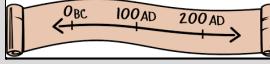


# History knowledge and skills progression



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

		settings, characters and event encountered in books read in class			
<b>Knowledge and Understanding of the lives of significant individuals and civilizations</b>  	<ul style="list-style-type: none"> <li>*Is curious about people and shows an interest about stories of people</li> <li>*Knows that some celebrations are specific to some cultures</li> </ul>	<ul style="list-style-type: none"> <li>*Knows similarities and differences between themselves and others and among communities, cultures and traditions.</li> <li>*Talk about the lives of people around them and their roles in society</li> </ul>	<ul style="list-style-type: none"> <li>*Describe the life of significant individuals from the past including Florence Nightingale and Charles Darwin</li> <li>*Talk about how individuals in the past changed our 'today'</li> <li>*Talk about how events in the past changed our 'today'</li> <li>*Recognise some differences between the past and present in their own lives and those of people they know</li> <li>*Describe a significant person, place or event in local history and talk about how it changed the locality</li> <li>*Compare aspects of life in different periods using these individuals Samuel Pepys and King Charles II</li> <li>*Identify some of the ways our lives are different from people in the past</li> </ul>	<ul style="list-style-type: none"> <li>*Changes in Britain from the Stone Age to the Iron Age: Skara Brae</li> <li>*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)</li> <li>;'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> <li>*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</li> <li>*A local history study (Selby Abbey)</li> <li>*A non-European society that provides contrast with British history - The Mayans</li> <li>*British History since 1066 - WW1</li> </ul>	<ul style="list-style-type: none"> <li>*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</li> <li>*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</li> <li>*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</li> <li>*Britain's settlement by Anglo-Saxons and Scots: Anglo Saxon invasions</li> <li>*Ancient Greece - A study of Greek life and achievements and their influence on the Western World</li> <li>*A non-European society that provides contrast with British history: early Islamic civilization, including a study of Bagdad c.AD 900</li> </ul>
<b>Historical organisation</b>		<ul style="list-style-type: none"> <li>*Sort information</li> </ul>	<ul style="list-style-type: none"> <li>*Use common words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>*Describe, organise and label objects,</li> </ul>	<ul style="list-style-type: none"> <li>*Describe, organise and label objects,</li> </ul>

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