



Orchard Primary School - Progression of Knowledge & Skills in History



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected Standard							
Chronological understanding	<ul style="list-style-type: none"> Know some things that happened to them in the past. Talk about past and present events in their own lives and in lives of family members Use every day language related to time e.g. old, new, young, days, today, yesterday, tomorrow Order and sequence familiar events. 	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts/pictures from distinctly different periods of time Use simple words and phrases to describe the past - after, before, between, yesterday Begin to use very simple timelines to order some recent events Recognise that a story may have happened a long time ago Know some things that happened to other people in the past 	<ul style="list-style-type: none"> Order 3 or more people, events or artefacts using a given scale Sequence artefacts closer together in time - check with reference book Recount changes in own life over time Use more complex phrases to describe time – a long time ago, centuries ago, recently Sort recent historical studies into a broad time order Recognise some differences & similarities between the time being studied and now 	<ul style="list-style-type: none"> Use timelines to place events in order. Understand that timeline can be divided into BC and AD. Use evidence to describe changes within a time period. Use historical vocabulary e.g. century, decade. 	<ul style="list-style-type: none"> Name and place dates, cultural movements and significant events from past on a timeline Use historical vocabulary e.g. century, decade, BC, AD, after, before, during. Understand the concept of decades and centuries and use this to divide the past into periods of time Divide recent history into present, using 21st century, and the past using 19th and 20th centuries. Note connections, contrasts and trends over time Describe and make links between events and changes 	<ul style="list-style-type: none"> Use timelines to place and sequence local, national and international events. Sequence historical periods. Describe events using historical vocabulary e.g. century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods. Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'. Make comparisons between different times in the past Identify changes across periods of time, using chronological links Begin to identify factors in change 	<ul style="list-style-type: none"> Use timelines to place events, periods and cultural movements from around the world. Use timelines to demonstrate changes and developments in culture, technology, religion and society. Use key periods as reference points e.g. BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describe main changes in a period in history using historical vocabulary such as: social, religious, political, technological and cultural. Note connections, contrasts and trends over time Speculate how present events and actions might be seen and judged in the future

Historical Knowledge & Awareness

<ul style="list-style-type: none"> • With the teacher, find out some facts about people long ago. (Before living memory.) • With the teacher, find out some facts about events that happened long ago. (Before living memory) • Talk about why people may have acted as they did. 	<ul style="list-style-type: none"> • Develop a simple awareness of the past • Recognise a past and a present in their own and other people's lives • Identify some differences between past and present • Know some of the main events and people studied in a topic • Show some understanding of aspects of the past beyond living memory 	<ul style="list-style-type: none"> • Use information and evidence to describe the past. • Use information and evidence to describe differences between the time period being studied and now. • Recount main points from a significant event in history. • Describe similarities and differences between people, events and objects • Use evidence to explain reasons why people in past acted as they did. • Explain what they think is important about the past and explain reasons why 	<ul style="list-style-type: none"> • Use evidence to describe past e.g. houses and settlements; culture and leisure activities; clothes; way of life and actions of people; buildings and their uses; people's beliefs and attitudes; things of importance to people; differences between lives of rich and poor • Use evidence to find out how any of these may have changed during a time period. • Describe similarities and differences between people, events and objects • Identify any important changes which happened at the time being studied • Show changes on a timeline 	<ul style="list-style-type: none"> • Show knowledge and understanding by describing features of past societies and periods. • Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past. • Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. • Summarise the main events from a period in history, using their characteristics • Know some similarities and differences within a period of time- e.g. the lives of rich and poor • Describe how some things from the past affect life today • Begin to understand why some people acted as they did and give reasons • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> • Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. • Give some causes and consequences of the main events, situations and changes in the periods studied. • Identify changes and links within and across the time periods studied. • Organise a series of relevant historical information, and check this for accuracy • Understand links between history and geography • Explain their own point of view, justifying this with a broad range of evidence • Adapt their ideas and viewpoints as new information arises • Examine causes and results of great events and the impact on people 	<ul style="list-style-type: none"> • Know key dates, characters and events of time studied • Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. • Identify how any of above may have changed during a time period. • Give own reasons why changes may have occurred, backed up with evidence. • Show identified changes on a timeline. • Describe similarities and differences between some people, events and objects studied. • Describe how some changes affect life today. • Make links between some features of past societies. • Understand and use the concept of legacy, including Royal families and dynasties • Speculate and hypothesise about the past, formulating their own theories about reasons for change
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretations of history</p>	<ul style="list-style-type: none"> • With the teacher, look at books to help me find out about the past. • Listen to stories about the past. 	<ul style="list-style-type: none"> • Begin to identify and recount some details from the past from sources eg. pictures, stories 	<ul style="list-style-type: none"> • Look at and compare pictures or photographs of people, artefacts buildings or events in the past • Discuss reliability of photos/ accounts • Understand why some people in the past did things. 	<ul style="list-style-type: none"> • Compare 2 versions of a past event and identify and give reasons for different ways in which the past is represented • Look at different representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> • Look at the evidence available and begin to evaluate the usefulness of different sources • Give reasons why there may be different accounts of history 	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons why there may be different versions of events/accounts of history • Know that people (now and in the past) can represent events or ideas in ways that persuade others 	<ul style="list-style-type: none"> • Understand that the past has been represented in different ways. • Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. • Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions
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Historical enquiry

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| <ul style="list-style-type: none">• Look at pictures and discuss, "Which things are old and which are new?"• Answer questions about events, using 'before' and 'after' to describe when something happened.• Look at pictures and objects from the past and discuss. | <ul style="list-style-type: none">• Find answers to simple questions about the past from sources of information e.g. artefacts. | <ul style="list-style-type: none">• Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.• Look carefully at pictures or objects to find information about the past.• Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?',• Summarise learning into short sentences | <ul style="list-style-type: none">• Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.• Ask questions such as 'how did people? What did people do for?'• Suggest sources of evidence to use to help answer questions | <ul style="list-style-type: none">• Understand the difference between primary and secondary sources of evidence.• Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.• Ask questions such as 'what was it like for a during?'• Suggest sources of evidence from a selection provided to use to help answer questions.• Choose and discriminate between a range of information, and use this to ask questions• Distinguish between reliable and unreliable sources of evidence• Support own point of view using evidence• Understand that some evidence is limited | <ul style="list-style-type: none">• Use more complex sources of primary and secondary information - documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.• Ask a range of questions about the past.• Realise that there is often not a single answer to historical questions.• Use evidence to build up a picture of a past event• Identify differences between different versions of the past• Give a balanced view of interpretations of the past, using different points of view• Make conclusions with evidence as to the most likely version of events• Offer some reasons for different versions of events.• Note connections, contrasts and trends over time. | <ul style="list-style-type: none">• Identify and use different sources of information and artefacts.• Evaluate the usefulness and accurateness of different sources of evidence.• Select the most appropriate source of evidence for particular tasks.• Form own opinion about historical events from a range of sources.• Devise historically valid questions about change, cause, similarity and difference• Interpret the past using a range of concepts and ideas• Understand the role of opinion and propaganda |
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Organisation & Communication	<ul style="list-style-type: none"> Sort events or objects into groups (Then and now.) Use simple time lines to order events or objects. Tell stories about the past. (Sometimes using role-play.) Write in sentences things found out about the past. Draw pictures and write about them to tell others' about the past. 	<ul style="list-style-type: none"> Show knowledge & understanding about the past in different ways (eg. role-play, drawing, writing, talking). 	<ul style="list-style-type: none"> Describe objects, people and events. Write own date of birth. Write simple stories and recounts about the past. Draw labelled diagrams and write about them to tell others about people, events and objects from the past. 	<ul style="list-style-type: none"> Present findings about past using speaking, writing, computing and drawing skills Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes. 	<ul style="list-style-type: none"> Present findings about past using speaking, writing, maths (statistics), computing, drama and drawing skills Use dates and terms correctly. Discuss most appropriate way to present information, realising that it is for an audience. Use subject specific words such as monarch, settlement, invader. 	<ul style="list-style-type: none"> Present structured and organised findings about the past using speaking, writing, maths, computing, drama and drawing skills. Use dates and terms accurately. Choose most appropriate way to present information to an audience 	<ul style="list-style-type: none"> Present information in an organised and clearly structured way. Make use of different ways of presenting information. Present information in the most appropriate way (eg written explanation/tables and chart/ labelled diagram). Make accurate use of specific dates and terms.
Vocabulary	<ul style="list-style-type: none"> Past Present Lives Long ago Events Stories Sequence Time Before 	<p>General vocabulary:</p> <ul style="list-style-type: none"> Old New A long time ago Present Before After Future Decade Modern Date order Era/period <p>Please note that each unit covered will have topic specific vocabulary</p>	<p>General vocabulary:</p> <ul style="list-style-type: none"> Empire Civilisation Parliament Peasantry Source Timeline Significant Chronological Archaeology Legacy Conquest Effects Primary/secondary evidence Eyewitness Culture <p>Please note that each unit covered will have topic specific vocabulary</p>				

Greater Depth Standard

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Can they ask questions about past events or the lives of people in their family? Can they use every day historical terms; past, present and future. 	<ul style="list-style-type: none"> Can pupils ask relevant questions using a range of artefacts/ photographs provided? Can pupils find out more about a person or event from the past through their own research? 	<ul style="list-style-type: none"> Can pupils ask relevant questions using a range of artefacts/ photographs provided? Can pupils find out more about a person or event from the past through their own research? Communicate their knowledge through discussions and writing with greater insight. 	<ul style="list-style-type: none"> Can pupils ask relevant questions using a range of artefacts/ photographs provided? Can pupils find out more about a person or event from the past through their own research? Begin to research the past using multiple sources and summarise the key points Communicate their knowledge through discussions and writing with greater insight. 	<ul style="list-style-type: none"> Can pupils ask relevant questions using a range of artefacts/ photographs provided? Can pupils find out more about a person or event from the past through their own research? Confiently research the past using multiple sources and summarise the key points Communicate their knowledge through discussions and writing with greater insight. 	<ul style="list-style-type: none"> Can pupils find out more about a person or event from the past through their own research? Can they research the past using multiple sources and summarise the key points? Bring knowledge gathered from several sources together in a fluent account. 	<ul style="list-style-type: none"> Can pupils find out more about a person or event from the past through their own research? Suggest omissions from historical accounts Bring knowledge gathered from several sources together in a fluent account. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation