



Grazeley Primary School History Knowledge and Skills Progression

	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Understand the past through settings, characters and events encountered in books read in class and storytelling	Begin to develop an awareness of the past by studying people and events from the past	Develop, then demonstrate an awareness of the past by knowing where the people and events they study fit within a chronological framework	Develop understanding of specific historical periods that are studied e.g. Stone Age, Roman Conquest and put them in chronological order	Develop increasingly secure knowledge and understanding of how several different periods studied fit together chronologically	Develop understanding of specific historical periods using periods as reference points for other knowledge.	Develop a chronologically secure knowledge and understanding of British, local and world history up to and after 1066, establishing clear narratives within and across the periods they study.
	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Understand how a timeline works and sequence some everyday events on it. Begin to sequence events from their history topic	Use timelines to <u>sequence</u> events, artefacts and pictures from their history topic	Use timelines to sequence events or artefacts from their history topic and <u>across</u> historical periods.	Use timelines to sequence events from history topic and <u>across</u> historical periods. Understand how different historical periods studied would fit on a broader timeline.	Use a range of different timelines to sequence events and relate historical periods to each other	Have a clear understanding of pre 1066 chronology and be able to use more sophisticated time markers within and between periods
	Participate in small group, class and 1-1 discussions, offering their own ideas and explanations for why things might happen using recently introduced vocabulary	Use <u>everyday</u> language related to time and begin to develop time vocabulary	Use <u>common</u> words and phrases relating to periods of time and begin to use key dates e.g. a long time ago, recently, when my were younger, years, decades, centuries	Use key dates and <u>specific vocabulary</u> as important markers of events e.g. begin to use appropriate subject terminology e.g. Stone Age, Bronze Age	Use key dates and <u>specific vocabulary</u> as important markers of events for several time periods studied e.g. understand more complex terms e.g. BCE/AD	Use dates and specific vocabulary and terms to establish period detail	Use dates and specific vocabulary and terms to establish period detail and use them to make links across historical eras

Continuity and Change	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>Understand the concept of change.</p> <p>Begin to talk about similarities and difference between their own lives and the past.</p>	<p>Talk about changes within living memory</p> <p>Identify similarities and differences between ways of life in different periods, including their own lives</p>	<p>Understand change across a period studied e.g. Stone Age to Iron Age</p> <p>Identify similarities and differences within a specific period e.g. comparing pre-Roman Conquest Britain to post Roman Conquest</p>	<p>Begin to think about wider trends over time drawing on several different periods studied.</p> <p>Describe some of the similarities and differences between different periods, e.g. The Romans Conquest and Viking Invasion</p>	<p>Develop understanding of wider trends within and across different periods and societies studied e.g. the development of Democracy</p> <p>Make links and comparisons between a range of periods studied.</p>	<p>Identify similarities, differences, links and trends over time in a wide range of periods studied e.g How has Class changed from the Romans to the present?</p>
Causes and Consequences	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate</p>	<p>Begin to recognise why people did things and recognise why some events happened</p>	<p>Begin to recognise what happened as a result of people's actions or events</p>	<p>Identify and give reasons for historical events, situations and changes</p> <p>identify some of the results of historical events, situations and changes</p>	<p>Identify and give reasons for historical events, situations and changes</p> <p>Identify some of the results of historical events, situations and changes and link them to previous periods studied</p>	<p>Begin to explore different explanations about the cause of historical events e.g. the causes of WW2</p> <p>Understand that events had a variety of impacts and begin to think about their significance</p>	<p>Begin to evaluate different explanations about why people in the past acted as they did e.g What is the best explanation for why more people of a certain class died on the Titanic?</p> <p>Evaluate the impact of historical events and understand why some are seen as more significant than others</p>
Historical enquiries	<p>Show curiosity about objects, events and people</p> <p>Ask questions about what they have heard to clarify their understanding</p>	<p>Ask how and why questions about an event.</p>	<p>Ask a range of questions like: What was it like for people? What happened? How long ago?</p>	<p>Ask questions about contrasts and changes over time.</p>	<p>Ask questions and suggest suitable sources of evidence for historical enquiries.</p>	<p>Asks questions and select suitable sources of evidence, giving reasons for choices.</p>	<p>Ask questions by making testable hypotheses about the past and select a range of sources to prove or disprove them.</p>

	Understand the past through settings, characters and events encountered in books read in class and storytelling	Begin to understand that stories, artefacts, books can pictures can tell us about the past. Sort artefacts into then and now	Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites. Use a source to answer a historical question e.g. Oil Lamp- What was life like in Victorian Hospitals	Understand that knowledge about the past is constructed from a variety of sources. Understand that different sources tell us different things. Use several sources to answer a historical question.	Suggest where we might find answers to questions considering and using a range of sources. Look at different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Begin to identify primary and secondary sources Select sources independently and give reasons for choices, evaluating their effectiveness. Begin to show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	Recognise primary and secondary sources Understand that no single source of evidence gives the full answer to questions about the past Seek out and analyse a wide range of evidence in order to justify claims about the past. Use a deepening awareness of the concept of propaganda and how historians must understand the social context of evidence studied to direct their historical enquiry.
Historical Communication	Understand the past through settings, characters and events encountered in books read in class and storytelling	Write simple captions against drawings to show understanding of events from past	Write a short recount using drawings to show understanding of events from the past	Write in sequenced sentences to narrate events from the past. Use dates and terms appropriate to period studied.	Write in sequenced and accurate sentences when narrating events from past. Use dates and terms across periods studied.	Write in sequenced and accurate sentences when narrating events from past including comparison across periods	Write in sequenced and accurate sentences when narrating events from past including comparison across periods and establishing clear narratives across and within periods they have studied.
	Participate in small group, class and 1-1 discussions offering their own ideas using recently introduced vocabulary	Talk about ideas, people and events	Explain what can be learnt from looking at source	Begin to cite reasons and evidence from sources to justify conclusions reached	Begin to cite reasons and evidence from several sources to justify conclusions reached	Select and organise ideas into well-structured paragraphs with clear conclusions support by evidence from more than one source and discuss their reliability.	Select and organise ideas into well-structured paragraphs with clear conclusions support by evidence from more than one source discussing their reliability and considering bias.

