

History Progression of Knowledge, Skills and Vocabulary

Continuity and change/Chronological Knowledge and Understanding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children learn how things change over time, while also recognizing the continuity of certain aspects of life.</p> <p>Children explore changes in their own lives and their family or community.</p> <p>Children learn to recognize similarities and differences between the past and present.</p> <p>Children may be introduced to historical artefacts or photographs to help them understand how things have changed over time.</p> <p>By introducing the concept of continuity and change in EYFS, children begin to develop an appreciation for history and the role it plays in shaping the world around us.</p> <p>Children also begin to develop skills of observation, comparison, and analysis, which will be further developed and</p>	<p>Sequence some events or 2 related objects in chronological order</p> <p>Use words and phrases: old, new, now, then, yesterday</p> <p>Remember part of stories and memories about the past</p> <p>Introduce the concept of similarities, differences, patterns and change within a period of history studied, e.g. through shared reading of the Guy Fawkes story</p>	<p>Sequence photos etc. from different periods of their life</p> <p>Use common words and phrases relating to the passing of time</p> <p>Discuss changes in living memory, use these to reveal aspects of change in national life</p> <p>Know where all people/events studied fit into a chronological framework</p>	<p>Use timelines to place several events in order</p> <p>Sequence artefacts closer together in time</p> <p>Understand timelines can be divided in BC and AD</p> <p>Use words and phrases: century, decade</p> <p>Identify similarities/differences between ways of life at different times</p>	<p>Name and place dates of significant events of the period on a timeline.</p> <p>Place certain topics on a timeline showing understanding of BC, AD</p> <p>Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denotes the period.</p>	<p>Place current study on timeline in relation to other studies</p> <p>Make comparisons between different times in history Relate current studies to previous studies</p> <p>Identify changes within and across historical periods</p> <p>Use words and phrases: relating to specific periods - Industrial Revolution, Reformation, Renaissance etc.</p> <p>Describe/make links between main events, situations and changes within and across different periods/ societies</p>	<p>Place current study on a timeline in relation to other studies</p> <p>Note connections, contrasts and trends over time</p> <p>Establish clear narratives within and across periods studied</p> <p>Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion</p> <p>Use words and phrases for movements or times of change: Industrial Revolution, Renaissance, classical period, cold war</p> <p>Identify and explain change and continuity within and across periods</p>

refined in KS1 and KS2						
Interpretations of History and Sources						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children may learn about different types of sources, such as photographs and stories</p> <p>Children may be shown pictures of different people, places, and events from the past and encouraged to ask questions about them,</p> <p>Children may learn about their own family history and traditions, such as what their grandparents or great-grandparents did when they were young.</p> <p>Children may learn about different cultural traditions and festivals, such as Christmas, Easter or Diwali, and explore how they are celebrated.</p>	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their Memories?</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>Identify different ways to represent the past</p> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p> <p>Make simple observations about different types of people and events within a society, e.g. People of 1666 wearing different clothes to people of today</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – cartoons, photographs etc.</p> <p>Make observations about different types of people, events, beliefs within a society</p>	<p>Understand the difference between primary and secondary sources</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions</p> <p>Show knowledge and understanding by describing features of past societies and periods to answer question such as, 'what was life like for a Roman child in comparison to a child living today?'</p>	<p>Question reliability of source material and give reasons why something is or is not reliable</p> <p>Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts</p> <p>Describe social, cultural, religious and ethnic diversity in Britain & the wider world</p>	<p>Consider ways of checking the accuracy of Interpretations</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Regularly address and sometimes devise historically valid questions</p> <p>Construct informed responses by selecting and organising relevant historical information</p> <p>Understand and explain/analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</p>
	Become familiar with as wide a range of sources as possible	<p>Understand ways we find out about the past</p> <p>Ask and answer questions such as 'what</p>	Use a range of sources to find out about a period	Use evidence to build up a picture of a past event	<p>Use evidence to build up a picture of life in a period of history studied</p> <p>Select relevant</p>	Use a range of sources independently to

	<p>Sort artefacts into 'then' and 'now'</p> <p>Find answers to simple questions about the past from sources of information, e.g. artefacts</p>	<p>was it like for?' or 'how long ago did it happen?</p> <p>Discuss why things happened and give detailed explanations for these, e.g. the Great Fire of London happened as a result of...</p>	<p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library, e-learning for research</p> <p>Recognise why people did things, why events happened and what happened as a result</p>	<p>Choose relevant material to present a picture of one aspect of life in a period of history studied</p> <p>Ask a variety of questions using texts and, e-learning for Research</p> <p>Describe how some of the past events/ people affect life today, e.g. What impact did the Romans have on us?</p>	<p>sections of information to answer a wide range of questions</p> <p>Confidently research using texts and e-resources</p> <p>Identify and give reasons for, results of, historical events, situations and changes</p>	<p>find out about an aspect of life in a period of history studied</p> <p>Bring knowledge gathering from several sources together in a fluent account</p> <p>Suggest omissions and the means of finding out</p> <p>Analyse/explain reasons for, and results of, historical events, situations and changes</p>
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Organisation and Communication

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Role-play: Children may act out historical events or characters, such as dressing up as knights or princesses, to help them understand the past and communicate their knowledge</p> <p>Storytelling: Children may create and tell stories based on historical events or people to share</p> <p>Drawing and painting: Children may create artwork based on historical events or figures, such as drawing pictures of castles</p>	<p>Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking etc.</p> <p>Write simple recounts, label diagrams</p>	<p>Describe objects, people and events</p> <p>Draw labelled diagrams and write about them to tell others about people, objects and events from the past</p> <p>Write own date of birth</p> <p>Write simple stories and recounts about the past</p>	<p>Present findings about the past using writing, annotations, drama, ICT</p> <p>Use dates and terms with increasing accuracy</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, ICT etc.</p> <p>Suggest different ways of presenting information for different purposes</p> <p>Use date and vocabulary related to topic accurately</p>	<p>Record and communicate knowledge in different forms</p> <p>Use appropriate terms, matching dates to people and events, use dates and subject specific words such as monarch, settlement, invader accurately</p> <p>Work independently and in groups showing initiative</p>	<p>Present information in the most appropriate way, including extended writing</p> <p>Plan and carry out individual investigations</p> <p>Make accurate use of specific dates and terms</p>

<p>Discussion: Children may be encouraged to discuss historical events and people with their peers and teachers, sharing their own ideas and listening to others.</p> <p>Writing: Children may be encouraged to write simple words and simple sentences about historical events or people, with support from their teachers.</p>						
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Vocabulary						
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Past Present Change Continue Tradition Celebration Culture Family history Event Timeline	Significant person Legacy Treason Plot Sources Evidence Law Trade Indigenous Territory Memorial Century Journey Aviation Leisure Locomotive	War Crimea Chronological Prejudice Cause Stuart Interpretation Impact Consequences Commemorate Effigy Twentieth century Continuity Modern	Prehistoric Palaeolithic, Mesolithic, Neolithic Artefacts Ice/ Stone/ Iron Age Settlement Community Revolution Barrows Solstice Megalith Wattle Daub Roundhouse Civilisation Hieroglyph Hierarchy Sarcophagus	Invasion Conquer Republic Empire Barbaric Centurion Legionaries Migration Emigration Immigration Refugee Tudor Sentimental Edwardian Anti-semitism Persecution	Reconstruction Dark Ages Pagan Plunder Excavation Sceptre Garnet Millefiori Chronicle Ecclesiastical Monastery Runes Longhouses Crime/ punishment Execution Vagabond Liberty Corporal	Political Economic City state Sacrifice Meso-America Conquistadores Codex/ Codices Treaties Alliances Militarism Nationalism Imperialism Propaganda Conscription Minoan, Mycenaean, Hellenistic Democracy Hoplite Phalanx Trireme