

Knowledge and Skills Progression Document

History					
	Chronological Understanding	Historical Understanding	Historical interpretation	Historical enquiry	Organisation & Communication
<b>N u r s u r y</b>	<ul style="list-style-type: none"> <li>Can they retell past events in correct order?</li> <li>Can they use talk to connect ideas, explain what is happening and anticipate what might happen next?</li> <li>Can they recall and relive past experiences?</li> <li>Can they remember &amp; talk about significant times or events for family &amp; friends?</li> <li>Can they begin to make sense of their own life-story &amp; family's history?</li> </ul>	<ul style="list-style-type: none"> <li>Can they develop an understanding of growth, decay and changes over time?</li> <li>Can they comment and ask questions about aspects of the familiar world such as the place where I live or the natural world?</li> <li>Can they share stories about people from the past who have influenced the present?</li> </ul>	<ul style="list-style-type: none"> <li>Can they talk about things being old or new?</li> </ul>	<ul style="list-style-type: none"> <li>Can they question why things happen?</li> <li>Can they understand why and how questions?</li> <li>Can they ask who, what, when &amp; how?</li> </ul>	<ul style="list-style-type: none"> <li>Can they understand use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</li> <li>Can they understand and use vocabulary such as how, why, because?</li> <li>Can they understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? Because.</li> </ul>
	Chronological Understanding	Historical Understanding	Historical interpretation	Historical enquiry	Organisation & Communication
<b>R e c e p t i o n</b>	<ul style="list-style-type: none"> <li>Can they use talk to organise, sequence and clarify thinking about events?</li> <li>Can they identify which picture came first?</li> <li>Can they understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>Can they remember &amp; talk about significant times or events for their family &amp; friends?</li> </ul>	<ul style="list-style-type: none"> <li>Can they use talk to organise, sequence &amp; clarify thinking, ideas, feelings &amp; events?</li> <li>Can they name significant events in their lives (Christmas, birthdays etc)</li> <li>Can they name and describe people around them and what their roles in society are?</li> </ul>	<ul style="list-style-type: none"> <li>Can they ask questions to find out more &amp; to check understanding of what has been said?</li> <li>Can they comment on images of familiar situations in the past?</li> <li>Can they compare &amp; contrast characters from stories, including figures from the past?</li> <li>Can they recognise some similarities and differences between things in the past and now, drawing on their past experiences?</li> </ul>	<ul style="list-style-type: none"> <li>Can they ask questions to find out more &amp; to check understanding of what has been said?</li> <li>Can they understand questions such as who, why, when, where &amp; how?</li> <li>Can engage in non-fiction books?</li> </ul>	<ul style="list-style-type: none"> <li>Can they understand use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</li> <li>Can they understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?</li> <li>Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? Because, explain.</li> </ul>

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<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Can they put up to three objects in chronological order (recent history)?</li> <li>• Can they use words and phrases like old, new and a long time ago?</li> <li>• Can they tell me about things that happened when they were little?</li> <li>• Can they recognise that a story is read to them may have happened a long time ago.</li> <li>• Do they know that some objects belong in the past?</li> <li>• Can they explain how they have changed since they were born?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they recall some facts about people/events before living memory?</li> <li>• Can they suggest some differences between the past and now?</li> <li>• Can they suggest reasons as to why people may have acted the way they did?</li> </ul>	<ul style="list-style-type: none"> <li>• Start to compare and make simple comparisons between two versions of a past event.</li> <li>• Can they use pictures and photographs to find out about the past?</li> <li>• Can they recognise the difference between fact and fiction using stories?</li> <li>• Can they start to consider how reliable adults are when talking about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they ask and answer simple questions about the past?</li> <li>• Can they start to explore events, look at pictures and ask questions i.e., "Which things are old and which are new?" or "What were people doing?"</li> <li>• Can they start to suggest reasons why evidence may help us find out about the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they show an understanding of historical terms such as war and monarch?</li> <li>• Can they tell simple stories about the past?</li> <li>• Can they make simple drawings about the past?</li> <li>• Can they start to use drama to communicate knowledge about the past?</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Can they put up to six objects/events in chronological order using dates?</li> <li>• Can they use words and phrases like before I was born, when I was younger?</li> <li>• Can they use phrases and words like 'before', 'after', 'past', 'present', 'then' and 'now' in their historical learning?</li> <li>• Can they use words 'past' and 'present' accurately?</li> <li>• Can they use a range of appropriate words and phrases to describe the past?</li> <li>• Can they sequence a set of events in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use information to describe the past including significant individuals?</li> <li>• Can they describe the similarities and differences between the past and now?</li> <li>• Can they look at evidence to give and explain reasons why people in the past may have acted in the way they did?</li> <li>• Can they recount the main events from a significant event in history?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they start to compare two versions of a past event?</li> <li>• Can they observe and use pictures, photographs and artefacts to find out about the past?</li> <li>• Can they start to use stories or accounts to distinguish between fact and fiction?</li> <li>• Can they explain that there are different types of evidence and sources that can be used to help represent the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they observe or handle evidence to ask simple questions about the past? (Using 5Ws Questions).</li> <li>• Can they observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</li> <li>• Can they choose and select evidence and say how it can be used to find out about the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they show an understanding of historical terms, such as parliament, government and remembrance?</li> <li>• Can they talk, write and draw about things from the past?</li> <li>• Can they use historical vocabulary to retell simple stories about the past?</li> <li>• Can they use drama/role play to communicate their knowledge about the past?</li> </ul>

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<b>Year 3</b>	<ul style="list-style-type: none"> <li>Can they begin to use a timeline within a specific time in history to set out the order things may have happened?</li> <li>Can they understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>Can they describe events from the past using dates when things happened?</li> <li>Can they describe events and periods using the words: ancient and century?</li> </ul>	<ul style="list-style-type: none"> <li>Can they identify/note the key changes over a period of time and start to suggest reasons for those changes?</li> <li>Can they make connections between aspects of history, people and artefacts studied?</li> <li>Can they identify key features and events of the time studied?</li> <li>Can they start to suggest how some people and events in the past have influenced life today.</li> </ul>	<ul style="list-style-type: none"> <li>Can they spot the difference between fact and fiction in historical accounts?</li> <li>Can they compare different versions of the same story and identify differences?</li> <li>Can they start to suggest reasons for why two versions of the same event may be different?</li> <li>Can they identify the different sources of evidence they can use to learn about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Can they use a range of sources (Including maps) to find out about the past?</li> <li>Can they start to use a wider variety of evidence to answer questions about their topic.</li> <li>Can they start to devise their own questions about the past?</li> <li>Can they begin to research specific events from the past – using the library/internet?</li> </ul>	<ul style="list-style-type: none"> <li>Can they present, communicate and organise ideas from the past using drama, role-play and different genres of writing including letters, recounts, diaries and posters?</li> <li>Can they use appropriate historical vocabulary to communicate information such as ruled, conquer and kingdoms?</li> <li>Can they research answers on simple questions about a studied period?</li> </ul>
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<b>Year 4</b>	<ul style="list-style-type: none"> <li>Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>Can they describe events and periods using the words: BC, AD and decade?</li> <li>Can they place periods of history on a timeline showing periods of time?</li> <li>Can they use their mathematical skills to round up time differences into centuries or decades?</li> </ul>	<ul style="list-style-type: none"> <li>Can they identify/note the key changes over a period of time and give reasons for those changes?</li> <li>Can they describe connections and contrasts between aspects of history, people, events and artefacts studied?</li> <li>Can they Identify key features, aspects and events of time studied?</li> <li>Suggest how some people and events in the past have influenced life today.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to evaluate how useful different sources are – what can different pieces of evidence tell us about the past?</li> <li>Can they look at more than two versions of the same event or story in history and identify differences and similarities;</li> <li>Can they investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>	<ul style="list-style-type: none"> <li>Can they use a range of primary and secondary sources to find out about the past?</li> <li>Can they construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information?</li> <li>Can they regularly address and sometimes devise own questions to find answers about the past?</li> <li>Can they begin to undertake their own research?</li> </ul>	<ul style="list-style-type: none"> <li>Can they present, communicate and organise ideas from the past using models, drama, role-play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides?</li> <li>Can they use appropriate historical vocabulary to communicate information such as reigned, empire, invasion?</li> <li>Can they start to present ideas based on their own research about a studied period?</li> </ul>

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<b>Year 5</b>	<ul style="list-style-type: none"> <li>Can they plot specific events on a timeline using centuries?</li> <li>Can they use dates and historical language in their work?</li> <li>Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</li> <li>Can they use their mathematical skills to work out exact time scales and differences as need be?</li> </ul>	<ul style="list-style-type: none"> <li>Can they give reasons why changes may have occurred, backed up by evidence?</li> <li>Can they start to describe similarities and differences between some people, events and artefacts studied</li> <li>Can they describe how historical events studied affect/influence life today?</li> <li>Can they start to make links between some of the features of past societies? (e.g. religion, houses, society, technology.)</li> </ul>	<ul style="list-style-type: none"> <li>Can they begin to evaluate the usefulness of different sources of evidence?</li> <li>Can they start to understand the difference between primary and secondary evidence and the impact of this on reliability?</li> <li>Offer reasons for different versions of history – why do some people see the same events differently?</li> <li>Can they show an awareness of the concept of propaganda?</li> </ul>	<ul style="list-style-type: none"> <li>Can they start to identify when sources of information are either primary or secondary while investigating the past?</li> <li>Can they locate information about a topic in the library and internet with increasing confidence?</li> <li>Can they start to investigate their own historical questions?</li> <li>Can they undertake their own research about a historical topic?</li> </ul>	<ul style="list-style-type: none"> <li>Can they know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, economic and religious?</li> <li>Can they present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing, such as myths, instructions, accounts, diaries, letters and posters?</li> <li>Can they start to plan and present a self-directed project or research about the studied period?</li> </ul>
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<b>Year 6</b>	<ul style="list-style-type: none"> <li>Can they say where a period of history fits on a timeline?</li> <li>Can they order an increasing number of significant events, movements and dates on a timeline using dates accurately?</li> <li>Can they accurately use dates and terms to describe historical events?</li> <li>Can they understand how some historical events/periods occurred concurrently in different locations, e.g. Romans and Greeks?</li> </ul>	<ul style="list-style-type: none"> <li>Can they give reasons why changes may have occurred, backed up by multiple sources of evidence?</li> <li>Can they describe similarities and differences between some people, events and artefacts studied?</li> <li>Can they describe how some of the things studied from the past affect/influence life today?</li> <li>Can they make links between some of the features of past societies (e.g. religion, houses, society, technology.) and the modern day?</li> </ul>	<ul style="list-style-type: none"> <li>Can they consider ways of checking accuracy of interpretations – how can they find out if interpretations are fact, fiction or opinion?</li> <li>Can they find and analyse a wide range of evidence about the past?</li> <li>Can they use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past?</li> <li>Can they know that people in the past represent events or ideas in a way that may be to persuade others?</li> </ul>	<ul style="list-style-type: none"> <li>Can they recognise when they are using primary and secondary sources of information to investigate the past?</li> <li>Can they use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites?</li> <li>Can they select relevant sections of information to address historically valid questions and construct detailed, informed responses?</li> <li>Can they investigate their own lines of enquiry by posing historically valid questions to answer?</li> </ul>	<ul style="list-style-type: none"> <li>Can they know and show a good understanding of historical vocabulary including abstract terms such as, social, political, economic, cultural and religious?</li> <li>Can they present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing, such as myths, instructions, accounts, diaries, letters, information/travel guides, posters and news reports?</li> <li>Can they plan and present a self-directed project or research about the studied period?</li> </ul>

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