



# History Progression of Knowledge and Skills 2021



National Curriculum Objectives	History	
<b>EYFS:</b>	<b>RECEPTION</b>	
<p>To talk about past and present events in their own lives and in the lives of family members.</p> <p>To know about differences and similarities between themselves and others, and among families, communities and tradition.</p>	<p>To use words that relate to time (<i>e.g. yesterday, tomorrow, before, now</i>)</p> <p>To identify events that have happened. (the past)</p> <p>To identify events that are going to happen (the future)</p> <p>To observe that people in the past lived differently (<i>e.g. my mum didn't have an ipad when she was my age</i>)</p> <p>To compare how people lived in the past</p> <p>To order 2 or 3 key events from their lives</p>	
<p><b>EYFS 2021</b> <b>ELG – Past and Present</b></p> <p>To talk about the lives of the people around them and their roles in society.</p> <p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>To understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>To use words that relate to time (<i>e.g. yesterday, tomorrow, before, now</i>)</p> <p>To identify events that have happened. (the past)</p> <p>To identify events that are going to happen (the future)</p> <p>To observe that people in the past lived differently (<i>e.g. my mum didn't have an ipad when she was my age</i>)</p> <p>To compare how people lived in the past</p> <p>To order 2 or 3 key events from their lives</p> <p>To name and describe people familiar to them.</p>	
<b>KEY STAGE 1:</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<p><b>Historical Enquiry, Interpretation and Communication</b></p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>To be able to use a wide vocabulary of everyday historical terms.</p>	<p>To understand and explain the meaning of past, present and future</p> <p>To use appropriate vocabulary relating to time. <i>e.g. past, present, future</i></p> <p>To sort events into the past, present and future.</p> <p>To ask simple questions to find out about things that have happened.</p> <p>To identify things that are the same now as in the past.</p> <p>To begin to identify simple differences between the present and the past. <i>e.g. people used fire to keep warm, now we have radiators</i></p> <p>To begin to identify that they can use the Internet, information books, pictures, television programmes, other people, museums, games, monuments, festivals and buildings to find out about the past.</p> <p>To name ways of finding out about the past.</p> <p>To answer questions about things they have found out about the past.</p>	<p>To explain that things that have already happened are 'in the past'</p> <p>To explain that things that are happening now are 'in the present'</p> <p>To explain that things that may happen, but have not happened yet, as being 'in the future' <i>e.g. tomorrow is in the future, your next birthday etc.</i></p> <p>To identify that the best way to find out about events within living memory is to talk to people and that the older they are the more memories they will have.</p> <p>To identify that some things in the past have happened beyond living memory.</p> <p>To identify and discuss differences between the past and present</p> <p>To make comparisons between the past and the present <i>e.g. stories my grandparent may have read/stories I read</i></p>

Autumn Term skills

Spring Term

Summer Term

Continuous Provision

If learning skills overlap, put an asterisk in the colour of the next term.



## History Progression of Knowledge and Skills 2021



<p>To know and understand key features of events by asking and answering questions and using stories and sources. To be able to 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>Historical Perspective, Knowledge and Chronological Understanding</b></p> <p>To identify changes within living memory.</p> <p>To know about events beyond living memory that are significant nationally or globally. [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>To compare aspects of life in different periods.</p> <p>To know about significant historical events, people and places in their own locality.</p>	<p>To say how they know about the past. To recognise and identify a simple timeline To order 4 or 5 events in their lives on a simple timeline To put some of the different types of transport on a timeline To be aware that we can plot significant events and people on a class timeline.</p> <p>To identify significant events from their past. <i>e.g. learnt to walk, rode a bike, started school etc.</i> To order significant events in their lives. To use historical vocabulary to order events that have happened <i>e.g. first, next, secondly, then, after, later, lastly...</i></p> <p>To find out about what happened long ago, by listening to stories, playing games, using information books and ICT. To order two or three events that happened long ago. To talk about something that happened long ago, that was important for the U.K. or the world.</p> <p>To find out about important people who are alive today, <i>e.g. who the Queen is and what she does.</i> To use appropriate books and webpages to find out about important people who lived a long time ago and things they did that changed the U.K. or the world.</p> <p>To find out about important people and events using given information books and webpages. To name an important person or event that happened, near to where I live. To find out about important places near to where I live.</p>	<p>To identify that a living person, photographs or artefacts are a source of primary evidence. To identify that the internet, books, and stories are secondary sources <b>AND COULD COVER AGAIN IN SUMMER TERM</b> To begin to be able to choose the best method to find out about the past <i>e.g. an event in living memory – ask an older person, beyond living memory – use the internet, books, artefacts, pictures</i> To make a timeline about 6 -10 things that have happened to them. To begin to say where an event or person might be placed on a class timeline.</p> <p>To find out information by asking questions. To record things that have happened to people I know. To compare how things are in the present day and with how things were in the past. <i>e.g. toys we play with or clothes we wear.</i> To order things that have happened to people I know. <i>in living memory.</i></p> <p>To recount the information, they have found out about events that happened long ago, by listening to stories, playing games, using information books and ICT. To say why the events were important for the U.K. or the world.</p> <p>To find out about and compare two important people from different times. <i>e.g. Queen Elizabeth I and Queen Elizabeth II</i> To recount important things that famous people have done in the past and why those things were important. <i>e.g. Florence Nightingale improved nursing</i></p> <p>To use information books, To name and talk about an important person or event that happened, near to where I live. To say what happened and why it was important.</p>
<b>KEY STAGE 2:</b>	<b>YEAR 3</b>	<b>YEAR 4</b>



## History Progression of Knowledge and Skills 2021

<p>Pupils should be taught about:</p> <p>changes in Britain from the Stone Age to the Iron Age</p> <p>the Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>a local history study</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Year 5/6 a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900;</p>	<p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• To use evidence to ask questions and find answers to questions about the past.</li> <li>• To suggest suitable sources of evidence for historical enquiries.</li> <li>• To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul>	<p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• To describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• To suggest causes and consequences of some of the main events and changes in history.</li> </ul>
	<p><b>British History</b></p> <ul style="list-style-type: none"> <li>• To describe changes that have happened in the locality of the school throughout history. (Local study)</li> </ul>	<p><b>British History</b></p> <ul style="list-style-type: none"> <li>• To describe changes that have happened in the locality of the school throughout history. (Local study)</li> <li>• To give a broad overview of life in Britain from ancient until medieval times.</li> </ul>
	<p><b>World History</b></p> <ul style="list-style-type: none"> <li>• To describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<p><b>World history</b></p> <ul style="list-style-type: none"> <li>• To compare some of the times studied with those of other areas of interest around the world.</li> </ul>
	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>• To place events, artefacts and historical figures on a time line using dates.</li> <li>• To understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>• To place events, artefacts and historical figures on a time line using dates.</li> <li>• To understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul>
	<p><b>Historical communication</b></p> <ul style="list-style-type: none"> <li>• To use dates and terms to describe events.</li> <li>• To use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• change</li> </ul> </li> <li>• To use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<p><b>Historical communication</b></p> <ul style="list-style-type: none"> <li>• To use dates and terms to describe events.</li> <li>• To use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>• era</li> <li>• chronology.</li> </ul> </li> <li>• To use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>
	<b>YEAR 5</b>	<b>YEAR 6</b>
<p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• To use sources of evidence to deduce information about the past.</li> <li>• To select suitable sources of evidence, giving reasons for choices.</li> <li>• To use sources of information to form hypotheses about the past.</li> </ul>	<p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• To show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• To show how bias affects peoples' understanding of the past</li> </ul>	

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Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	<ul style="list-style-type: none"> <li>To seek out and analyse a wide range of evidence in order to justify claims about the past.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that no single source of evidence gives the full answer to questions about the past.</li> <li>To debunk popular myths and misconceptions about the past using sources of evidence</li> <li>To refine lines of enquiry as appropriate.</li> </ul>
	<b>British History</b> <ul style="list-style-type: none"> <li>To identify continuity and change in the history of the locality of the school. (Local study)</li> </ul>	<b>British History</b> <ul style="list-style-type: none"> <li>To identify continuity and change in the history of the locality of the school. (Local study) including changes in land use, demographic changes &amp; population studies.</li> <li>To give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> </ul>
	<b>World History</b> <ul style="list-style-type: none"> <li>To compare some of the times studied with those of the other areas of interest around the world.</li> <li>To describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>	<b>World History</b> <ul style="list-style-type: none"> <li>To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
	<b>Chronology</b> <ul style="list-style-type: none"> <li>To understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> </ul>	<b>Chronology</b> <ul style="list-style-type: none"> <li>To identify periods of rapid change in history and contrast them with times of relatively little change.</li> </ul>
	<b>Historical Communication</b> <ul style="list-style-type: none"> <li>To use dates and terms accurately in describing events.</li> <li>To use appropriate historical vocabulary to communicate, including:             <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>century</li> <li>decade</li> <li>tradition</li> </ul> </li> </ul>	<b>Historical Communication</b> <ul style="list-style-type: none"> <li>To use appropriate historical vocabulary to communicate, including:             <ul style="list-style-type: none"> <li>chronology</li> <li>continuity</li> <li>legacy.</li> <li>Bias &amp; propaganda</li> </ul> </li> </ul> <b>Civilisation</b> <ul style="list-style-type: none"> <li>To use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>To use original ways to present information and ideas.</li> </ul>