast with British history: early Islamic civilization, including a study of Bagdad c.AD 900</p>
Historical organisation		*Sort information	*Use common words and phrases	*Describe, organise and label objects,	*Describe, organise and label objects,

<p>and communication</p> 		<p>using Venn Diagrams</p>	<p>related to the passing of time</p> <ul style="list-style-type: none"> *Use some everyday historical terms. *Sort objects into groups to show 'then' and 'now' *Talk about, write and draw things from the past *Describe, organise and label objects, people and events 	<p>people or events using the correct vocabulary</p> <ul style="list-style-type: none"> *Communicate and present historical ideas in different ways, making decisions about how to organise it. *Share their own research on a historical topic 	<p>people or events using the correct vocabulary</p> <ul style="list-style-type: none"> *Communicate, present and organise historical ideas, including their own research, in different ways, choosing the most effective method of presentation
<p>Historical interpretation</p> 		<ul style="list-style-type: none"> *Identify some similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> *Identify some sources from the past *Begin to identify ways that the past can be shown (photos, books, stories, adults talking) *Begin to explain that the same object can be shown in different ways, such as a portrait or photograph 	<ul style="list-style-type: none"> *Name different historical sources and explain why they might be shown in different ways *Explain how two or more sources depicting the same event differ and begin to give reasons for this *Begin to understand the differences between fact, fiction and opinion by looking at different versions of the same event 	<ul style="list-style-type: none"> *Explain which sources are more reliable and their usefulness for the period of study *Identify primary and secondary sources and explain the reasons for this *Explain how the viewpoint of people in the past may change the message the source gives