

Progression of Conceptual Knowledge:

History: Chronology

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study

Year group	Knowledge Progression	Success Criteria	Vocabulary	Resources
EYFS	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Have an awareness of passing of time Can sequence school day/ days of the week Can sequence photos of people of different ages Can use time vocabulary (see vocab) 	Here now then Day week year month Last week last year long ago ...years ago yesterday today remember	Sorting hoops

KS1	<ul style="list-style-type: none"> 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 	Year 1	<ul style="list-style-type: none"> Sequence photos from different periods in their life Describe memories of key events in their lives Sequence events in their life Match objects to people of different ages Sequence artefacts closer together in time Sort artefacts 'then' and 'now' 	Days, weeks, months, years, Then, now, present day, modern day, in the past, Before, after Chronology, calendar, timeline, long ago	timeline
		Year 2	<ul style="list-style-type: none"> Match objects to people of different time periods Sequence 3 or 4 artefacts from distinctly different periods of time Sort artefacts 'then' and 'now' 		
LKS2	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time 	Year 3	<ul style="list-style-type: none"> Place events from the period studied on a timeline Know the periods of time before and after the one being studied Use dates and terms related to the study unit and the passing of time 	Years, decades, century, period, date BC, AD, BCE, CE, prehistory During, duration,	timeline
		Year 4	<ul style="list-style-type: none"> Understand more complex terms e.g. BC AD / BCE CE Sequence several events or artefacts Use terms related to the period and begin to date events Place events from the period studied on a timeline Know the periods of time before and after the one being studied 		

UKS2	<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time 	Year 5	<ul style="list-style-type: none"> • Use relevant terms and periods labels • Use relevant dates and terms • Place current study on timeline in relation to other studies • Sequence up to 10 events on a timeline • Make comparisons between different times in the past 	Era, epochs, reigns, millenia	timeline
		Year 6	<ul style="list-style-type: none"> • Sequence up to 10 events on a timeline • Make comparisons between different times in the past • Use relevant terms and periods labels • Relate current studies to previous studies • Use relevant dates and terms 		

History: Historical Enquiry

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

	Knowledge progression	Success criteria	Vocabulary	Resources
EYFS	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Can listen to stories about the past Can use books and computers (with support) to find images of the past Can handle artefacts and ask questions about them Can record their findings using marks they can interpret and explain Can listen to different versions of the same story Can look at different illustrations of the same person Can discuss different versions of an event at school 	<p>Story, picture, photo, painting, book, information</p> <p>How, why, old, new,</p>	Information books, internet, photo, artefacts, stories, paintings, pictures
KS1	<ul style="list-style-type: none"> Ask and answer questions (relating to concepts in Historical Interpretation) Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts in Historical Interpretation) Identify different ways in which the past is represented 	<ul style="list-style-type: none"> Can use as wide a range of sources as possible: photos, stories, reference books, artefacts, first hand accounts etc Can handle sources, ask questions, make observations and sketch them Can ask and answer questions relating to: why, what, who, how, where 	<p>Artefact, evidence, source, fact, fiction, opinion, first hand account</p> <p>Why, when, where, who, how, what,</p> <p>Archaeologist, memory, opinion</p>	Information books, internet, photo, artefacts, stories, paintings, pictures, diaries, poems(written by people from the time)
		<p>Year 1</p> <ul style="list-style-type: none"> Can use stories to encourage children to distinguish between fact and fiction Can compare pictures or photographs of people or events in the past 		

		<ul style="list-style-type: none"> • Can check information in reference books • Can compare 2 versions of a past event • Can discuss reliability of photos/accounts/stories 		
LKS2	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions (relating to the concepts of Historical Investigation) • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information 	<ul style="list-style-type: none"> • Use a range of sources to find out about a period: photos, stories, reference books, artefacts, first hand accounts, census etc • Distinguish between different sources • Observe small details in artefacts, pictures • Begin to use reference books and ICT for research • Ask a variety of questions relating to a source • Begin to distinguish between primary and secondary sources 	first hand account, reference books, bias, relevance, interpretation, primary source, secondary source	Information books, internet, photo, artefacts, stories, paintings, pictures, diaries, poems(written by people from the time), first hand accounts
		<ul style="list-style-type: none"> • compare different versions of the same story • Select and record information relevant to the study 		
		<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Choose relevant material to present a picture of one aspect of life in past times • Begin to evaluate the usefulness of different sources 		

UKS2	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions (relating to the concepts of Historical Investigation) Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of life in time studied Select relevant sections of information Confident use of reference books and ICT to research Use a range of sources to find out about an aspect of past times. Ask a variety of questions relating to a source 	Census, Primary source, secondary source, conclusion, viewpoint, hypotheses,	Information books, internet, photo, artefacts, stories, paintings, pictures, diaries, poems(written by people from the time), first hand accounts, census,
	Year 5	<ul style="list-style-type: none"> Offer some reasons for different versions of events Compare accounts of events from different sources 		
	Year 6	<ul style="list-style-type: none"> Link sources and work out how conclusions are arrived at Be aware that different evidence will lead to different conclusions 		

History: Historical interpretation

Continuity and change, cause and consequence, similarity and difference, significance

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends,

	Knowledge progression	Success criteria	Vocabulary	Resources
EYES	<ul style="list-style-type: none"> • To know how people and objects grow, change and decay over time • Ask and answer questions about why things happened • Know about similarities and differences between themselves and others, and among families, communities and traditions • Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> • Can say how they have changed – baby to now • Can ask and answer questions relating to 'why' things have happened • Can suggest similarities and differences between 'now and then' • Can say what happened in a special event they have been to 	then, now, change, stayed the same Same, similar, different, because, so, why important, special	<ul style="list-style-type: none"> •

KS1	<ul style="list-style-type: none"> • Identify similarities / differences between periods • Identify similarities / differences between ways of life at different times • Recognise why people did things, why events happened and what happened as a result • Make simple observations about different types of people, events, beliefs within a society • Know about significant individuals in history 	<ul style="list-style-type: none"> • Can discuss the similarities and differences between sources • Describe how their own life is different from past generations of their own family. • Can say how own life and interests now are the same or different to their babyhood (e.g. clothes, toys, food, size, abilities) • Can describe changes in life (clothes, toys, food, homes etc) between their life and the life of someone in the past • Can describe, in simple terms, why a significant individual acted the way they did. • Can begin to understand cause and effect by looking at a significant individual's actions and what happened as a result. • Can say why a person is important in history 	<p>continue similarity, difference caused, result</p> <p>society, belief, king, queen, discovery, gods, goddesses, war, local, government, parliament</p>	
LKS2	<ul style="list-style-type: none"> • Understand that different versions of the past may exist, giving some reasons for this • Describe / make links between main events, situations and changes within and across different periods/societies • Identify and give reasons for, results of, historical events, situations, changes • Describe social, cultural, religious and ethnic diversity in Britain & the wider world 	<p style="text-align: center;">Year 3</p> <ul style="list-style-type: none"> • Identify key features and events • Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war). • Find out about everyday lives of people in times studied and compare with our life today • Compare two periods of history, identifying similarities and differences between them. • Identify reasons for and results of people's actions • Explain the impact of a significant historical figure or event on life in Britain. 	<p>Continuity, significance, ancient, civilisation, faith, democracy, diversity, empire, global, invasion, monarchy, peasant, rebellion, settler, court</p>	

	<ul style="list-style-type: none"> Identify historically significant people and events in situations 	<p style="text-align: center;">Year 4</p> <ul style="list-style-type: none"> Find out about everyday lives of people in times studied and compare with our life today Compare two periods of history, identifying similarities and differences between them. Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war). Offer a reasonable explanation for some events Explain that an event can have more than one cause Express an opinion on whether a person or event had a positive or negative impact on life in Britain. 		
--	---	--	--	--

UKS2	<ul style="list-style-type: none"> • Understand that different versions of the past may exist, giving some reasons for this • Describe / make links between main events, situations and changes within and across different periods/societies • Identify and give reasons for, results of, historical events, situations, changes • Describe social, cultural, religious and ethnic diversity in Britain & the wider world • Identify historically significant people and events in situations 	Year 5	<ul style="list-style-type: none"> • Can give another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Can compare life in early and late times of a period studied • Can compare an aspect of life with the same aspect in another period • Can describe the similarities and differences between the lives of different people in the same period e.g. differences between men and women • Can examine causes and results of great events and the impact on people • Can explain why people acted as they did (e.g. why Henry VIII married many times in order to produce an heir to the throne. • Consider / explain the significance of events, people and developments in their context and in the present 	<p>Agriculture, aristocracy, causation, colony, conquest, crusade, emigrant, migrant, immigrant, migration, heresy, missionary, monastery, nomad, pope, republic, revolt,</p>	
------	---	--------	---	---	--

Year 6

- Can make links between events from periods studied to changes or developments in contemporary society
- Can describe the negative or positive impact of a period of history on contemporary society
- Can examine causes and results of great events and the impact on people
- Consider / explain the significance of events, people and developments in their context and in the present Can describe the similarities and differences between beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings.
- Can make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective.

