

## Newstead Primary School

### Progression of Knowledge, Skills and Understanding in History

Breadth of Study	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Chronological Understanding and Causation.</b></p>	<p>Beginning to make sense of their own life-story and family's history.</p> <p>Shows curiosity about people.</p> <p>Shows interest in stories about themselves and their family.</p> <p>Enjoys pictures and stories about themselves, family and other people.</p> <p>Talks about their immediate family.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Enjoys joining in with family customs and routines.</p> <p>Remembers and talks about significant events in their own experience.</p>	<p>Uses the environment (visual timetables) to sequence and discuss the day's structure using vocabulary - now, next.</p> <p>Talks about their immediate family.</p> <p>Remembers and talks about significant events in their own experiences.</p> <p>Knows the names of the days of the week and their order.</p> <p>Understands their birthday celebrates the day that they were born.</p> <p>Knows when their birthday is</p> <p>Understands the generational relationships in a basic family tree including their siblings, mum, dad, and grandparents.</p> <p>Uses the vocabulary; today, tomorrow, and yesterday in the correct context. Names the four seasons.</p> <p>Understands that some historically events were before</p>	<p>Begin to appreciate what a timeline is by looking at a timeline over the past 10 years.</p> <p>Know how to set out information on a timeline up to 50 years ago.</p> <p>Recognise that familiar objects we have today would have been different in the past, i.e., telephone.</p> <p>Create a simple timeline to capture recent events.</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>Use the following words to show the passing of time: old, new, earliest, latest, past, present, future, new, newest, oldest, modern, before, after</p> <p>Appreciate the difference between long ago and very long ago.</p> <p>Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past.</p> <p>Point out a few differences between ways of life at different times.</p>	<p>Know that a timeline can be used to help them understand the time period they are studying, e.g., Great Fire of London</p> <p>Order a few events and different artefacts from the recent past.</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>Use the following words to show the passing of time: old, new, earliest, latest, past, present, future, new, newest, oldest, modern, before, after</p> <p>Appreciate the difference between long ago and very long ago.</p> <p>Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past.</p> <p>Point out a few differences between ways of life at different times.</p>	<p>Start using a timeline that identifies different centuries.</p> <p>Use timeline to show how Britain has changed over the years.</p> <p>Put artefacts or information in chronological order from a long time ago.</p> <p>Use appropriate dates and chronological conventions, e.g., BC, BCE and AD</p> <p>Begin to understand that the past is divided into different named periods of time.</p> <p>Use dates to explain British, local and world history.</p> <p>Understand that significant discoveries or inventions created much change to the lives of people.</p>	<p>Accurately set out different events onto a timeline</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</p> <p>Appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation.</p> <p>Use words and phrases: century, decade.</p> <p>Place events, people and changes of British, local and world history on a timeline.</p> <p>Use a timeline in relation to the unit being studied.</p> <p>Appreciate that some historical events /periods occurred concurrently in different locations.</p>	<p>Have a secure understanding of a British timeline that extends from the Stone Age to the present day.</p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Show a chronologically secure knowledge and understanding of local, national and global history.</p> <p>Know and describe in some detail the main changes to an aspect in a period of history being studied.</p> <p>Tell the story of events within and across the time periods studied.</p> <p>Describe connections, contrasts and trends over time periods.</p> <p>Accurately use dates and terms to describe historical events.</p>	<p>Use timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Know date of any significant event studied from past and place it correctly on a timeline.</p> <p>Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.</p> <p>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Identify specific changes within and across different periods over a long period of history.</p> <p>Use timelines to place events, periods and cultural movements from around the world.</p> <p>Use these key periods as reference pints: BC, AD, Romans, Anglo-Saxons, Tudors, Stuarts, Georgians,</p>

		<p>them, their parents, and their grandparents.</p> <p>Recognises and describes special times or events for their family or friends.</p> <p>Orders and sequences pictorial representations of their daily routines or tasks based on experience.</p>						Victorians and Today.
<p><b>Historical Significance and Interpretation</b></p>	<p><i>Makes connections between the features of their family and other families.</i></p> <p>Takes an interest in the different roles of people who support their community and makes observations of their role, uniforms, transport</p>	<p>Shows an understanding of the passing of time through the life cycle of plants, animals, and mini beasts.</p> <p>Begins to organise/sequence their own story ideas on a story map using story stems structure as support, including the vocabulary first, next, after that and finally.</p>	<p>Understand that an invention from the past can lead to something we use today, e.g., television.</p> <p>Offer an opinion as to why something may have happened in the past and why they know</p> <p>Begin to identify and recount historical details from the past from sources eg, pictures and stories.</p> <p>Talk about some people and events that they have studied.</p> <p>Consider the differences between 'long ago' and 'now'</p>	<p>Point out a few similarities and differences between ways of life at different times.</p> <p>Begin to reflect on the significance of what has been learnt from the past.</p> <p>Recount historic details from eye-witness accounts, photos and artefacts.</p>	<p>Understand that significant discoveries or inventions created much change to the lives of people, e.g., the wheel or iron ore.</p> <p>Start to compare two versions of a past event.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Know that much of what is presented as historical fact is based on limited information.</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p>	<p>Look at more than one version of the same event or story in history and identify differences.</p> <p>Know about the impact of a past action on our lives today.</p> <p>Talk about similarities and differences between different times in the past according to the periods of history studied.</p>	<p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Realise that there is often not a single answer to historical questions.</p> <p>See the relationship between different periods and the legacy or impacts for people today.</p> <p>Find and analyse a wide range of evidence about the past.</p>	<p>Appreciate that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Form own opinions about historical events from a range of sources.</p> <p>Know the difference between primary and secondary sources and the impact of this on reliability.</p>
<p><b>Historical Enquiry</b></p>	<p>Takes an interest in unknown objects, exploring their; textures, mass, moving parts etc.</p> <p>Can recognise pictures in nonfiction books applying new</p>	<p>Takes an interest in and comments on unknown objects, exploring their; textures, mass, moving parts etc. (Guided through hypothesising function.)</p>	<p>Respond to simple questions about the past.</p> <p>Offer an opinion as to why something may have happened in the past and why they know.</p>	<p>Look carefully at pictures and objects to find information.</p> <p>Find answers and respond to simple questions about the past.</p>	<p>Know that much of what is presented as historical fact is based on limited information.</p> <p>Observe and use pictures, photographs and</p>	<p>Appreciate the difference between primary and secondary sources.</p> <p>Use a range of sources to collect information about the past.</p>	<p>Show an awareness of the concept of propaganda and censorship.</p> <p>Know the difference between primary and secondary sources of evidence and the</p>	<p>Understand that bias and politics may have played a part in providing a balanced evidence base when considering events in the distance past.</p>

	<p>knowledge and vocabulary.</p>	<p>Vocabulary: hard, soft, bumpy, spikey, cold, smooth, heavy, light, spins, winds, (add precise when sourced objects and seen opportunities).</p> <p>Takes and interest in and comments on images of familiar situations from the past.</p> <p>Hypothesises about the function of artifacts, based on creative ideas or past experiences.</p> <p>Answers and asks 'why' questions about text that has been read to them. Engages in nonfiction books.</p> <p>Listens to and talks about nonfiction books applying new knowledge and vocabulary. Justifies hypothesis regarding artifacts using existing knowledge or seeking more information; asking questions, building on the ideas of others, or using images and books.</p>	<p>Begin to understand that some evidence related to what happened in the past is more reliable than others.</p> <p>Observe and handle artefacts and ask simple questions about the past.</p>	<p>Choose and select evidence and say how it can be used to find out about the past.</p> <p>Understand some ways to find out about the past.</p> <p>Begin to understand that some evidence, such as word of mouth may not always reflect accurately what happened in the past.</p> <p>Recognise what is a reliable piece of information and what is not, e.g., photograph vs word of mouth.</p>	<p>artefacts to find out about the past.</p> <p>Understand that there are different types of evidence and sources that can be used to help us find out about what happened in the past.</p> <p>Suggest sources of evidence from a selection to help answer questions.</p>	<p>Recognise the impact that bias has on historical events.</p> <p>*Know that historical recounts are prone to exaggeration.</p>	<p>impact of this on reliability.</p> <p>Use a wide range of different evidence to collect evidence about the past.</p>	<p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time.</p>
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