St. Mary's Church of England Primary School, Fownhope

Progression of Knowledge and Skills in History

"What we nurture today flourishes tomorrow"

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Sequence events in their life and use simple timelines. Sequence 3 or 4 artefacts from distinctly different periods to time. Match objects to people of different ages. Use words and phrases such as: *old, new, earliest, latest, past, present, future, century, modern, before, after…*	Sequence artefacts closer together in time - check with reference book. Sequence photographs etc. from different periods of their life. Describe memories of key events in lives.	Place the time studied on a timeline. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts.	Place events from period studied on timeline. Use terms related to the period and begin to date events. Understand more complex terms e.g. BC/AD.	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.	Place current study on timeline and understand how some historical events/period occurred concurrently in different locations e.g. Indus Valley and Ancient Egypt. Use relevant dates and terms. Sequence up to 10 events on a timeline.
Knowledge and understanding of events, people and changes in the past	Recognise the difference between past and present in their own and others' lives. Know and recount episodes from stories about the past.	Recognise why people did things, why events happened and what happened as a result. Identify differences and similarities between ways of life at different times. Describe significant individuals from the past.	Find out about everyday lives of people in time studied. Note key changes over a period of time. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something.	Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studies. Offer a reasonable explanation for some events.	Study different aspects of different people - differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of lie with the same aspect in another period.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates,

						characters and events of time studied.
Historical interpretations	Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past– how reliable are their memories?	Compare two versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources– compare different versions of the same story. Look at representations of the period– museum, cartoons etc.	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use textbooks and historical knowledge.	Compare accounts of events from different sources– factor fiction. Offer some reasons for different versions of events.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.
Historical enquiry and investigations	Observe or handle evidence to ask simple questions about the past.	Use a source. Choose and select evidence and say how it can be used to find out about the past.	Use a range of sources to find out about a period. Observe small details –artefacts, pictures. Select and record information relevant to the study. Begin to use the library and internet for research.	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library and internet for research.	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 with increasing confidence.	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 in a fluent account.

Presenting, organising and communicating	Show an understanding of historical terms. Talk, write and draw about things from the past. Use historical vocabulary to retell simple stories about the past. Use drama/role play to communicate their knowledge.	Use and understand appropriate historical vocabulary to communicate information such as: reigned, empire, invasion. Present, communicate and organise ideas about the past using models, drama and different genre of writing. Start to present ideas based on their own research about a studied period.	Know and show a good understanding of historical vocabulary including abstract terms such as democratic, civilisation, social, political, economic, cultural, religious. Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing. Plan and present a self-directed project or research about the studied period.