

History at All Saints CE Primary School

Foundation Stage – Progression of History Skills and Knowledge		
Understanding the World		
Range and Depth of Historical Knowledge	Chronological Understanding	Interpretation of History
<ul style="list-style-type: none"> Understand key features of events. Learn about the lives of significant individuals. Children talk about past and present events in their own lives and in the lives of family members (UoW-ELG) 	<ul style="list-style-type: none"> Birthdays, days, months, seasons. Understands changes in own lifetime personal timeline. <p>Uses everyday language related to time.</p>	<ul style="list-style-type: none"> Recount an event, verbally and written. Children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories (EAD – ELG)
	Historical Enquiry	Organisation and Communication
	<p>Looks closely at similarities, differences, patterns and change. (UW – 40-60)</p> <ul style="list-style-type: none"> Talk about changes. (UW – ELG) History mystery objects. □ They answer ‘how’ and ‘why’ questions about their experiences and in response to stories and events. (CL – ELG) Sort artefacts ‘old’ and ‘new’ Know that information can be retrieved from books and computers. (L – ELG) 	<ul style="list-style-type: none"> Talk about things they did at the weekend, yesterday, this morning etc. Understand a visual timetable Orders and sequences familiar events (M – ELG).
Vocabulary		
old new first next		

Year One – Progression of History Skills and Knowledge

Before embarking on this progression of skills, children should be secure with all of the expectations of the Foundation Stage.

Range and Depth of Historical Knowledge	Chronological Understanding	Interpretation of History
<ul style="list-style-type: none"> Recognise the difference between past and present in their own and other peoples' lives. Know and recount stories about the past. 	<ul style="list-style-type: none"> Sequence events in their life. Sequence 3-4 artefacts from distinctly different time periods. Match objects to people of different ages. 	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories?
	Historical Enquiry <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts. 	Organisation and Communication <p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> → Discussion → Drawing pictures → Drama/role play → Making models → Writing → BeUsing ICT

Vocabulary

yesterday today tomorrow same different change

Year Two – Progression of History Skills and Knowledge		
Before embarking on this progression of skills, children should be secure with all of the expectations of Year 1		
Range and Depth of Historical Knowledge	Chronological Understanding	Interpretation of History
<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. 	<ul style="list-style-type: none"> Sequence artefacts closer together in time. Sequence photographs/objects from different periods. Describe memories of key events in their lives. 	<ul style="list-style-type: none"> Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/accounts/stories.
	Historical Enquiry	Organisation and Communication
	<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	Communicate their knowledge through: <ul style="list-style-type: none"> Using ICT Drama/role play Making models Writing
Vocabulary		
past present future important event era artefact time order		

Year Three – Progression of History Skills and Knowledge		
Before embarking on this progression of skills, children should be secure with all of the expectations of Key Stage 1 and Year 2		
Range and Depth of Historical Knowledge	Chronological Understanding	Interpretation of History
<ul style="list-style-type: none"> Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something. 	<ul style="list-style-type: none"> Place the time studied on a time line. Use dates and terms relating to the topic studied and the passing of time. Sequence several events or artefacts 	<ul style="list-style-type: none"> 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.
	Historical Enquiry <ul style="list-style-type: none"> Use a range of sources to find out about a period. Observe small details – artefacts, pictures etc. Select and record information relevant to the study. Begin to use the library and internet for research. 	Organisation and Communication <p>Communicate their knowledge through</p> <ul style="list-style-type: none"> Using ICT Drama/role play Making models Writing
Vocabulary		
chronological order significant power development compare contrast influence BC/AD Ancient civilisation		

Year Four – Progression of History Skills and Knowledge

Before embarking on this progression of skills, children should be secure with all of the expectations of Key Stage one, Year 2 and 3

Range and Depth of Historical Knowledge	Chronological Understanding	Interpretation of History
<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied. • Identify key features and events of time studied. • Look for links and effects in time studied. • Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> • Place events studied on a time line. • Use terms related to the topic and begin to date events • Understand more complex terms, e.g. AD and BC 	<ul style="list-style-type: none"> • Look at the evidence available. • Begin to evaluate the usefulness of different sources. • Use text books and historical knowledge
	Historical Enquiry <ul style="list-style-type: none"> • 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. 	Organisation and Communication <ul style="list-style-type: none"> • All areas of presentation from Y1 – Y3 plus: • Recall, select and organise historical information • Communicate their knowledge and understanding in an appropriate way.

Vocabulary

innovation legacy conquer consequence invasion monarchy social structure

Year Five – Progression of History Skills and Knowledge		
<i>Before embarking on this progression of skills, children should be secure with all of the expectations of Key Stage one, Year 3 and 4</i>		
Range and Depth of Historical Knowledge	Chronological Understanding	Interpretation of History
<ul style="list-style-type: none"> Study differences in social history (people, classes, genders) Examine causes and results of great events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period. 	<ul style="list-style-type: none"> Know and sequence key events of the period studied. Use relevant terms and labels. Make comparisons between different times in the past. 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events.
	Historical Enquiry <ul style="list-style-type: none"> 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. 	Organisation and Communication <i>All areas of presentation from Y1 – Y3 plus:</i> <ul style="list-style-type: none"> Select and organise information to produce structured work
Vocabulary		
rise and fall exploration hierarchy bias prejudice oppression empire rebellion retreat continuity		

Year Six – Progression of History Skills and Knowledge		
<i>Before embarking on this progression of skills, children should be secure with all of the expectations of Key Stage one, Year 3, 4 and 5</i>		
Range and Depth of Historical Knowledge	Chronological Understanding	Interpretation of History
<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same values 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 times studied 	<ul style="list-style-type: none"> Place current study on a timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a timeline 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider checking the accuracy of interpretations – fact, fiction or opinion Be aware that different evidence will lead to different conclusions Confident use the library and internet for research
	Historical Enquiry	Organisation and Communication
	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out aspects of one time in the past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in an account 	<p>All areas of presentation from Y1-Y5 plus: Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
Vocabulary		
<p><i>ideologies (religious, political, cultural) cultural context, birth-right, advocate democracy interpretation commemorate</i></p>		