

Newstead Primary School

IMPLEMENTATION

Progression of Knowledge, Skills and Understanding in History

Breadth of Study	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Past and Present Children at the expected level of development will: -Talk about the lives of the people around them and their roles in society; -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -Understand the past through settings, characters and events encountered in books read in class and storytelling.	Place objects in chronological order. Use words and phrases like: old, new and a long time ago. Talk about things that happened when they were little. Recognise that some stories happened a long time ago. Know that some objects belong to the past. Retell familiar stories set in the past. Explain how they have changed since they were born.	Sequence a set of events in order and give reasons for their order. Use words and phrases like: before I was born, when I was younger. Use phrases and words like: before, after, past, present, then and now. Can use past and present accurately. Can use a range of appropriate words and phrases to describe the past.	Use a timeline within a specific time in history to set out the order things may have happened. Use mathematical knowledge to work out how long ago events would have happened. Describe events and periods using the words: BC and AD and decade. Describe events from the past using dates when things happened. Describe events and periods using the words ancient and century.	Plot recent history on a timeline using centuries, (19th, 20th, 21st) Place periods of history in a timeline showing different periods of time. Use mathematical knowledge to round up time differences into centuries and decades.	Use dates and historical language in their work. Draw a timeline with different time periods which show different information (ie, periods of history, when famous people lived.) Use mathematical skills to work out exact time scales and difference.	Say where a period of history fits on a timeline. Place specific events on a timeline by decade. Place features of historical events and people form past societies and periods in a chronological framework.
Knowledge and Interpretation		Appreciate that some famous people have helped our lives be better today Recognise that we celebrate certain events because of what happened many years ago. Understand we have a queen and that Britain has had a king or queen for many years. Begin to identify the main differences between old and new objects. Identify objects from the past.	Recount the life of someone famous from Britain. Explain how the local area was different in the past. Recount interesting facts from an historical event. Give examples of things that are different from their life compared to their grandparents when they were young. Explain why Britain has a special history by naming some famous	Know that the early Brits would not have communicated as we do or have eaten as we do. Begin to picture what life would have been like for the early settlers. Recognise that Britain has been invaded by several different groups over time. Realise that invaders in the past would have fought fiercely, using hand to hand combat. Suggest why certain events happened as they did in history.	Explain how events from the past have helped shaped our lives. Appreciate that wars have happened a very long time ago and are often associated with invasion and conquering. Know that people who lived in the past cooked and travelled differently and used different weapons. Recognise that lives of wealthy people were very different from those of poor people.	Describe historical events from the different periods that are studying / have studied. Make comparisons between historical periods; explaining things that have changed and those which have stayed the same. Explain the role that Britain has had spreading Christian values across the world. Begin to appreciate that how we make decisions has been through a Parliament for some time.	Summarise the main events from a specific period in history, explaining the order in which key events happened. Summarise how Britain had a major influence on world history. Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. Describe features of historical events and people from past

			events and famous people. Explain what is meant by a parliament.	Suggest why certain people acted as they did in history.	Appreciate how items found belonging to the past are helping us to build up an accurate picture of people who lived in the past.	Appreciate that significant events in history have helped shape the country we have today. Have a good understanding as to how crime and punishment has changed over the years.	societies and periods they have studied. Recognise and describe difference and similarities / changes and continuity between different periods of history.
Historical Enquiry		Ask and answer questions about old and new objects. Spot old and new things in a picture. Answer questions using an artefact / photograph. Give plausible explanations about what an object was used for in the past.	Find something about the past by talking to an older person. Answer questions by using specific source, such as an information book, internet. Research the life of a famous Briton from the past using resources to help them. Research about a famous event that happens in Britain and why it has been happening for some time. Research the life of someone who used to live in their area using the Internet and other sources.	Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Use various sources of evidence to answer questions. Use various sources to piece together information about a period of history. Research a specific event from the past. Use their 'information finding' skills in writing to help them write about historical information. Through research, identify similarities and differences between given periods of history.	Research two versions of an event and say how they differ. Research what it looks like for a child in a given period from the past and use photographs and illustrations to present their findings to an audience. Give more than one reason to support an historical argument. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.	Test out a hypothesis in order to answer a question. Appreciate how historical artefacts have helped us understand more about British lives in the present and the past.	Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. Identify and explain their understanding of propaganda. Describe a key event from Britain's past using a range of evidence from different sources.