

History – Knowledge Progression Document

EYFS	Year 1	Year 2
<p><u>Chronological Knowledge & Understanding</u> Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members.</p> <p><u>Historical Terms</u> Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</p> <p><u>Historical enquiry - Using evidence / communicating ideas</u> Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain</p> <p><u>Historical Concepts</u> Continuity and change (in & between periods) <i>Look closely at similarities, differences, patterns and change</i> <i>Develop understanding of growth, decay and changes over time</i></p>	<p><u>Chronological Knowledge & Understanding</u> Appreciate that events happened before they were born Begin to use some common words and phrases relating to the passing of time Understanding chronology e.g. ordering three items/events chronologically</p> <p><u>Historical Terms</u> Begin to use common words relating to the past</p> <p><u>Historical enquiry - Using evidence / Communicating ideas</u> Begin to ask and answer questions Begin to find out about the past Choose and use parts of stories to show understanding (of concepts)</p> <p><u>Interpretations of History</u> Identify different ways in which the past is represented through stories.</p> <p><u>Historical Concepts</u> Continuity and change (in & between periods) <i>Begin to Identify similarities / differences between ways of life at different times.</i> Cause and consequence – <i>Begin to recognise why people did things, why events</i></p>	<p><u>Chronological Knowledge & Understanding</u> Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods</p> <p><u>Historical Terms</u> Use a wide vocabulary of everyday historical terms</p> <p><u>Historical enquiry - Using evidence / Communicating ideas</u> Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts)</p> <p><u>Interpretations of History</u> Identify different ways in which the past is represented <u>Historical Concepts</u> Continuity and change (in & between periods) <i>Identify similarities / differences between ways of life at different times</i> Cause and consequence – <i>Recognise why people did things, why events happened and what happened as a result</i> Similarity / Difference (within a period/situation (diversity)) – <i>Make simple observations about different types of people, events, beliefs within a society</i> Significance (events/ people)</p>

<p>Cause and consequence – <i>Question why things happen and give explanations</i></p> <p>Similarity / Difference (within a period/situation (diversity)) <i>Know about similarities and differences between themselves and others, and among families, communities and traditions</i></p> <p>Significance (events/ people) - <i>Recognise and describe special times or events for family or friends</i></p>	<p><i>happened and what happened as a result</i></p> <p>Similarity / Difference (within a period/situation (diversity)) – <i>Begin to make simple observations about different types of people, events, beliefs within a society</i></p> <p>Significance (events/ people) <i>Begin to talk about who was important e.g. in a simple historical account</i></p>	<p><i>Talk about who was important e.g. in a simple historical account</i></p>
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Year 3	Year 4	Year 5	Year 6
<p><u>Chronological Knowledge & Understanding</u> Begin to develop a chronological understanding of history Explore clear narratives within and across periods studied Make connections over time</p> <p><u>Historical Terms</u> Develop the appropriate use of historical terms & vocabulary relating to the passage of time (using descriptive vocabulary/terms such as: before, after, ancient, old, new, decade, century, millennium & modern)</p> <p><u>Historical enquiry - Using evidence / Communicating ideas</u> Begin to address and explore historically valid questions Begin to explore a range of sources. Construct informed responses by using relevant historical information</p>	<p><u>Chronological Knowledge & Understanding</u> Develop a chronological understanding of history Examine clear narratives within and across periods studied Make connections over time and begin to understand that there are contrasts and trends over time.</p> <p><u>Historical Terms</u> Continue to develop the appropriate use of historical terms & vocabulary relating to the passage of time (continuing to use descriptive vocabulary/terms – see Y3) and beginning to use technical vocabulary (e.g. AD & BC)</p> <p><u>Historical enquiry - Using evidence / Communicating ideas</u> Address and begin to devise historically valid questions Explore and discuss a range of sources (and how they inform our understanding of the past). Construct informed responses by examining relevant historical information</p>	<p><u>Chronological Knowledge & Understanding</u> Develop a chronologically secure knowledge of history Identify clear narratives within and across periods studied Explore and identify connections, contrasts and trends over time</p> <p><u>Historical Terms</u> Continue to develop the appropriate use of historical terms & vocabulary relating to the passage of time (using technical vocabulary/terms (e.g. BCE, CE & 19th century for 1945) and beginning to use conceptual terms</p> <p><u>Historical enquiry - Using evidence / Communicating ideas</u> Regularly address and sometimes devise historically questions Begin to understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting relevant historical information</p>	<p><u>Chronological Knowledge & Understanding</u> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time</p> <p><u>Historical Terms</u> Further develop the appropriate use of historical terms & vocabulary relating to the passage of time (using conceptual vocabulary/terms such as: change, continuity, sequence, duration, period & chronology)</p> <p><u>Historical enquiry - Using evidence / Communicating ideas</u> Regularly address and devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant</p>

<p><u>Interpretations of History</u> Begin to understand that different versions of the past may exist.</p> <p><u>Historical Concepts</u> Continuity and change (in & between periods) <i>Begin to describe main events, situations and changes within different</i> Cause and consequence – <i>Begin to identify reasons for & results of historical events.</i> Similarity / Difference (within a period/situation (diversity)) – <i>Know that there is social, cultural, religious and ethnic diversity in Britain & the wider world</i></p> <p>Significance (events/ people) – <i>Identify historically significant people and events in situations</i></p>	<p><u>Interpretations of History</u> Understand that different versions of the past may exist.</p> <p><u>Historical Concepts</u> Continuity and change (in & between periods) <i>Describe main events, situations and changes within different</i> Cause and consequence – <i>Identify reasons for & results of historical events.</i> Similarity / Difference (within a period/situation (diversity)) – <i>Explore social, cultural, religious and ethnic diversity in Britain & the wider world</i></p> <p>Significance (events/ people) – <i>Identify historically significant people and events in situations and begin to understand their importance.</i></p>	<p><u>Interpretations of History</u> Understand that different versions of the past may exist, giving some reasons for this</p> <p><u>Historical Concepts</u> Continuity and change (in & between periods) <i>Begin to describe / make links between main events, situations and changes within and across different</i> Cause and consequence – <i>Identify and give reasons for & results of, historical events, situations & changes</i> Similarity / Difference (within a period/situation (diversity)) – <i>Identify social, cultural, religious and ethnic diversity in Britain & the wider world</i></p> <p>Significance (events/ people) – <i>Identify historically significant people and events in situations and understand the significance of these within history.</i></p>	<p>historical information</p> <p><u>Interpretations of History</u> Further understand that different versions of the past may exist, giving some reasons for this</p> <p><u>Historical Concepts</u> Continuity and change (in & between periods) <i>Describe / make links between main events, situations and changes within and across different periods/societies</i> Cause and consequence – <i>Further Identify and give reasons for & results of, historical events, situations & changes</i> Similarity / Difference (within a period/situation (diversity)) – <i>Describe social, cultural, religious and ethnic diversity in Britain & the wider world</i></p> <p>Significance (events/ people) – <i>Identify historically significant people and events in situations and understand the significance of these within history, in terms of (being remembered, revealing, remarked upon, resonant & resulting in change).</i></p>
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