St George's C of E Primary School- Progression of Knowledge and Skills in History.

Strand	Reception- by the end of EYFS if meeting ELG:-	Year 1- by the end of Y1	Year 2- by the end of Y2
Chronology	• Understand chronology as a linear sequence (first, next, after that) • Sequence events or activities linked to own life or sequence events in a story • Know the concept of 'now' and 'the past' and can identify things in the past linked to own life or from stories/songs/nursery rhymes • Sort known objects, images or other sources of evidence into 'now' and 'the past'	• Know that history can be split into living memory and beyond living memory • Identify some *periods*, *events* and *people* studied and say if they are in living memory or beyond living memory • Place up to 3 to 4 events, objects, people or processes on a timeline for within living memory • With support use a simple (blank of dates) timeline to sequence 3 or 4 events, objects or processes from beyond living memory and into living memory. • Sequence some events studied in order.	• Identify if an artefact, event, person and/or periods studied are in living memory or beyond living memory. • Start to understand chronology and name the period they are being taught • Use a simple timeline to sequence more than 4 events, objects or processes from beyond living memory and into living memory. • Sequence events, objects or processes within living memory that are closer together in chronology and on a simple timeline (may make reference to dates) • Understand that dates can be used to describe time and events in time • Sequence key events of significant people or events studied in order on a timeline using given dates.
Historical Enquiry	• Ask simple questions linked to what we are learning about • With support handle sources of evidence and make simple observations on what they are	• Ask questions and with support answer some historical questions. What is this? What is it used for? Do we have something similar now? • Handle sources of evidence and make observations • Make simple comparisons of artefacts from within living memory and beyond	• Ask questions and answer simple historical questions with increasing confidence • Handle sources of evidence and make observations of what it tells us about that person/event/period How does this evidence compare to this evidence? • Make comparisons between different types of evidence • Be exposed to the terms primary and secondary sources
Historical Interpretation	• Know that some people have different views and ways they remember events • Recognise that people have different beliefs and celebrate special times in different ways.	• Start to understand some ways that historians find out about the past and represent it • Be exposed to the idea of different evidence presenting different interpretations and views of the past. *How do we know about this event/person? Is there different views on this event?*	• Start to understand historians find out about the past and represent it in different ways • Begin to understand about trust in terms of evidence and that not all representation of the past are the same Can we trust what we know about this person/event? Is there different views on this event? • Use parts of stories and other resources to show their understanding and interpretation of the past
Constructing the past- similarity and difference	• Notice some similarities and differences when comparing now and the past based on their own life experiences as well as learnt experiences • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past	• Talk about some similarities and differences between 'now' and 'the past' both within and beyond living memory. • Discuss ways of life in the past and how it is similar and different to their own. *How is this person/period and event similar and different to what we have learnt before or now?*	• Identify and talk about some similarities and differences between 'now' and 'the past' both within and beyond living memory • Discuss ways of life in the past and how it is similar and different to their own and other periods studied. How was life similar and different to (this period) studied last term/year?
Constructing the past- cause and consequence/effect Change and continuity significance	• Join in events at school to commemorate and remember significant events and people • Know that some things can change and some things can stay the same linked to their own life and learning • Know that some things have cause and a consequence (link to own actions or learning)	• Know that there are causes of events and with support say what they are • Be able to, with support, suggest at least one positive and negative consequence of an event • Be able to, with support, suggest at least one change that has happened as a result of an event • Be able to identify, with support, at least one way that something has stayed the same (continuity) and changed within living memory. *How has life change in our local area? How has it stayed the same?* • Be able to suggest at least one reason why a person or event is seen as historically significant	• Know that there are different causes and consequences of events and say what some of them are • Be able to suggest at least one positive and negative consequence of an event • Be able to identify ways that something has stayed the same (continuity) and changed within living memory and start to link beyond living memory based on the topic learnt • With support, start to understand what legacy means Why is this person/event significant? What is the legacy of…?

Strand	Year 3	Year 4	Year 5	Year 6
Chronology	• Start to identify that history is split into periods and identify main periods linked to learning • Start to understand where the period studied fits into a large chronological overview (concurrent and subsequent periods) in relation to what has and will be taught • Know history can be split into AD and BC and begin to know what they mean • Sequence events, objects or processes within a period/topic studied on a prepared timeline using dates • Start to understand that timelines show scale and duration and this can be different What period came before the Romans? What came after? What does AD and BC mean? Can you use the dates to order these events?	• Identify that history is split into periods and identify main periods linked to learning • Understand where the period studied fits into larger chronological overview in relation to what has been taught • Understand that timelines show scale and duration and that these can be different on different timelines. • Start to work out small durations linked to key events of periods studied Can you identify the scale on this timeline? Can you use dates to order these events? What scale would you use?	• Place the period studied into a larger chronological narrative in relation to what has been studied previously across school and where applicable what they will study in year 6. • Know where the period studied fits into a larger chronological overview in relation to what has and will be taught. • Compare and construct more complex timelines for the period studied and concurrent periods using given scales and durations and marking more complex dates • work out small durations linked to key events of periods studied	• Construct and compare their own overarching narrative timeline of periods of history studied across school and linked to British and world history using their own scale and durations • Justify their use of scale and duration on their timeline • Name concurrent, subsequent and preceding periods of history and discuss ways they may have interacted
Historical Enquiry	• Know what a primary and secondary source can be • Use sources of evidence to formulate questions and start to use sources of evidence to support answering historical questions • Start to understand some sources of evidence are more reliable than others Can you tell me if this is a primary source or secondary? What questions do you have about this artefact? What pieces of evidence tell us about…?	• Use evidence to answer questions about the past • Understand some sources of evidence are more reliable than others. Can you give me an example of a primary and secondary source of evidence? What questions do you have about this artefact? What do these pieces of evidence tell us about…?	• Use different sources of evidence to formulate historical valid questions • Use more than one source of evidence to answer questions about the past and make interpretations.	• Link their own sources of evidence using their own criteria but also:- primary, secondary, fact, opinion, bias, reliable and unreliable. Justify how they will use these sources to understand a period of history • Be aware that different evidence will lead to different conclusions and understand that when making interpretations. • Use different sources of evidence to formulate historical valid questions linked to one or more of the disciplinary concepts (cause and consequence, change and continuity, significance, similarity and difference) as well as challenging historical viewpoints with questioning.
Historical Interpretation	• Know how historians find out about the past and how it can be represented and recorded in different ways • Start to understand that some historians evidence of a person/event/period can be more reliable than another • Use given sources of evidence and learning to interpret what that period was like • Be exposed to the idea that interpretations of a period can change when new evidence is found. Which evidence do you think is most reliable? Why? What does it tell us about this period?	• Identify how historians have found out about the past and how they have represented and recorded in different ways. • Understand that some historians evidence of a person/event/period can be more reliable than another • Understand evidence of a period can change when new evidence is found. How has this historian recorded information What does this evidence tell us about this period?	• Use sources of evidence and learning to draw their own interpretations of a period/event/person • Examine evidence across history to look at how interpretations of history can change.	• Explain how sources of evidence are more reliable than others and identify fact, opinion and bias and how this can change interpretations of the past. • Use various sources of evidence and learning to draw their own interpretation of a period/event/person and say why • Examine evidence across history to look at how interpretations of history can change and say how and why they caused it to change

Knowledge and understanding of events, people and changes in the past	• Identify similarities and differences across different periods studied. • Identify different causes and consequences of events of periods studied • Identify the lasting legacy of certain periods of history have on society today • Be able to identify ways that something has stayed the same (continuity) and changed within the topic/ period studied and start to identify why things change or stay the same • Identify significant people and periods and start to understand why some of these are seen as significant Can you identify ways that the Romans and Ancient Egyptians might be similar or different? What are the causes of Roman invasion on Britain? What were the consequences?	• Draw out independently some similarities and difference with aspects of the period studied • With support, start to make links between different periods of the past. • Identify different causes and consequences of events and say why consequences can be different • Identify the lasting consequences of certain periods/events linking to the legacy that certain periods of history/events have on society today • Identify why things change or stay the same • Identify significant people and periods and star to understand why some of these are seen as significant linking some significant events and people across periods studied in year 3 and KS1.	• Be able to make connections between different periods of the past and identify similarities and differences between certain aspects of these periods • Discuss independently ways aspects of a period of history may be similar or different to present. • Start to evaluate how a period/event has impacted Britain using one or more area of historical focus (cultural, economical, military, political, religious and social history) • Identify the short and long term causes of an event/period of time and start to make justifications on which causes were the most important • To know how important the consequences a person or event was on a local, national and international scale and why it would be considered	• Make detailed connections between different periods of the past and identify similarities and differences between aspects of other periods studied along with the period studied at the time and now • Evaluate how a period/ event has impacted Britain or another history both in the short and long term using one or more areas of historical focus • Identify the short and long term causes of an event/period studied and understand how historians may interpret different causes as more important than others. • Identify and explain continuity and change across a larger chronological period that extends beyond periods studied • Evaluate the significant historical even/period and people from one or more periods of times and how they impacted life then and impact on life now drawing comparisons with other significant events/people/periods studied previously.