



Kneesall C of E Primary School

History - Progression of Skills and Knowledge

Key Area	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Chronological understanding	<p>Know that things happened before they were born.</p> <p>Understand that they have changed since being a baby.</p> <p>Know that familiar events occur in a particular order.</p> <p>Know that there are some similarities and differences between things in the past and now.</p> <p>I know and understand past and present events in my own and family members' lives.</p>	<p>Know that a simple timeline is used to show when events happened and when people were alive.</p> <p>Sequence events or objects in their life on a simple timeline.</p> <p>Know that events and people may have occurred beyond living memory or within living memory of adults.</p> <p>Know that a specific time has key characteristics and understand what it would have been like to live then including the Victorian era.</p> <p>Sequence events and objects in chronological order and give reasons for their order.</p> <p>Understand that periods in time have similarities and differences to the present time and make connections with the past.</p> <p>Use words and phrases linked to the passing of time.</p>	<p>Use a timeline to place periods studied in order, including Stone Age, and ancient civilizations of Ancient Egypt, Ancient Greece and Roman empire.</p> <p>Describe similarities and differences between time periods by comparing and contrasting.</p> <p>Place significant events and developments of a period on a timeline.</p> <p>Know that change can be shown by the similarities and differences between specific periods in time.</p> <p>Can observe trends and describe how things have changed over time, including the development of the railways.</p>	<p>Know that chronological positions of periods studied sometimes overlap or occur concurrently.</p> <p>Use a timeline to place periods studied in order, including the Mayans, Anglo-Saxons and Scots, Vikings and key events in WWII and the Civil War in local history study.</p> <p>Compare and contrast the characteristics of periods in history, leading to an understanding of how the wider world has changed over time.</p> <p>Know that the chronology of significant events in history subsequently shaped different societies.</p> <p>Know that there are patterns that follow throughout History.</p> <p>Note connections between different periods of history.</p>
Historical knowledge	<p>Know that people around them have different roles in society and talk about their lives.</p> <p>Names the members of their family.</p> <p>Know some key events in their own families' history.</p>	<p>Know that there are differences between the past and the present in their own and others' lives.</p> <p>Know that there are some significant local and national events and individuals beyond living memory. (Neil Armstrong, Florence Nightingale, Mary Seacole, Edith Cavill)</p> <p>Know about changes that have happened within living memory – know that some</p>	<p>Make comparisons with now with a period in the past.</p> <p>Compare different periods in time and understand why people acted the way they did.</p> <p>Understand the changes in Britain from the Stone Age to the Iron Age.</p>	<p>Understand that their point of view may change as they learn new information.</p> <p>Know that significant events in World War II and the Civil War that happened in the local area.</p> <p>Know that the Anglo Saxons and Scots settled in Britain.</p> <p>Know that the Vikings and Anglo Saxons fought over the Kingdom of England until 1066.</p>

		<p>toys have changed and some have stayed the same since the past.</p> <p>Know about significant historical events, people and places in their own locality – know that Nottingham castle has changed over time.</p> <p>Know that they can use evidence to recognise why people did things, why events happened and what happened as a result.</p>	<p>Know that the Ancient Egyptians were one of the earliest civilisations and what their achievements were.</p> <p>Know how and why the Greeks influenced the Western world.</p> <p>Know that the Roman empire had a significant impact on Britain and discuss the impact that we still see today.</p> <p>Can develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across these time periods.</p> <p>Can undertake a contrasting case study of two groups of people.</p>	<p>Compare and contrast the non-European Mayan society to British History.</p> <p>Speculate and hypothesise about the past and formulate their own theories about reasons for change.</p> <p>Can develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across these time periods.</p>
Historical interpretation	Know there are different ways to find out about the past.	<p>Know that not everyone remembers the same information about things that happened in the past.</p> <p>Recognise some reasons why people acted differently in the past.</p> <p>Know that different sources provide different information about the past.</p>	<p>Recognise and acknowledge that there are different interpretations of historical accounts.</p> <p>Know that sources of evidence can be linked.</p> <p>Know why sources are limited for the Stone Age (prehistory)</p> <p>Review different accounts of history and know what fact or opinion is.</p> <p>Know the difference between primary and secondary sources.</p> <p>Know that sources can be useful in varied ways, including acknowledging bias.</p> <p>Know that different versions of the same event can vary and why.</p> <p>Know that primary and secondary sources are available and vary in reliability.</p>	<p>Know that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Know that a piece of evidence may be biased, misinformation or opinion and know the reasons why.</p> <p>Know that there are reasons why there are different accounts of history.</p> <p>Know that evidence is evaluated to determine which is the most reliable source.</p> <p>Know why the amount of written resources varies depending on individual time periods.</p>

History

<p>Historical enquiry</p>	<p>Learn about the past and the present through their own experiences and through storytelling.</p> <p>Know how to comment on images of familiar situations in the past.</p>	<p>Know that artefacts and other sources such as photos can be matched to people of different ages.</p> <p>Use a range of sources to ask and answer questions about the past.</p> <p>Sources can include artefacts, photos, pictures, older people, Internet and books.</p> <p>Identify some artefacts associated with certain people or events.</p> <p>Know what an eyewitness account is.</p>	<p>Use a range of sources to find out about the past. Sources can include artefacts, photos, pictures, older people, Internet, books, historical sites and buildings, galleries and museums.</p> <p>Know how to ask basic questions and find answers about the past.</p> <p>Know that primary and secondary sources vary in reliability.</p> <p>Evaluate which sources are more helpful than others when learning about the past.</p> <p>Can ask and answer complex questions about the past.</p> <p>Can select information from a wide range of different sources to find out about the past.</p>	<p>Question the reliability of different sources and evidence.</p> <p>Know that there is often not a single answer to historic questions and give reasons why there may be different accounts.</p> <p>Know that some sources of evidence are more useful than others and evaluate its usefulness and accuracy in order to form their own opinions.</p> <p>Ask and answer complex questions about the past.</p> <p>Select information from different sources to find out about the past.</p> <p>Understand how our knowledge from the past is constructed through a range of sources.</p>
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