Progression of Knowledge and Skills in History

	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary Knowledge	**Know that I can ask questions to find out about my past;** Observe photographs, listen to family members, talking to others asking questions. Recording what I look through drawings and paintings.	**Know that Historians:** Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago?	**Know that Historians:** Use artefacts, pictures, stories, online sources and databases to find out about the past. Make detailed timeline of the events and use alongside a map to practise retelling.	**Know that Historians:** Archaeologists and historians study objects that they find from the past. Study settlements to help to give clues about how humans lived in the past	**Know that Historians:** Archaeologists and historians study objects that they find from the past. Study settlements to help to give clues about how humans lived in the past. Use sources of information to form about the past. Begin to follow lines of enquiry to explore the past.	**Know that Historians:** Seek out and analyse a wide range of evidence in order to justify claims about the past**.** Must understand the social context of evidence studied. Select suitable sources of evidence, giving reasons for choices.	**Know that Historians:** Must understand the social context of evidence studied Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. Select suitable sources of evidence, giving reasons for choices.
Causes and consequences	What was a long time ago	Why people did things, what events happened and what happened as a result.	Recognise that there are reasons why people in the past acted as they did.	Describe changes that have happened in the locality of the school throughout history and give reasons for the results of people's actions and events.	Compare some of the times studied with those of other areas of interest around the world (Romans: Italy and Briton) and give reasons for the results of historical	Compare some of the times studied with those of the other areas of interest around the world and give reasons and explanations for and results of historical events ,	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. – analyse and explain

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					events, situations and changes.	situations and changes	reasons for and results of situations and changes,
Understanding Chronology	old, new past, present, older and newer, next, start, end, middle, long time ago,	Label time lines with words or phrases such as: past, present, older and newer. Place events and artefacts in order on a time line.	Sequence some events, objects or information on a timeline. Recount changes that have occurred in their own lives. Use dates where appropriate.	Place events, artefacts and historical figures on a time line using dates. Use dates and terms to describe events.	Understand the concept of change over time, representing this, along with evidence, on a time line.	Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Sequence local, national and international events as well as historical periods. Use dates and terms accurately in describing events.	Identify periods of rapid change in history and contrast them with times of relatively little change. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Use dates and terms accurately in describing events.
Continuity and change	Similarities and differences between aspects of my life and in the lives of other people.	Similarities and differences between aspects of my life and in the lives of other people.	Similarities and differences between aspects of life at different times in the past.	Changes in the period studied.	Changes within and between periods and societies.	Links between events, situations, and changes within and between periods and societies.	Trends, links between events, situations, and changes within and between periods and societies over long arcs of time.

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Significance	Point out historically important people and changes.	Point out historically important people and changes.	Point out historically important people and changes.	Suggest which people were/are historically important.	Suggest which people and cause and consequences of change are more important.	Explain which causes and consequences are the most significant.	Explain the significance of different causes and consequences.
Evidence and Interpretation	Pick out information about the past from sources such as pictures, objects and stories.	Use information from more than one source. Different ways that the past is recorded or represented.	Compare different sources of evidence about a person, object, event or change in history.	The usefulness and accuracy of different sources of evidence. Identify primary and secondary sources.	Why there are different accounts and interpretations of the past. Compare sources of evidence to identify reliable information	Take account of a range of information, such as audience and purpose, when evaluating its accuracy/usefuln ess.	Take account of a range of information, such as audience and purpose, when and where it was created, when evaluating its accuracy/usefulne ss. Discuss why different arguments and interpretations of the past have been constructed.

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Communicating historically	Show ideas through play, talk, drawing, exploring and mark making.	Make labelled drawings, tables, write sentences, speak, use drama and technology to show ideas. Use words and phrases such as: a long time ago, recently, when my parents/carer s were children, years, decades and centuries to describe the passing of time.	Present findings about the past using speaking, maths data, ICT, drama and drawing skills. Begin to use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology • cause and consequence	Use written work to organise my answers, state my conclusions, give reasons for ideas, use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology • cause and • consequence	Use well-rounded written answers and organise with clear conclusions supported by evidence and reasons. Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy • cause and consequence • trigger	Select, organise and use relevant information to produce structured work making use of appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy • cause and consequence • trigger	Select, organise and use relevant information to produce structured work making use of appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy • cause and consequence • trigger

Concept threads	diversity culture society	culture society democracy	democracy diversity empire	culture invasion society	invasion empire society	invasion empire diversity	democracy culture society

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Key Vocabulary	past present older newer a long time ago yesterday before after last week last year change same next end start beginning middle	past present older newer a long time ago recently years decades centuries change continuity primary evidence secondary evidence yesterday museum artefact archaeology	past present older newer a long time ago recently years decades centuries change continuity primary evidence secondary evidence museum artefact archaeology	dates time period era change continuity chronology primary evidence secondary evidence museum artefact archaeology	dates time period era change continuity chronology primary evidence secondary evidence museum artefact archaeology	dates time period era chronology continuity change century decade legacy primary evidence secondary evidence museum artefact archaeology	era chronology continuity change century decade legacy primary evidence secondary evidence museum artefact archaeology