

History – Knowledge Progression Document

Chronological Knowledge and Understanding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use everyday language related to time Order and sequence familiar events.</p> <p>Describe main story settings, events and principal characters.</p> <p>Talk about past and present events in their own lives and in lives of family members.</p>	<p>Appreciate that events happened before they were born.</p> <p>Begin to use some common words and phrases relating to the passing of time.</p> <p>Understanding chronology e.g., ordering three items / events chronologically.</p>	<p>Develop an awareness of the past.</p> <p>Use common words and phrases relating to the passing of time.</p> <p>Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods.</p>	<p>Begin to develop a chronological understanding of history.</p> <p>Explore clear narratives within and across periods studied.</p> <p>Make connections over time.</p>	<p>Develop a chronological understanding of history.</p> <p>Examine clear narratives within and across periods studied.</p> <p>Make connections over time and begin to understand that there are contrasts and trends over time.</p>	<p>Develop a chronologically secure knowledge of history Identify clear narratives within and across periods studied.</p> <p>Explore and identify connections, contrasts and trends over time.</p>	<p>Continue to develop chronologically secure knowledge of history.</p> <p>Establish clear narratives within and across periods studied.</p> <p>Note connections, contrasts and trends over time.</p>

Historical Terms						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</p>	<p>Begin to use common words relating to the past</p>	<p>Use a wide vocabulary of everyday historical terms</p>	<p>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>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>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>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>



Historical Enquiry – Using Evidence / Communicating Ideas

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Be curious about people and show interest in stories.</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Explain own knowledge and understanding and asks appropriate questions.</p> <p>Know that information can be retrieved from books and computers.</p> <p>Record, using marks they can interpret and explain.</p>	<p>Begin to ask and answer questions Begin to find out about the past.</p> <p>Choose and use parts of stories to show understanding (of concepts).</p>	<p>Understand some ways we find out about the past.</p> <p>Choose and use parts of stories and other sources to show understanding (of concepts).</p>	<p>Begin to address and explore historically valid questions.</p> <p>Begin to explore a range of sources.</p> <p>Construct informed responses by using relevant historical information.</p>	<p>Address and begin to devise historically valid questions.</p> <p>Explore and discuss a range of sources (and how they inform our understanding of the past).</p> <p>Construct informed responses by examining relevant historical information.</p>	<p>Regularly address and sometimes devise historically questions.</p> <p>Begin to understand how knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses by selecting relevant historical information.</p>	<p>Regularly address and devise historically valid questions.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses by selecting and organising relevant historical information.</p>

Interpretations of History

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Identify different ways in which the past is represented through stories.</p>	<p>Identify different ways in which the past is represented.</p>	<p>Begin to understand that different versions of the past may exist.</p>	<p>Understand that different versions of the past may exist.</p>	<p>Understand that different versions of the past may exist, giving some reasons for this.</p>	<p>Further understand that different versions of the past may exist, giving some reasons for this.</p>



Historical Concepts

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Continuity and change (in & between periods) - Look closely at similarities, differences, patterns and change.</p> <p>Develop understanding of growth, decay and changes over time.</p> <p>Cause and consequence – Question why things happen and give explanations.</p> <p>Similarity / Difference (within a period/situation (diversity)) - Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Significance (events/ people) - Recognise and describe special times or events for family or friends.</p>	<p>Continuity and change (in & between periods) - Begin to Identify similarities / differences between ways of life at different times.</p> <p>Cause and consequence – Begin to recognise why people did things, why events happened and what happened as a result.</p> <p>Similarity / Difference (within a period/situation (diversity)) – Begin to make simple observations about different types of people, events, beliefs within a society.</p> <p>Significance (events/ people) - Begin to talk about who was important e.g. in a simple historical account.</p>	<p>Continuity and change (in & between periods) - Identify similarities / differences between ways of life at different times.</p> <p>Cause and consequence – Recognise why people did things, why events happened and what happened as a result.</p> <p>Similarity / Difference (within a period/situation (diversity)) – Make simple observations about different types of people, events, beliefs within a society.</p> <p>Significance (events/ people) - Talk about who was important e.g. in a simple historical account</p>	<p>Continuity and change (in & between periods) - Begin to describe main events, situations and changes within different.</p> <p>Cause and consequence – Begin to identify reasons for & results of historical events.</p> <p>Similarity / Difference (within a period/situation (diversity)) – Know that there is social, cultural, religious and ethnic diversity in Britain & the wider world.</p> <p>Significance (events/ people) – Identify historically significant people and events in situations.</p>	<p>Continuity and change (in & between periods) - Describe main events, situations and changes within different periods / societies.</p> <p>Cause and consequence – Identify reasons for & results of historical events.</p> <p>Similarity / Difference (within a period/situation (diversity)) – Explore social, cultural, religious and ethnic diversity in Britain & the wider world.</p> <p>Significance (events/ people) – Identify historically significant people and events in situations and begin to understand their importance.</p>	<p>Continuity and change (in & between periods) - Begin to describe / make links between main events, situations and changes within and across different periods/societies.</p> <p>Cause and consequence – Identify and give reasons for & results of, historical events, situations & changes.</p> <p>Similarity / Difference (within a period/situation (diversity)) – Identify social, cultural, religious and ethnic diversity in Britain & the wider world.</p> <p>Significance (events/ people) – Identify historically significant people and events in situations and understand the significance of these within history.</p>	<p>Continuity and change (in & between periods) - Describe / make links between main events, situations and changes within and across different periods/societies.</p> <p>Cause and consequence – Further Identify and give reasons for & results of, historical events, situations & changes.</p> <p>Similarity / Difference (within a period/situation (diversity)) – Describe social, cultural, religious and ethnic diversity in Britain & the wider world.</p> <p>Significance (events/ people) – 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).</p>