

# Progression of skills and knowledge in history at Anns Grove Primary School



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Chronological Understanding</b></p> <p><b>NC Coverage KS1:</b> They should know where the people and events they study fit within a chronological framework.</p> <p><b>NC Coverage KS2:</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>Begin to make sense of their own life-story and their family's history.</p> <p>Begin to understand that the world around them has changed and will continue to change over time.</p>	<p>Recognise the difference between 'old' and 'new'.</p> <p>Know where some basic events, artefacts and key people from a topic fit on a timeline.</p> <p>Begin to use timelines to support the retelling of past events.</p>	<p>Recognise the difference between 'old' and 'new' and give reasons for their ideas.</p> <p>Know where some basic events, artefacts and key people from a topic fit on a timeline and begin to use dates.</p> <p>Begin to order dates from earliest to latest.</p> <p>Develop their use of timelines to support the retelling of past events with some use of dates.</p>	<p>Understand that a timeline can be divided into BCE (before the Common Era) and CE (the Common Era).</p> <p>Create timelines for a topic using dates accurately.</p> <p>Understand that timelines may focus on a specific place as well as era (e.g. a time line of Britain).</p>	<p>Understand that a timeline can be divided into BCE (before the Common Era) and CE (the Common Era) and begin to understand that timelines can be separated into centuries or eras.</p> <p>Create timelines for a topic using dates accurately with an understanding that the length of time between events varies.</p> <p>Begin to understand the scale of history (e.g. the Bronze Age lasted for ≈ 2000 years, but vast amounts of change took place in the 20<sup>th</sup> century).</p>	<p>Develop a clear understanding of the order of the topics and eras that they have studied.</p> <p>Annotate a timeline with historical terms and facts.</p> <p>Understand how some historical events or eras occurred concurrently in different locations (e.g. Indus Valley and Ancient Egypt).</p>	<p>Have a clear understanding of the order of the time periods that they have studied and the duration of time between them.</p> <p>Annotate a timeline with historical terms and facts, showing a sense of historical scale.</p> <p>Understand how some historical events or eras occurred concurrently in different locations (e.g. Indus Valley and Ancient Egypt) and appreciate that most eras did not end on a specific date.</p> <p>Comment on trends that happen over time.</p>
<p><b>Change and Development</b></p> <p><b>NC Coverage KS1:</b> They should identify similarities and differences between ways of life in different periods.</p> <p><b>NC Coverage KS2:</b> They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Talk about some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.</p>	<p>Identify differences between objects, people and lifestyles in the past.</p>	<p>Identify and describes differences between objects, people and lifestyles in the past.</p> <p>Discuss the speed of change - sometimes in slow increments, sometimes in leaps.</p>	<p>Explore differences between the lives of people living at the same time.</p> <p>Explore changes at a local, national and international level.</p>	<p>Explore differences between the lives of people living at the same time and give reasons for these differences.</p> <p>Explore changes at a local, national and international level and begin to explain the connections between them.</p>	<p>Develop an understanding of broader trends and themes over time.</p> <p>Describe changes within a historical period considering social, political, cultural and technological changes.</p>	<p>Describe broader trends and themes over time identifying similarities and differences.</p> <p>Describe changes within a historical period considering social, political, cultural and technological changes and begin to identify the connections between different types of change.</p>
<p><b>Cause and Effect</b></p> <p><b>NC Coverage KS1:</b> They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p><b>NC Coverage KS2:</b> They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Begin to understand and use basic why and how questions.</p>	<p>Begin to identify changes in the past.</p> <p>Understand that the actions of people in the past created change.</p>	<p>Identify changes in the past and begin to talk about their causes and effects.</p> <p>Understand that there are reasons why people in the past acted as they did.</p>	<p>Investigate and give reasons for events in the past.</p> <p>Describe the effects of events in the past within an era.</p>	<p>Question, investigate and give reasons for events in the past, making comparisons with similar events.</p> <p>Describe the effects of events in the past within an era and begin to consider later eras and the modern day.</p>	<p>Appreciate that there can be a number of causes for events in the past.</p> <p>Debate and discuss different opinions about historical causes and effects.</p>	<p>Understand that there can be a number of causes for events in the past and begin to draw conclusions about which are more or less significant.</p> <p>Debate and discuss different opinions about historical causes and effects, drawing their own reasoned conclusions.</p>

<p><b>Historical Significance</b></p> <p><b>NC Coverage KS1:</b> They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p><b>NC Coverage KS2:</b> They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Begin to understand that there are important events which happened in the past.</p>	<p>Begin to understand why events being studied are important.</p>	<p>Understand and describe why people and events being studied are important.</p> <p>Understand that some people and events are more historically significant than others.</p>	<p>Answer questions about how and why events and people from the past are significant.</p> <p>Begin to express opinions about the significance of people and events from the past.</p>	<p>Answer and ask questions about how and why events and people from the past are significant.</p> <p>Express opinions about the significance of people and events from the past and justify them with evidence.</p>	<p>Understand that there can be many versions of the same events in history.</p>	<p>Understand that there can be many versions of the same events in history and give reasons why these may exist.</p>
<p><b>Historical Enquiry</b></p> <p><b>NC Coverage KS1:</b> They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p><b>NC Coverage KS2:</b> They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Begin to understand and use basic why and how questions.</p> <p>Make comments about what I have learnt and ask questions to make sure I understand.</p>	<p>Answer some historical questions.</p>	<p>Ask and answer historical questions.</p>	<p>Construct relevant questions about history and begin to suggest how these might be answered.</p>	<p>Construct relevant questions about history, suggest how these might be answered and the sources of evidence that could be used to answer them.</p>	<p>Construct and answer relevant historical questions with reasoned arguments and evidence that provide a conclusion.</p>	<p>Construct and answer relevant historical questions with reasoned arguments and evidence that consider multiple perspective and provide a conclusion.</p> <p>Reflect on enquiries and identify ways in which they could be improved or extended.</p>
<p><b>Use sources as evidence</b></p> <p><b>NC Coverage KS1:</b> They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p><b>NC Coverage KS2:</b> They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Use pictures and photographs to extract some information about the past.</p>	<p>Use a broader range of sources (pictures, photos, artefacts, stories, field trips etc.) to extract information about the past.</p> <p>Begin to recognise different ways we can learn about the past.</p>	<p>Use a wide range of sources (written, visual or oral) to learn more about the past.</p> <p>Begin to understand and be aware of the difference between primary and secondary sources.</p>	<p>Use a wide range of sources (written, visual or oral) to learn more about the past and begin to decide which are more useful than others.</p> <p>Understand and explain the difference between primary and secondary sources.</p> <p>Consider the range of sources available when we study different historical periods (e.g. why do we know much more about some eras compared to other eras).</p>	<p>Draw together and analyse a wide range of sources (both primary and secondary) to form arguments about the past.</p> <p>Look at two versions of the same events identifying how they are similar/different.</p> <p>Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.</p>	<p>Draw together and analyse a wide range of sources (both primary and secondary) to form arguments about the past, sourcing these independently where appropriate.</p> <p>Question the accuracy of modern depictions of historical events.</p> <p>Challenge the accuracy, validity and usefulness of historical sources and decide which are more reliable than others to answer a specific question.</p>
<p><b>Presenting, Organising and Communicating</b></p> <p><b>NC Coverage KS1:</b> N/A</p> <p><b>NC Coverage KS2:</b> They should construct</p>	<p>Talk and draw about things from the past.</p>	<p>Talk, write and draw about things from the past.</p>	<p>Present, communicate and organise ideas about the past including simple written narratives or accounts.</p>	<p>Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives or accounts.</p>			

<p>informed responses that involve thoughtful selection and organisation of relevant historical information.</p>				
<p><b><u>Substantive Concepts and Historical Vocabulary</u></b></p> <p><b>NC Coverage KS1:</b> They should use a wide vocabulary of everyday historical terms.</p> <p><b>NC Coverage KS2:</b> They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Start to show understanding of the past, the present and the future with some basic understanding of timescales.</p> <p>Understand and use vocabulary such as yesterday, last week, at the weekend, this morning, last night etc.</p>	<p>Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society etc.</p> <p>Begin to use historical vocabulary e.g. old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, during, after etc.</p> <p><b>All topic-specific vocabulary and concepts will be detailed in MTPs.</b></p>	<p>Build on prior knowledge to start to gain and understanding of new concepts and deeper understanding of those studied before.</p> <p>Use historical vocabulary confidently e.g. year, decade, century, millennium, BCE, CE, ancient, modern, period, era, monarchy, empire, invade, conquer, settle etc.</p> <p><b>All topic-specific vocabulary and concepts will be detailed in MTPs.</b></p>	<p>Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts and start to recognise that some concepts, such as technology, will be different across different periods of history.</p> <p>Use challenging historical vocabulary e.g. cultural, social, economic, political, society, civilisation, power, propaganda etc.</p> <p><b>All topic-specific vocabulary and concepts will be detailed in MTPs.</b></p>