

Knowledge and Skills Progression In History

History in the Early years – Understanding The World For our Early Years children, provision in this area will link to the Early Years Framework mainly under the Understanding The World curriculum. Within this ‘specific’ area children are guided to make sense of their physical world and their own community – making links with the past and present. We understand that a child’s personal experiences will increase their knowledge and sense of the world around them. Through our curriculum and continuous provision offer, we provide children with rich opportunities to immerse themselves in the world around them that will help them to find similarities and differences between things in the past and now. Through links within the community they will have opportunities to talk about the lives of the people around them and their roles in society. Through our rich immersive learning, children will understand the past through opportunities such as settings, characters and events encountered in books read in class and storytelling sessions.						
Knowledge Strand	KS1		Lower KS2		Upper KS2	
Finding Out About the Past (Enquiry)	Talk about and share experiences of the past and present. Talk about and describe artefacts from the past and present.	Compare aspects of the present with the past and describe simple similarities and differences. Give reasons for and describe changes that have taken place within living memory. (linked to national life)	Use simple sources of information such as artefacts, photos and books to answer simple questions about the past. Use key evidence to support judgements and reasoning made about aspects of the past. Ask and answer questions about an archaeological site.	Use a range of information to ask and answer questions about the past. Use interpretations, pictures and written sources to build a picture about the past. Give reasons why peoples account of the same event may be different. Talk about sources of information that contain negative views and accounts.	Answer questions about the past selecting information from a wide range of sources. Identify different ways in which people have represented and interpreted the past. Talk about and give reasons for an event being interpreted in a range of different ways. Give reasons for negative views and accounts in written sources of information.	Select, combine and present information from more than one source. Make a reasoned judgement about the validity of the different representations of the past. Recognise some of the strengths and limitations in terms of archaeological evidence. Talk about why some written sources may give a negative view or account.
Finding Out About the Past (Chronology)	Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc.	Talk about events, places and people beyond living memory.(National or Global)	Talk with increasing accuracy and detail about events, places and people beyond living memory.	Use dates and historical terms to describe historical periods, e.g.	Describe the key characteristics and features of a range of different periods of history.	Compare and contrast features of historical periods identifying similarities and differences.

	<p>Talk about own life and those of people I know.</p> <p>Place objects and events within experience, in time order.</p>	<p>Use historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc.</p> <p>Place objects, people and events beyond own experiences in time order.</p>	<p>Use an increasing range of historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc.</p> <p>Place a range of objects, people and events beyond own experiences in time order.</p>	<p>Describe how the past has been divided into different periods of time. Use the terms BC and AD alongside BCE and ACE to locate dates of invasion and occupation.</p> <p>Explain reasons for placing objects, people and events in a particular order.</p>	<p>Describe changes that have taken place within and across historical periods. Use historical terms effectively to describe periods within history.</p> <p>Place civilisations and events on a timeline showing an understanding of the terms BC and AD alongside BCE and ACE</p>	<p>Describe and analyse the impact of change within and between periods in the past. ie. Industrial revolution and social reform in Victorian era</p> <p>Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods.</p>
Historical Events	<p>Talk about events in my life and the lives of people I know.</p>	<p>Talk about events and the lives of people beyond living memory. (Own locality)</p>	<p>Talk about and describe, in simple terms features of key events and people in the past.</p> <p>Compare similar events from the present and past.</p> <p>Talk about the impact of events on the lives of the people of the time.</p>	<p>Describe features of historical events beyond living memory.</p> <p>Identify common themes and features.</p> <p>Explain and give reasons for events in the present and past.</p>	<p>Describe a range of different features of key historical events.</p> <p>Compare and contrast events from different historical periods.</p> <p>Talk about the impact of events on different groups within society at that time.</p>	<p>Describe features of past events and make links between them.</p> <p>Interpret and evaluate a key historical event from more than one perspective or view point.</p> <p>Support evaluations with a range of evidence from a range of sources.</p>
Lifestyles of People in the Past	<p>Talk about and describe my home and the way I live, e.g. day to day life, things I do, my house, my family etc.</p>	<p>Talk about similarities and differences between my life and that of others.</p> <p>Describe similarities and differences between the lives of people.</p>	<p>Talk about and describe the home and the way people lived, e.g.</p> <p>Describe and give reasons for similarities and differences between the lives of people.</p> <p>Describe the changes and differences in lifestyle in the past and present.</p>	<p>Compare and contrast the ways of life of people from different historical periods.</p> <p>Compare and describe features of life now and in the past beyond living memory.</p> <p>Describe and give reasons for the changes and differences in lifestyle in the past and present.</p>	<p>Identify and describe features and characteristics of past societies.</p> <p>Compare and describe the characteristics of a range of significant groups from the past, e.g. Anglo Saxons/Vikings</p> <p>Compare and analyse the factors that caused change in the past.</p> <p>Talk about the impact of change on past societies, e.g. migration on economic grounds, displacement due to war or famine.</p>	<p>Describe and make links between a range of past societies.</p> <p>Analyse and give reasons for the characteristics of a range of significant groups from the past, e.g. Mayans</p> <p>Describe and give reasons for the beliefs held by different societies in the past.</p> <p>Compare and contrast the distinctive features of past societies.</p>

<p>Significant Historical People</p>	<p>Talk about important people in my life and those of people I know.</p>	<p>Talk about important people beyond living memory using a range of historical vocabulary. (National and International achievements) le Christopher Wren, Florence Nightingale, Mary Seacole, Leonardo Da Vinci</p>	<p>Talk about and describe events in the life of a well-known historical person.</p> <p>Describe key events in their life from a range of sources of information.</p> <p>Talk about the actions of, and events in the life of a well-known historical person.</p>	<p>Use a range of sources of information to find out about a significant historical person from a historical period, e.g. Tutankhamun, Julius Caesar, Boudicca</p> <p>Identify and describe key events in their life from a range of sources of information.</p> <p>Talk about and give reasons for the actions of, and events in the life of a well-known historical person.</p>	<p>Use a range of sources of information to find out about significant historical people from a key historical period, e.g. Victorian Visionaries, Philosophical Thinkers/Innovators in Science, medicine or technology, modern day activists including the power of the Arts to drive change</p> <p>Compare and contrast a range of information about a significant historical person.</p>	<p>Use a wide range of evidence to compare and analyse the lives of significant historical people from the same historical period.</p> <p>Use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods.</p>
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