Lodge Farm Primary School

**History Knowledge and Skills Progression**

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| **Strand** | **By the end of EYFS**  | **By the end of Y1** | **By end of Y2**  | **By end of Y3** | **BY end of Y4** | **By end of Y5** | **By end of Y6** |
| **Chronological Understanding** | Understand “before”, “now” and “after” | Use words and phrases such as new, old, now and thenSequence events from history in order Describe things that happened to themselves | Understand “past” and “present”Use a timeline to place eventsGive reasons for ordering events chronologically  | Understand timelines can be CE or BCEDescribe events from the past using datesUse the words “ancient”, “decade” and “century”Use a timeline to order several events. | Order significant events on a timelineDescribe the main changes in a period of history.Use vocabulary that shows a period such as “ancient civilisation” or “period”. | Identify changes in and across historical periods.Use words relating to different periods e.g. Tudor period, Benin EmpireOrder historical periods on a timeline | Understand the idea of cause and consequencePlace events on a timeline with comparison to other periods of history.Compare changes from different time periodsUnderstand that different events occur coherently e.g. Ancient Egypt and Prehistoric Britain |
| **Historical Enquiry** | Look at characters in books to find out about the past. | Identify ways that the past is representedLook at pictures and ask questions e.g. Is it old or new? What are the people doing?Try to deduce why objects were used | Ask questions about the pastResearch the answers to different questions using different sources | Use a range of sources to find out about the past including Internet, books, photos, visits, artefacts and music. Ask questions about the past and try to answer using sources. | Say how two versions of an event might differAsk and answers questions about the past using sourcesUse a range of sources to build an overview of what life was like in the past. | Form own questions to investigate the past. Choose reliable sources of evidence to answer questions about the past.Understand that there is not always a single answer to historical questions. | Understand how sources from the past might be biased or opinionated e.g. propagandaUse a range of sources to find out about an aspect of the past. Use sources as evidence when describing the past. |
| **Interpretations of the past** | Understand the past through settings, characters and events encountered in books read in class and storytelling | Look at different sources to find out about the past. | Look at a range of sources to find out about the past.  | Know there can be different accounts of an event. | Look at different perspectives of the same event in historyKnow that people in the past used persuasion techniques. | Understand that some historical evidence is propaganda, opinion or misinformationEvaluate the reliability of sourcesGive reasons for different accounts in history | Know why there might be different accounts of historyExplore how people’s point of view can affect interpretation of the pastEvaluate evidence for reliability |
| **Knowledge and Understanding** | Say things that they have done, are doing now and are going to do. | Suggest why people acted as they didRecall some facts about people before living memory | Use information to describe the pastRecount the main events of a significant event in history.Explain with evidence why people acted as they did, using sources | Use evidence and sources to describe leisure activities, culture, clothing, beliefs and people’s way of life in the past.Explore the difference between rich and poor in the pastSuggest reasons why there were differences between periods | Use sources to explore what was important to people in the pastDescribe features of past societies and periods of timeDescribe how some past events have influenced life today | Make links between some of the features of past societiesGive reasons for why changes occurred, using evidence Identify social, cultural, religious and ethnic diversities in past societies Give short term cause and consequence of the main events studied | Choose reliable sources of information to describe aspects of life in historyIdentify why and how aspects of life changed in a time periodDescribe how some changes have impacted subsequent periods and present day |
| **Compare and Contrast** | Know some similarities and differences between things in the past and now | Compare changes within living memory. Understand the difference between past and present | Compare the lives of significant individuals from different periods.Describe differences between the past and now. | Understand the concepts of similarity, difference and significance. | Understand the concepts of similarity, difference and significance and use these to make connections. | Understand the concepts of similarity, difference and significance and use these to make connections and draw conclusions. | Understand the concepts of similarity, difference and significance and use these to make connections, draw conclusions and analyse trends. |
| **Organisation and Communication** | Comment on images of familiar situations in the past | Tell stories about the pastShow information about the past in different ways such as talking, role play and writing | Write simple stories and recounts about the pastDescribe people and places from the past in different ways | Present findings about the past using speaking and writing skillsUse dates and vocabulary from the topic accurately | Present findings about the past using a range of methods.Use subject-specific words correctly when presenting. | Present detailed findings with references to historical sources and showing an awareness of an audience.Reference specific dates and terms.  | Present information in a clearly structured way and in an effective format. Reference specific dates and terms.  |
| **Local History** | Begin to make sense of their own life-story and family’s history | Learn about significant people, places and events in own locality.  | Learn about significant people, places and events in own locality.  | Explore local history and how the local area was affected.  | Explore local history and how the local area was affected.  | Explore local history and how the local area was affected.  | Conduct a study into local history which is based on a range of aspects studied |