



## Nether Kellet Primary School – Knowledge and Skills Progression

# History

Key learning bold and underlined

For EYFS, please see EYFS curriculum map.

	Yr 1/2	Yr 3/4	Yr 5/6
To investigate and interpret the past	<ul style="list-style-type: none"> <li>• <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></li> <li>• Use pictures, stories, online sources and databases to find out about the past and identify old and new things across a period of time.</li> <li>• Sort objects/ artefacts into new and old and then and now.</li> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>• Start to understand and compare different versions of the same event from the past.</li> <li>• Use evidence to explain the key features of events.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Use evidence to ask questions and find answers to questions about the past.</u></li> <li>• <u>Suggest and use suitable primary and secondary sources of evidence for historical enquiries.</u></li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Look at two versions of the same event in history and identify differences.</li> <li>• Investigate different accounts of historical events and explain why they may differ.</li> <li>• Understand some of the ways in which historians investigate the past.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Use a wide range of sources of evidence to deduce information about the past.</u></li> <li>• <u>Select suitable sources of evidence, giving reasons for choices.</u></li> <li>• Investigate own lines of enquiry by posing historically valid questions to answer.</li> <li>• Recognise when they are using primary and secondary sources of information to investigate the past.</li> <li>• Use a range of evidence to offer some clear reasons for different interpretations of events.</li> <li>• Consider different ways of checking the accuracy of interpretations of the past.</li> <li>• Understand the difference between primary and secondary evidence and start to question its reliability.</li> </ul>



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			<ul style="list-style-type: none"> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Continue to develop their understanding of how historians and others investigate the past.</li> </ul>
To understand chronology	<ul style="list-style-type: none"> <li>• <u>Place events and artefacts in order on a time line.</u></li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> <li>• Sequence pictures from different periods.</li> <li>• Describe memories and changes that have happened in their own lives.</li> <li>• Order dates from earliest to latest on simple timelines.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Place several events, artefacts and historical figures on a time line using dates.</u></li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• <u>Use dates and terms to describe events.</u></li> <li>• Understand that a timeline can be divided into BC and AD.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</u></li> <li>• <u>Use dates and terms accurately in describing events.</u></li> <li>• Order an increasing number of significant events on a timeline using dates accurately.</li> <li>• Understand how some historical events/ periods occurred concurrently in different locations.</li> </ul>



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<p>To build an overview of world history</p>	<ul style="list-style-type: none"> <li>• <u>Describe and understand the importance of historical events and significant people from the past.</u></li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Describe the characteristic features of the past, including the everyday lives of men, women and children.</u></li> <li>• Explain how people and events in the past have influenced today.</li> <li>• Identify historically significant people and events, giving detail about what they did or what happened.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the cultural or religious diversity of past society.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</u></li> <li>• Identify a range of historically significant people and events from different periods and explain why they were significant.</li> <li>• Identify historically significant people and events from a period of history, explaining what they did/ what happened and what impact it had.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Understand and describe the main changes to an aspect of a period in history.</li> <li>• Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.</li> </ul>
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			<ul style="list-style-type: none"> <li>Identify and note connections, contrasts and trends over time in everyday lives of people.</li> </ul>
To identify similarities and differences	<ul style="list-style-type: none"> <li><u>Recognise some similarities and differences between the past and the present, including ways of life.</u></li> <li>Understand that some things change and some things stay nearly the same.</li> <li>Understand that life was different for people during the same period of time, such as rich and poor.</li> </ul>	<ul style="list-style-type: none"> <li><u>Identify and give some examples of how life was similar in the past.</u></li> <li><u>Identify key things that stayed the same and changed between periods, giving reasons and explaining such changes.</u></li> <li>Start to explain the impact of some changes that have happened throughout different periods of time.</li> <li>Identify how life was different for different people in the same and different periods of times, such as different rights and different religious beliefs.</li> </ul>	<ul style="list-style-type: none"> <li><u>Explain and give varied examples of how life was similar and different in the past.</u></li> <li><u>Explain and give examples to show that things may have been different from place to place at the same time.</u></li> <li>Start to give reasons for these similarities and differences.</li> <li>Start to recognise that some concepts, such as technology, will be different across different periods of history.</li> </ul>
To understand cause and consequence	<ul style="list-style-type: none"> <li><u>Understand that a cause makes something happen and that a consequence occurs as a result.</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Understand that a cause is something directly linked to an event and that historical events create changes that consequences.</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Understand that the consequences of one historical event can sometimes become the causes of another.</u></li> </ul>



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		<ul style="list-style-type: none"> <li>• Explain a series of directly related events that happened in the lead up to a historical event.</li> <li>• Be aware that consequences can last for a long time after an event is over.</li> <li>• Start to understand that there are times in history when change happens suddenly.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify why some changes between different periods of time have had more significant consequences than others.</li> <li>• 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.</li> <li>• Explain why some periods in history may have had more changes and some may have had more continuity.</li> <li>• Examine in more detail the short and long term causes of an event.</li> <li>• Understand that one event can have multiple consequences that impact on many countries and civilisations.</li> <li>• Address and devise historical questions about cause and consequence.</li> </ul>
To communicate historically	<ul style="list-style-type: none"> <li>• <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></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Use appropriate historical vocabulary to communicate, including:</u> <ul style="list-style-type: none"> <li>• <u>dates</u></li> <li>• <u>time period</u></li> <li>• <u>era</u></li> <li>• <u>change</u></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Use appropriate historical vocabulary to communicate, including:</u> <ul style="list-style-type: none"> <li>• <u>dates</u></li> <li>• <u>time period</u></li> <li>• <u>era</u></li> <li>• <u>chronology</u></li> </ul> </li> </ul>



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	<ul style="list-style-type: none"> <li>• Show an understanding of the concept of nation and a nation’s history.</li> <li>• Be introduced to concepts such as civilisation, monarchy, parliament, democracy, voyage, and war and peace.</li> <li>• Use historical vocabulary to talk about things from the past and retell simple stories.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>chronology</u></li> <li>• Develop an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> <li>• Present, communicate and organise ideas about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>change</u></li> <li>• <u>century</u></li> <li>• <u>decade</u></li> <li>• <u>legacy</u></li> <li>• Use concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> <li>• Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections contrasts and trends over time.</li> <li>• Present, communicate and organise ideas about the past through discussions, debates and written narratives.</li> </ul>
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