



FARNSFIELD ST MICHAEL'S C OF E PRIMARY SCHOOL

History Knowledge and Skills Progression Document

| Key Area | EYFS | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
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| Chronological understanding | <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>Sequence events or objects in their life on a simple timeline.</p> <p>Know that a specific time has key characteristics and understand what it would have been like to live then.</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.</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.</p> | <p>Know that chronological positions of periods studied sometimes overlap or occur concurrently.</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>Make a timeline of events and developments.</p> <p>Note connections between different periods of history.</p> |
| Knowledge and understanding | <p>Know that people around them have different roles in society and talk about their lives.</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, Helen</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 that their point of view may change as they learn new information.</p> <p>Know that significant events in World War II happened in the local area.</p> <p>Know how and why the Greeks influenced the Western world.</p> |

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| | | <p>Sharman, Katherine Johnson? Great Fire of London)</p> <p>Know about changes that have happened within living memory.</p> <p>Know about significant historical events, people and places in their own locality.</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>Understand the changes in Britain from the Stone Age to the Iron Age.</p> <p>Know that the Ancient Egyptians were one of the earliest civilisations and what their achievements were.</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>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>Know that the Victorians made major changes in Britain. (local area).</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> |
| <p>Historical enquiry</p> | <p>Learn about the past and the present through their own experiences and through storytelling.</p> | <p>Know that artefacts/sources 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>Evaluate which sources are more helpful than others when learning about the past.</p> <p>Know that there is a difference between fact and opinion.</p> <p>Know that primary and secondary sources are available and vary in reliability.</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 (e.g. the Greek legacy- democracy etc).</p> |

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| | | | | <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> |
| Organise, evaluate and communicate information | Talk about the past. | Show knowledge and understanding in different ways: drawing writing, talking and role play. | <p>With support, present findings about the past in a variety of ways (ICT) including dates and subject specific words.</p> <p>Organise relevant historical information to construct informed responses.</p> | <p>Present findings about the past in a variety of ways (ICT) including dates and subject specific words.</p> <p>Present detailed findings using historical skills and to be aware of the audience.</p> <p>Organise relevant historical information to construct informed responses.</p> |
| Historical Vocabulary | Before, after, a long time ago, before I was born | Compare, explain, old, new, now, then, yesterday, today, tomorrow, history before, after, past, present, timeline, chronology, explain, empathy | <p>BC, AD, fact opinion, cause, consequence, significance, empathy, primary, secondary, source, evidence</p> <p>Stone age. Iron age Cave, artefact, Stonehenge, pottery, round house, Skare Brae, Settlement, hunter gatherer</p> <p>Egyptians Dynasty, Egyptologist, Giza, hieroglyphics, mummies, pharaohs, Rosetta stone, Tutankhamen, sarcophagus, pyramid</p> <p>Romans Century (army) citizen, Emperor, gladiator, mosaic, toga</p> <p>Anglo Saxon/Viking, Scots earls, oath, succession, long ship, conquest, invader, plunder, raid, shield wall</p> | <p>Bias and propaganda, analyse, evaluate, empathy, BC, AD, fact opinion, cause, consequence, significance, primary, secondary, source, evidence</p> <p>Greeks Ancient civilisation, decade, century, assembly, Athens, city-state, democracy, Homer, Olympics, Sparta</p> <p>Mayans, Cacao, Chichen Itza Glyph, Haab', Pyramid, Yucatan Peninsula</p> <p>Victorians Industrial revolution, workhouse, Queen Victoria, Prince Albert</p> |