



## History Knowledge and Skills Progression Map

<b>EYFS: Understanding the World</b>	Past and Present	Children at the expected level of development will: <ul style="list-style-type: none"> <li>-Talk about the lives of the people around them and their roles in society;</li> <li>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>-Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
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**History programme of study: National Curriculum Aims: Key Stage One and Key Stage Two**

- The National Curriculum for History aims to ensure that all children:**
- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
  - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
  - gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
  - 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, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
  - 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
  - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### Chronological Knowledge and Understanding

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills		I can order information on a timeline.	I can sequence details about an event beyond living memory in chronological order.	I can sequence dates and information from several historical periods on a timeline.	I can sequence significant dates about events within a historical time period on historical timelines.	I can sequence and make connections between periods of world history on a timeline.	I can order an increasing number of significant events, movements and dates on a timeline using dates accurately.
Knowledge	<p>I know that things have happened in the past, relating to myself and within my living memory.</p> <p>I know that some things have happened before I was born – relating to family such as parents and grandparents.</p>	I know that sequencing words, such as, first, next, finally, then and after that, can be used to order information chronologically.	<p>I know that a timeline is a display of events, people or objects in chronological order.</p> <p>I know that a timeline can show different time periods, from a few years to millions of years.</p>	<p>I know that dates and events can be sequenced on a timeline using AD or BC.</p> <p>I know that AD dates become larger the closer they get to the present day.</p> <p>I know that BC dates become larger the further away they get from the present day.</p> <p>I know the year 0 AD marks the birth of Christ in the Gregorian calendar.</p>	I know that the key changes and events of historical periods can be placed on a timeline, such as, the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.	I know that different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.	I know historical events which occurred concurrently in different locations. E.g. Ancient Greece, Ancient Egypt and the Mayans overlap, and evidence this on a timeline.

## Historical Concepts

### Continuity and Change – in and between periods

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills		I can describe changes within living memory (approximately 100 years).	I can describe how an aspect of life has changed over time.	I can summarise how an aspect of British history has changed over time.	I can answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.	I can frame historically valid questions about continuity and change.	I can frame historically valid questions about continuity and change and construct informed responses.
Knowledge	I know that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/ classrooms etc.	I know that changes within living memory have happened over the last 100 years and include technology, exploration, workplaces, houses and jobs, leisure, family and social structures.	I know that life has changed over time due to changes in technology, inventions, society, and use of materials, land use and new ideas about how things should be done.	I know that aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.	I know that changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology and social and economic circumstances.	I know that continuity is the concept that aspects of life such as, rule and government, everyday life, settlements and beliefs, stay the same over time. I know that change is the concept that these aspects either progress or become bigger, better or more important, or decline and become smaller, worse or less important.	I know how to identify and describe change and continuity across different periods and societies, using evidence to support my answer.

## Historical Concepts

### Aspects of Everyday Life – Cultural, Ethnic and Religious Diversity

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	I can describe my own 'life story' and my family's history.	I can describe an aspect of everyday life within living memory.	I can describe the everyday lives of people in a period within or beyond living memory.	I can describe the everyday lives of people from past historical periods. I can describe everyday life in a Roman town, including jobs, houses and schooling.	I can describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	I can explain how everyday life changed for people after a major change such as invasion or change of religion.	I can give reasons why some events, people or developments are seen as more significant than others.
Knowledge		I know that aspects of everyday life include houses, jobs, objects, transport and entertainment.	I know that aspects of life from the past, such as houses, jobs, shops, objects, transport and entertainment may be similar to or different from those used and enjoyed by people today.	I know that Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. I know aspects of everyday life in a Roman town.	I know the influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.	I know societies are changed by an invasion in many ways.	I know societies are changed by an invasion in many ways, including the adoption of religion, culture and language, the structure and uses of settlement, opportunities for trade and the destruction of previous belief systems and ways of life.

## Historical Concepts

### Similarities and Differences – within a period/situation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills		I can identify similarities between ways of life within living memory.	I can describe what it was like to live in a different period.	I can explain the similarities and differences between two periods of history.	I can compare and contrast two civilisations.	I can compare and contrast an aspect of history across two or more periods studied.	I can compare and contrast an aspect of history across two or more periods studied.
Knowledge	I know that things from the past might be different from today – technology, cars, houses etc.	I know that identifying similarities and differences helps us to make comparisons between life now and in the past.	I know that a historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.	I know that throughout history, common areas of concern include the need for food, survival, shelter and warmth, the accumulation of power and wealth and the development of technology.	I know the characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. I know that the form these characteristics take can be similar or contrasting across different civilisations.	I know aspects of history that can be compared and contrasted include rulers, monarchs, everyday life, homes and work, technology and innovation.	I know how to show understanding of similarities and differences of different social, cultural and ethnic diversity in Britain and the wider world.

## Historical Concepts

### Hierarchy and Power

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	I can describe characters from stories including figures from the past.	I can describe the role of a monarch.	I can describe the hierarchy of a past society.	I can describe the roles of tribal communities and explain how this influenced everyday life.	I can describe the hierarchy and different roles in ancient civilisations.	I can describe the significance and impact of the changing power of monarchs.	I can describe the significance and impact of the changing power of monarchs. I can give my own reasons why changes might have occurred backed up by evidence.
Knowledge		I know that a monarch is a king or queen who rules a country.	I know that hierarchy is a way of organising people according to how important they were or are. I know that most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.	I know that tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. I know that communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.	I know that hierarchy structures in ancient civilisations include (from most to least powerful) a ruler, officials, nobles or priests, merchants, workers and peasants and slaves.	I know the hierarchy and power structure of Britain during the period studied.	I know the hierarchy and power structure of Britain during the period studied.

## Historical Concepts

### Significance of Events and People

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills		I can describe a significant historical event in British history.	I can describe and explain the importance of an individual's achievements.	I can describe how a significant event or person in British history changed or influenced how people live today.	I can explain the cause, consequence and impact of invasion and settlement in Britain.	I can conduct an in-depth study of an aspect of British history beyond 1066.	I can examine causes and results of great events and the impact these had.
Knowledge	I know that some events and people from history are important because they have achieved something or had an effect.	I know that significant historical events include those that cause great change for large numbers of people.	I know that important individual achievements include great discoveries and actions that have helped many people.	I know that significant events or people in the past have caused great change over time. I know that significant events and/or people have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.	I know that the Anglo-Saxons and the Scots invaded Britain and they wanted to capture land and goods when the Romans had left. I know that the Anglo-Saxons wanted to find farmland after flooding in Scandinavia. I know the Anglo-Saxons settled in kingdoms, first across the south-east of England and then across the whole country and became the Kingdoms of Kent, Sussex, Wessex, Middlesex and East Anglia.	I know that key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.	I know that key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.



## Historical Concepts

### Cause and Consequence

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills		I can describe why people did things, why events happened and what happened as a result.	I can describe why people did things, why events happened and what happened as a result.	I can describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. I can describe the achievements and influence of the ancient Greeks on the wider world.	I can describe the significance and impact of power struggles on Britain. I can create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, and hierarchy).	I can study a feature of a past civilisation or society.	I can study a feature of a past civilisation or society and give reasons why changes may have occurred backed up by evidence.
Knowledge	I know that certain choices have a consequence to me – building a castle/wearing armour will make you safer etc.	I know that changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.	I know that life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.	I know that the lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. I know that these developments made it easier for people to farm, create permanent settlements and protect their land.	I know that the Viking invasion and Anglo-Saxon defence of England led to many conflicts. I know that in AD878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the East of England. I know that over time, the Anglo-	I know that the characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.	I know that the characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.

				<p>I know that the achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of Mathematics, science and philosophy and art, architecture and theatre.</p>	<p>Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. I know that the characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p>		
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## Interpretations of History – use of sources and artefacts

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills		I can use a range of historical artefacts to find out about the past.	I can examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.	I can make deductions and draw conclusions about the reliability of a historical source or material.	I can explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.	I can identify bias in historical source materials.	I can check the accuracy of the past, taking into account bias (using the terms subjective and objective).
Knowledge	I know that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event.	I know that historical artefacts are objects that were made and used in the past. I know the shape and material of the object can give clues about when and how it was made.	I know that artefacts are objects and things made by people rather than natural objects. I know artefacts provide evidence about the past. Examples include coins, buildings, written texts or ruins.	I know that interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. I know that some historical sources are more reliable than others. For example, written accounts may be biased, depending on the viewpoint of the writer.	I know that historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.	I know that bias is when an author's viewpoint is so strong that the information they produce is unbalanced or prejudiced. I know that biased sources can contain positive or negative information. I know that biased sources may also miss out key facts that do not fit with the author's opinion or include incorrect information.	I know that some evidence from the past is propaganda, opinion or misinformation and this affects interpretations of history.

### Historical Enquiry

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	I can start to ask simple questions about people or events from within living memory.	I can explore events looking at pictures and objects from the past and ask questions i.e. Which things are old and which are new and what were they used for?	I can use a wide range of information to ask and answer questions about the past.	I can use a range of sources, documents, printed sources, internet, pictures, photographs, music and artefacts to devise my own questions to find out about the past.	I can construct informed responses about one aspect of life or a key event in the past.	I can select relevant sections of information to address historically valid questions and begin to construct detailed informed responses.	I can investigate my own lines of enquiry by posing historically valid questions to answer.
Knowledge		I know that the past is represented in different ways.	I know that the past is represented in different ways.	I know that a range of sources can be used to represent the past.	I know that different types of evidence build up a picture of a past event.	I know that primary and secondary sources build up a picture of a past event.	I know that knowledge gathered from several sources form a fluent account.

### Organisation and Communication

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills		I can create stories, pictures, independent writing and role play about historical events, people and periods.	I can present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	I can make choices about the best ways to present historical accounts and information.	I can present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	I can explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	I can think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
Knowledge		I know that stories, pictures and role-play are used to help people learn about the past, understand key events and empathise with historical figures.	I know that historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without putting it into chronological order.	I know that historical information can be presented as a narrative, a non-chronological report, a fact file, a timeline, a description, a reconstruction or a presentation.	I know that relevant historical information can be presented as written texts, tables, diagrams, captions and lists.	I know that sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	I know how to analyse a range of source materials to promote evidence about the past.
Communication	Use simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	Use the historical terms year, decade and century.	Use historical terms to describe different periods of time. Ask well composed historical questions about aspects of everyday life in ancient periods.	Use more complex historical terms to explain and present historical information.	Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Use abstract terms to express historical ideas and information.

History programme of study: Knowledge and Understanding of Local History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	I can describe events that have happened during my time in school.	I can describe important events in the school's history.	I can describe, in simple terms, the importance of local events, people and places.	I can describe and explain the importance of a local settlement in the community.	I can describe and explain the impact of a past society on a local settlement or community.	I can investigate evidence of invasion and settlement in the locality.	I can analyse a range of historical information to explain how a national or international event has impacted the locality.
Knowledge		I know that important events in the school's history include the opening of the school, the arrival of new teachers, special visitors and significant changes to the building.	I know that commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community.	I know that a past event or society can impact a local settlement.	I know that a past event or society can impact a local settlement in several ways, including the layout and use of the land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.	I know that evidence of invasion and settlement can include buildings, earthworks and other forms of archaeological evidence; place names and family names; primary and secondary sources of information, including documents and artefacts, stories, myths and legends.	I know that national and international events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.

Historical Terms

	EYFS	End of KS1	End of LKS2	End of UKS2
To investigate and interpret the past	History Past Present Change	<p><b>Year 1-</b> Past Present Fact Question History/Historical/ Historian Museum Observe Archaeology</p> <p><b>Year 2 -</b> Opinion Evidence Discovery History/Historian/Historical Artefacts/source</p>	<p><b>Year 3-</b> Accurate Agree/differ Findings Point of view Suggests Trustworthiness</p> <p><b>Year 4-</b> Bias Cause Consequence Enquiry Findings Historical account Interpretation Primary source/secondary source Reliability Society</p>	<p><b>Year 5 -</b> Analyse Perspective Suitability</p> <p><b>Year 6-</b> Change and continuity Hypotheses Interpretation Justification Propaganda Social standing Utility Provenance</p>
To build an overview of world history	Explorer	<p><b>Year 1 -</b> Event Historical Locality Local</p> <p><b>Year 2 -</b> Global Impact Invention</p>	<p><b>Year 3-</b> Beliefs Conquest Invasion Peasantry Settler Prehistoric Nomad</p> <p><b>Year 4-</b></p>	<p><b>Year 5-</b> Execution Rebellion Republic Revolt Traitor Treason</p> <p><b>Year 6-</b> Crusades</p>

		Significant/significance	Emperor Court Cultural Diversity Emigrant/immigrant Ethnic Heir Hierarchy Medieval Pope Slave Status Empire	Dogma/doctrine Heresy Monastery Colony Monarchy Emigrant Immigrant
To understand chronology	Yesterday A long time ago/long ago Calendar Here/then/now Last week/last year Older/newer	<b>Year 1 -</b> Recent/modern Timeline Reign King/queen/monarch  <b>Year 2 -</b> Century Decade Civilisation Parliament War/peace	<b>Year 3-</b> Centuries Change Chronology Dates Time period  <b>Year 4-</b> AD/BC Civilisation/Ancient civilisation Democracy Development Era Millennia	<b>Year 5-</b> Continuity Contrast Religious  <b>Year 6-</b> Anachronism Causation Cultural Epoch Political Social Technological