



Nether Kellet Primary School – Knowledge and Skills Progression

History

Thinking Historically

Key learning bold and underlined

	EYFS	Yr 1/2	Yr 3/4	Yr 5/6
To investigate and interpret the past	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. Comment on images and objects of familiar situations in the past. Answer questions such as 'What is different? What is the same?' Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> <u>Observe or handle evidence and artefacts to ask questions (what was it like for people? When was this?) and find answers to questions about the past.</u> Use pictures, stories, online sources and databases to find out about the past and identify old and new things across a period of time. Sort objects/ artefacts into new and old and then and now. Explain that there are different types of evidence and sources that can be used to help represent the past. Start to understand and compare different versions of the same event from the past. 	<ul style="list-style-type: none"> <u>Use evidence to ask questions and find answers to questions about the past.</u> <u>Suggest and use suitable primary and secondary sources of evidence for historical enquiries.</u> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Look at two versions of the same event in history and identify differences. Investigate different accounts of historical events and explain why they may differ. Understand some of the ways in which historians investigate the past. 	<ul style="list-style-type: none"> <u>Use a wide range of sources of evidence to deduce information about the past.</u> <u>Select suitable sources of evidence, giving reasons for choices.</u> Investigate own lines of enquiry by posing historically valid questions to answer. Recognise when they are using primary and secondary sources of information to investigate the past. Use a range of evidence to offer some clear reasons for different interpretations of events. Consider different ways of checking the accuracy of interpretations of the past.

Be inspired.....have belief and grow



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		<ul style="list-style-type: none"> Use evidence to explain the key features of events. 		<ul style="list-style-type: none"> Understand the difference between primary and secondary evidence and start to question its reliability. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Continue to develop their understanding of how historians and others investigate the past.
To understand chronology	<ul style="list-style-type: none"> Remembers and talks about significant events in their own experiences like family customs and routines. Order items and photographs. Recite the days of the week. 	<ul style="list-style-type: none"> <u>Place events and artefacts in order on a time line.</u> Recount changes that have occurred in their own lives. Use dates where appropriate. Sequence pictures from different periods. 	<ul style="list-style-type: none"> <u>Place several events, artefacts and historical figures on a time line using dates.</u> Understand the concept of change over time, representing this, along with evidence, on a time line. 	<ul style="list-style-type: none"> <u>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</u> <u>Use dates and terms accurately in describing events.</u>



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	<ul style="list-style-type: none"> • Talk about seasons and how it changes the environment. • Talk about things that happened at specific points in their life. 	<ul style="list-style-type: none"> • Describe memories and changes that have happened in their own lives. • Order dates from earliest to latest on simple timelines. 	<ul style="list-style-type: none"> • <u>Use dates and terms to describe events.</u> • Understand that a timeline can be divided into BC and AD. 	<ul style="list-style-type: none"> • Order an increasing number of significant events on a timeline using dates accurately. • Understand how some historical events/ periods occurred concurrently in different locations.
To build an overview of world history	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Comment in images of familiar situations in the past. 	<ul style="list-style-type: none"> • <u>Describe and understand the importance of historical events and significant people from the past.</u> • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • <u>Describe the characteristic features of the past, including the everyday lives of men, women and children.</u> • Explain how people and events in the past have influenced today. • Identify historically significant people and events, giving detail about what they did or what happened. • Compare some of the times studied with those of other areas of interest around the world. 	<ul style="list-style-type: none"> • <u>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</u> • Identify a range of historically significant people and events from different periods and explain why they were significant. • Identify historically significant people and events from a period of history, explaining what they did/ what happened and what impact it had.



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			<ul style="list-style-type: none"> Describe the cultural or religious diversity of past society. 	<ul style="list-style-type: none"> Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Understand and describe the main changes to an aspect of a period in history. Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. Identify and note connections, contrasts and trends over time in everyday lives of people.
To identify similarities and differences	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on 	<ul style="list-style-type: none"> <u>Recognise some similarities and differences between the</u> 	<ul style="list-style-type: none"> <u>Identify and give some examples of how life was similar in the past.</u> 	<ul style="list-style-type: none"> <u>Explain and give varied examples of how life was</u>



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	<p>their experiences and what has been read in class;</p> <ul style="list-style-type: none"> • Comment on images and objects of familiar situations in the past. • Answer questions such as 'What is different? What is the same?' 	<p><u>past and the present, including ways of life.</u></p> <ul style="list-style-type: none"> • Understand that some things change and some things stay nearly the same. • Understand that life was different for people during the same period of time, such as rich and poor. 	<ul style="list-style-type: none"> • <u>Identify key things that stayed the same and changed between periods, giving reasons and explaining such changes.</u> • Start to explain the impact of some changes that have happened throughout different periods of time. • Identify how life was different for different people in the same and different periods of times, such as different rights and different religious beliefs. 	<p><u>similar and different in the past.</u></p> <ul style="list-style-type: none"> • <u>Explain and give examples to show that things may have been different from place to place at the same time.</u> • Start to give reasons for these similarities and differences. • Start to recognise that some concepts, such as technology, will be different across different periods of history.
To understand cause and consequence	<ul style="list-style-type: none"> • Answer questions such as 'What is different? What is the same?' • Comment on images and objects of familiar situations in the past. • Remembers and talks about significant events in their own 	<ul style="list-style-type: none"> • <u>Understand that a cause makes something happen and that a consequence occurs as a result.</u> 	<ul style="list-style-type: none"> • <u>Understand that a cause is something directly linked to an event and that historical events create changes that consequences.</u> • Explain a series of directly related events that happened 	<ul style="list-style-type: none"> • <u>Understand that the consequences of one historical event can sometimes become the causes of another.</u> • Identify why some changes between different periods of time have had more



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	<p>experiences like family customs and routines.</p>		<p>in the lead up to a historical event.</p> <ul style="list-style-type: none"> • Be aware that consequences can last for a long time after an event is over. • Start to understand that there are times in history when change happens suddenly. 	<p>significant consequences than others.</p> <ul style="list-style-type: none"> • Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. • Explain why some periods in history may have had more changes and some may have had more continuity. • Examine in more detail the short and long term causes of an event. • Understand that one event can have multiple consequences that impact on many countries and civilisations. • Address and devise historical questions about cause and consequence.
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<p>To communicate historically</p>	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Use story language such as 'Once Upon a Time' and 'Long, Long Ago.' • Talk about when they were little/younger. • Understand that we have a Royal family past and present. 	<ul style="list-style-type: none"> • <u>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</u> • Show an understanding of the concept of nation and a nation's history. • Be introduced to concepts such as civilisation, monarchy, parliament, democracy, voyage, and war and peace. • Use historical vocabulary to talk about things from the past and retell simple stories. 	<ul style="list-style-type: none"> • <u>Use appropriate historical vocabulary to communicate, including:</u> <ul style="list-style-type: none"> • <u>dates</u> • <u>time period</u> • <u>era</u> • <u>change</u> • <u>chronology</u> • Develop an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. • Present, communicate and organise ideas about the past. 	<ul style="list-style-type: none"> • <u>Use appropriate historical vocabulary to communicate, including:</u> <ul style="list-style-type: none"> • <u>dates</u> • <u>time period</u> • <u>era</u> • <u>chronology</u> • <u>change</u> • <u>century</u> • <u>decade</u> • <u>legacy</u> • Use concepts such as civilisation, monarchy, parliament, democracy, and war and peace. • Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections contrasts and trends over time. • Present, communicate and organise ideas about the past
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