



Progression of Knowledge and Skills for History

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<u>Area of Learning</u>	EYFS By the end of EYFS pupils will have had the opportunity to:	Year 1 By the end of Year 1 pupils will have had the opportunity to:	Year 2 By the end of Year 2 pupils will have had the opportunity to:	Year 3 By the end of Year 3 pupils will have had the opportunity to:	Year 4 By the end of Year 4 pupils will have had the opportunity to:	Year 5 By the end of Year 5 pupils will have had the opportunity to:	Year 6 By the end of Year 6 pupils will have had the opportunity to:
Knowledge and understanding of events, people and changes in the past	See Bunny School Curriculum Overview for the prerequisite skills for History taught within the Early Years.	Recall some facts about people/events before living memory. Say why people may have acted the way they did.	Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.	Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, ways of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past.	Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studies. Describe how some of the things I have studied from the past affect/influence life today.	Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how historical events studied affect/influence life today. Make links between some of the features of past societies, (e.g. religion,	Select reliable sources of information to find out about the past and explain why these provide strong evidence. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied affect/influence life today. Make links between some of the features of past societies,

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						houses, society, technology)	(e.g. religion, houses, society, technology)
Historical enquiry	See Bunny School Curriculum Overview for the prerequisite skills for History taught within the Early Years.	Identify different ways in which the past is represented. Explore events, look at pictures and ask questions, i.e “Which things are old and which are new?” or “What were people doing?” Look at objects from the past and ask questions, i.e, “What were they used for?” and try to answer	Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions and begin to build a “bigger picture” of a time period.	Use documents, printed sources (e.g, archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Choose the most important source material for a task.	Use documents, printed sources (e.g, archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past, going beyond simple observations.	Describe how different types of evidence tell us different things (e.g. a portrait and a description). Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Understand why arguments and interpretations occur. Investigate own lines of enquiry by posing questions to answer.	Acknowledge how different points of view are expressed and explain why these are important in understanding and interpreting history. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.
Chronological understanding	See Bunny School Curriculum Overview for the prerequisite skills for History taught	Understand the difference between the things that happened in the past and the	Understand and use the words past and present when telling others about an event.	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Begin to	Order significant events and dates on a timeline. Describe the main changes in a period of history.	Independently order significant events, movements and dates on a timeline.	Identify and compare changes within and across different periods.

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	within the Early Years.	present. Describe things that happened to themselves and other people in the past. Begin to order a set of events, artefacts or objects from significantly different periods. Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents / carers were young	Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened, using scale the teacher has given me. Order a set of events or objects. Use a timeline to place important events, such as important festivals or celebrations.	understand that the past can be divided into periods of time. Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied.	Remember key historical events and dates from a period studied.	Describe the main changes in a period of history. Remember key facts from a period studied.	Understand how some historical events occurred concurrently in different locations. (Ancient Egypt and Prehistoric Britain).
Historical interpretation	See Bunny School Curriculum Overview for the prerequisite skills for History taught within the Early Years.	Look at books, videos, photographs, pictures and artefacts to find out about the past.	Look at and use books, videos, photographs, pictures, stories, eye witness accounts, artefacts, historic buildings, museums, galleries, historical	Explore the idea that there are different accounts of history.	Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a	Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.	Know that people in the past have a point of view and that this can affect interpretation. Give reasons why there may be different accounts of history,

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			sites and the internet to find out about the past.		way that persuades others.	Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.	linking this to factual understanding of the past. Evaluate evidence to choose the most reliable forms.
Organisation and communication	See Bunny School Curriculum Overview for the prerequisite skills for History taught within the Early Years.	Sort events or objects into groups (i.e. then and now). Tell stories about the past. Talk, write and draw about things from the past. Retell a story or significant event from their own past.	Describe objects, people or events in history. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.	Use labelled diagrams, recounts, stories, diaries and pictures to illustrate historical events and famous people.	Choose the best way to record historical information, understanding reasons for their choice.	Select, organise and record relevant information from a range of sources to produce well structured narratives, descriptions and explanations.	Select, organize, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose. Plan and present a self directed project or research about the studied period.
Local history	See Bunny School Curriculum Overview for the prerequisite skills for History taught within the Early Years.	Describe in simple terms the importance of a local place or landmark (e.g. Bunny Church).	Describe how people, places and events in their locality have changed over time. (e.g. Bunny School)	Describe how national changes affected their locality. (e.g. industrialisation of the knitting industry, farming enclosure).	Describe how international events (e.g. war, Viking settlement) affected the locality.	Use a range of local history resources to explain how an event (e.g. Black Death, World War II), affected a local village or town.	Suggest and research information sources to present an in-depth study of a local place. E.g. the Parkyns at Bunny Hall.

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Key Vocabulary	Old New First Next	Yesterday Today Tomorrow Same Different Change Now, then Before, after Long ago	monarch, parliament, government, war, remembrance, Past Present Future Important Event Era Artefacts Time Order Decade Century Year	Chronological Significant Power Development Compare Contrast Influence BC and AD Ancient Civilisation	Ruled, reigned, empire, invasion, conquer, kingdoms, Innovation Legacy Conquer Consequence Invasion Monarchy Social Structure	Rise and Fall Exploration Hierarchy Bias Prejudice Oppression Empire Rebellion Retreat Continuity	Abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. Ideologies (Political, Religious and cultural) Cultural Context Birthright Advocate Democracy Interpretation Commemorate
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