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 then  Sequence events from history in order  Describe things that happened to themselves | Understand “past” and “present”  Use a timeline to place events  Give reasons for ordering events chronologically | Understand timelines can be CE or BCE  Describe events from the past using dates  Use the words “ancient”, “decade” and “century”  Use a timeline to order several events. | Order significant events on a timeline  Describe 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 Empire  Order historical periods on a timeline | Understand the idea of cause and consequence  Place events on a timeline with comparison to other periods of history.  Compare changes from different time periods  Understand 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 represented  Look 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 past  Research 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 differ  Ask and answers questions about the past using sources  Use 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. propaganda  Use 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 history  Know that people in the past used persuasion techniques. | Understand that some historical evidence is propaganda, opinion or misinformation  Evaluate the reliability of sources  Give reasons for different accounts in history | Know why there might be different accounts of history  Explore how people’s point of view can affect interpretation of the past  Evaluate 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 did  Recall some facts about people before living memory | Use information to describe the past  Recount 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 past  Suggest reasons why there were differences between periods | Use sources to explore what was important to people in the past  Describe features of past societies and periods of time  Describe how some past events have influenced life today | Make links between some of the features of past societies  Give 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 history  Identify why and how aspects of life changed in a time period  Describe 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 past  Show information about the past in different ways such as talking, role play and writing | Write simple stories and recounts about the past  Describe people and places from the past in different ways | Present findings about the past using speaking and writing skills  Use 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 |