



History Knowledge and Skills Progression Grid

Big Ideas	<p>Chronology/Changes – Understanding where events and periods of time fit in with one another and the changes that happen between these times.</p> <p>Civilisations/Societies – Understanding what a civilisation is. Be able to acquire and recall key knowledge about civilisations studied and draw comparisons between them.</p> <p>Power – Understanding that many key historical events derive from the desire for power resulting in conflict.</p>						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Can differentiate between past and present in their own lives.</p> <p><u>I can talk about my life.</u></p>	<p>Can use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</p> <p>Can order events; first, second, third.</p>	<p>Building on previous years' learning</p> <p>Can understand and use the words past and present when telling others about an event.</p> <p>Can use a simple timeline to place important events.</p> <p><u>I can create a</u></p>	<p>Building on previous years' learning</p> <p>Can understand that a timeline can be divided into BCE and CE (Before Common Era and Common Era)</p> <p>Can use a timeline to place historical events studied in chronological</p>	<p>Building on previous years' learning</p> <p>To begin to build a knowledge of chronology outside of Britain – The Egyptians.</p> <p><u>I can put units I have studied onto a timeline including BCE and CE.</u></p>	<p>Building on previous years' learning</p> <p>To recognise where units studied fit onto a timeline chronologically.</p> <p>To understand the measure of the passing of time between units of study.</p>	<p>Building on previous years' learning</p> <p>To recognise where units studied fit onto a timeline chronologically.</p> <p>Can understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric</p>

			<u>simple timeline including events and topics I have learnt about in school.</u>	order. To begin building a timeline of Britain – The Stone Age, The Vikings, The Romans, The Anglo-Saxons.			Britain. <u>I can create a timeline that shows two concurrent units of study (i.e. Britain and the wider world).</u>
Key Vocabulary	Here, then, now, yesterday, a while ago, today.	now, yesterday, last week, hours, weeks, years, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.	Past, present, sequence, order, timeline,	BCE/CE, Chronology, chronological, decade, century, period, ancient, millennia, developments, Britain, ancient, era, continuity, pre-historic.	Contrast, time period, Britain, Wider world.	Difference, changes, pre-, post-.	Concurrently, comparison, societies, epoch
Knowledge and understanding of people and changes	Can give some reasons why people's lives were different in the past. <u>I can give 1 way people's lives have changed e.g. 'When my</u>	Can describe some changes within their living memory Can say why people may have acted the way they did.	Building on previous years' learning Can recount the main events from a significant event in history. Can describe the differences between then	Building on previous years' learning Can find out and compare everyday lives and how that contrasts to our lives today Can	Building on previous years' learning Can demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt Can use evidence to describe what they've	Building on previous years' learning Can choose reliable sources of information to find out about the past.	Building on previous years' learning Can note connections, contrasts and trends over time (e.g. religion, houses, society,

	<u>grandparents were young, they did not have mobile phones'.</u>		and now. <u>Can look at evidence</u> to give and explain reasons why people in the past may have acted in the way they did. <u>I can tell you about a famous historical event.</u>	demonstrate knowledge of aspects of history significant in their locality. Can describe how some of the things they have studied from the past affect/influence life today.	learnt about the past. Can give key dates, people and times studied. <u>I can tell you how the periods I have studied have impacted on change/conflict/power.</u>		technology.) <u>I can tell compare two units we have studied and tell you how the periods of time/civilisations were similar and different.</u>
Key Vocabulary	Different, a long time ago.	Changes, reasons, King/Queen, peasant, monarchy	Evidence, recount, describe, explain, compare,	Nomad, hunter-gatherer, influence, invasion, conquest, invader, settler, settlement, migration, immigrant, emigrant, colony invasion, compare and contrast, ancestors, emperor, rebellion, revolt, empire, civilisation.	Civilisation, period, court, slave, missionary, torture, execution, parliament, peasantry.	Interpretations, point of view, accurate picture of the past, traitor, treason.	Societies, civilizations, democracy, aristocracy, interpretations, causation, major influence.

<p>Historical Interpretation</p>	<p>Can listen to stories to find out about the past</p> <p><u>I can tell you about a story set in the past that I have listened to.</u></p>	<p>Can make simple observations about different people, events, beliefs and communities.</p> <p>Can look at books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>Building on previous years' learning</p> <p>Can look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Can consider why things may change over time.</p> <p><u>I can look at different sources of evidence and use them to tell you about the past.</u></p>	<p>Building on previous years' learning</p> <p>Can describe and explore some of the ways the past can be represented – pictures, letters, artefacts etc.</p>	<p>Building on previous years' learning</p> <p>Can independently list different ways we/historians could find out about the past.</p> <p><u>I can use a variety of different sources of evidence to learn about the past including first hand accounts, second hand accounts, pictorial etc.</u></p>	<p>Building on previous years' learning</p> <p>Can explore the idea that there are different accounts of history.</p> <p>Can give reasons why there may be different accounts of history.</p> <p>Can evaluate evidence to choose the most reliable forms.</p>	<p>Building on previous years' learning</p> <p>Can understand that some evidence from the past is propoganda, opinion or misinformation, and that this affects interpretations of history.</p> <p><u>I can give my opinion about the validity of sources and I'm critical about what they tell me about the past.</u></p>
<p>Key Vocabulary</p>	<p>Stories, a long time ago.</p>	<p>Observation, objects, books, photographs, artefacts.</p>	<p>Eye-witness, account, museum, internet. primary, secondary, evidence.</p>	<p>Artefacts, letters, diaries, research, facts, primary, secondary. Evidence.</p>	<p>Similarities, differences, archaeologist, Excavation. primary, secondary. evidence.</p>	<p>Reliable, interpretation, evidence, account, primary, secondary.</p>	<p>Propaganda, contradictions, misinformation, opinion, influence, bias. primary, secondary. evidence.</p>

<p>Historical enquiry</p>	<p>Can look at pictures and artefacts and to identify old and new</p> <p><u>I can tell you what I can see in different pictures.</u></p>	<p>Can look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”</p> <p>Can look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.</p>	<p>Building on previous years’ learning</p> <p>Can ask questions about the past.</p> <p><u>I can ask relevant questions about the past.</u></p>	<p>Building on previous years’ learning</p> <p>Can recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Can use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p>	<p>Building on previous years’ learning</p> <p>Can use sources to address historically valid questions and hypotheses.</p> <p><u>I can use resources to help me find answers to enquiry questions.</u></p>	<p>Building on previous years’ learning</p> <p>Can investigate own lines of enquiry by posing questions to answer.</p>	<p>Building on previous years’ learning</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p><u>I can research and find my own sources to help me draw conclusions about enquiry questions.</u></p>
<p>Key Vocabulary</p>	<p>Picture, old, new</p>	<p>Questions, what, why, when, how, who?</p>	<p>Similarity, difference,</p>	<p>Sources, knowledge, connections, contrast,</p>	<p>Hypothesis, analyse, trends</p>	<p>Investigate, enquiry, answer, posing questions.</p>	<p>Reliable sources, evidence.</p>

N.B. Vocabulary in red taken from National Curriculum.