



St Gregory's History Knowledge & Skills Progression



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Coverage	<p>Understanding of the World - People and Communities Early Learning Goal: Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. Pupils are given opportunities to; Focus on past and present in relation to themselves and family Develop sensitivity towards other children (creating a broader and deeper understanding of respect)</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>			
		<ul style="list-style-type: none"> •Changes in living memory linking to aspects of change in national life • Lives of significant individuals – Florence Nightingale/ Guy Fawkes • Lives of significant individuals – Kings and Queens 	<ul style="list-style-type: none"> • Events beyond living memory significant nationally or globally – The Great Fire of London • Lives of significant individuals – Florence Nightingale, Mary Seacole • Significant historical events, people and places in their locality – John, George Cadbury 	<ul style="list-style-type: none"> •changes in Britain from the Stone Age to the Iron Age •Ancient Greece – a study of Greek life and achievements and their influence on the western world. 	<ul style="list-style-type: none"> •Britain's settlement by Anglo Saxons and Scots. •the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. •the Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the changing power of monarchs using case studies such as John, Anne and Victoria. 	<p>a local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century a non-European society that provides contrasts with British history – a study of Mayan civilization c. AD 900.</p>
Chronology understanding	<p>As an historian: Can I talk about past and present events in my own life and in the lives of family</p>	<p>As an historian: Can I put up to three objects in chronological order (recent history) on a</p>	<p>As an historian: Can I place events or artefacts in order on a timeline? Can I label timelines with pictures,</p>	<p>As an historian: Can I begin to use dates and historical terms to describe events? Am I beginning to use a</p>	<p>As an historian: Can I use dates and historical terms to describe events? Can I use a timeline within a</p>	<p>As an historian: Can I use dates and historical terms more accurately in describing events? Can I place features of historical</p>	<p>As an historian: Can I use dates and historical terms accurately in describing events? Can I place features of historical events and people from</p>

	<p>members? (P&C ELG) Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p>	<p>time line? Can I label timelines with pictures, words or phrases? Can I tell others about changes that have happened in my own life since I was born? Can I talk about how things have changed since my parents or grandparents were children? Use dates to talk about people or events from the past? (when appropriate)</p> <p>Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times?</p>	<p>words or phrases and give reasons for their order? Can I make connections between long and short term time scales? Use dates to talk about people or events from the past? (when appropriate) Can I connect my new learning of historical people or events to others that I have learnt about before?</p> <p>Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times?</p>	<p>timeline within a specific time in history to set out the order things may have happened? Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?</p> <p>Can I place events, artefacts and historical figures on a timeline using dates? Am I beginning to understand the concept of change over time, representing this, along with evidence, on a time line? Can I understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?</p>	<p>specific time in history to set out the order things may have happened? Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? Can I place events, artefacts and historical figures on a timeline using dates? Can I understand the concept of change over time, representing this, along with evidence, on a time line? Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade</p>	<p>events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious and cultural)? Can I identify periods of rapid change in history and begin to contrast them with times of relatively little change? Am I beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Can I make connections and contrasts between different time periods studied and talk about trends over time? Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade?</p>	<p>past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)? Can I identify periods of rapid change in history and contrast them with times of relatively little change? Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Can I make connections and contrasts between different time periods studied and talk about trends over time? Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy?</p>
St Gregory's Historical experiences	<p>Within living memory Lives of significant people Local history</p>		<p>Stone Age Local history Lives of significant people Beyond living memory Ancient Greece</p>		<p>Romans Anglo Saxons/Vikings Ancient Egyptians History: Year 5: Local Study</p>		<p>World War II Victorians Shang Dynasty Benin Civilisation</p>
Historical Enquiry	<p>Can I answer how and why questions about experiences and in response to stories or</p>	<p>Sort artefacts "then" and "now" Use as wide a range of sources as possible Speaking and</p>	<p>Use a source – why, what, who, how, where to ask questions and find answers</p>	<p>Use a range of sources to find out about a period Observe small details – artefacts,</p>	<p>Use evidence to build up a picture of a past event Choose relevant material to present a</p>	<p>Begin to identify primary and secondary sources Use evidence to build up a picture of life in time studied</p>	<p>Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past. Suggest omissions and the</p>

	events? (CAL – ELG)	listening (links to literacy) To ask and answer questions related to different sources and objects	Sequence a collection of artefacts Use of time lines Discuss the effectiveness of sources of information	pictures Select and record information relevant to the study Begin to use the library, elearning for research Ask and answer questions	picture of one aspect of life in time past Ask a variety of questions Use the library, e-learning for research	Select relevant sections of information Make confident use of library, elearning, research	means of finding out Bring knowledge gathering from several sources together in a fluent account
Knowledge and Interpretation	Say one thing that is the same in the story about the past compared to now Say one thing that is different in the story about the past compared to no	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	Compare pictures or photographs of people or events in the past Identify different ways to represent the past Suggest why an individual acted as they did, and say why they think that. Understand basic cause and effect	Identify and give reasons for different ways in which the past is represented Distinguish between different sources and evaluate their usefulness Look at representations of the period – museums etc	Look at the evidence available begin to evaluate the usefulness of different sources Use of text books and historical knowledge	Compare accounts of events from different sources. Fact or fiction Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Make confident use of the library etc. for research
Historical experiences available to all year groups	Local Area: Hod Hill/ Hambledon Hill/ Badbury Rings/ Kingston Lacey Stone Henge Ancient Technology Centre Museum of East Dorset, Wimborne County Museum, Dorchester Roman House Dorchester The Tank Museum Norte Fort						
Range and Depth of Historical knowledge	Discussing stories to find out about historical figures	Begin to describe similarities and differences in artefacts Through drama – why people did things in the past Use a range of sources to find out characteristic features of the pas	Find out about people and events in other times Using collections of artefacts – confidently describe similarities and differences Through drama – develop empathy and understanding (hot seating, sp. and listening)	Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people’s actions understand why people may have had to do something Study change through the lives of significant individuals	Use evidence to reconstruct life in time studied Identify key features and events Look for links and effects in time studied Offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations Study an ancient civilization in detail (Egypt	Study different aspects of life of different people – differences between men and women Examine causes and results of great events and the impact on people compare life in early and late times studied Compare an aspect of life with the same aspect in another period	Find about beliefs, behaviour and characteristics of people, Recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another period studied Write another explanation of a past event in terms of cause and effect Use evidence to support and illustrate their explanation Know key dates, characters and events of time studied Compare and contrast ancient civilisations (Mayans/Greeks/Egyptians)
Vocabulary	Now, then, first, last, order, sequence, old, new, artefact, same, different, similar	Now, then, first, last, order, sequence, old, new, artefact, same, different, similar	Chronological order, sequence, before, after, memory, same, different, similar, artefact, replica,	Chronological order, sequence, before, after, decade, century, timeline, time period, evidence, source,	Chronological order, sequence, before, after, decade, century, timeline, time period, evidence, source,	Chronological order, sequence, decade, century, timeline, time period, evidence, historical enquiry, evidence, source, primary	Chronology, decade, century, timeline, time period, evidence, historical enquiry, source, primary source, secondary source ancient, modern, remains, ruins,

			evidence, source, old, new, modern, ancient	ancient, modern, remains, ruins, artefact, replica, archaeology, empire, civilisation	ancient, modern, remains, ruins, artefact, replica, archaeology, interpretation, AD, BC, similarity and difference	source, secondary source, ancient, modern, remains, ruins, artefact, replica, archaeology, interpretation, AD, BC, propaganda, opinion, continuity, change, cause and consequence, similarity, difference, democracy, civilisation, empire.	artefact, replica, archaeology interpretation, AD, BC propaganda, opinion, continuity, change, cause and consequence, similarity, difference. local, regional, national, international history, cultural, economic, military, political, religious and social history
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6