



## History progression of Knowledge, Skills and Vocabulary

EYFS	Characteristics of effective learning	Early Learning Goals
	<ul style="list-style-type: none"> <li>• Communication and language • Express themselves effectively, showing awareness of listeners' needs. • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>• Understanding the World • Remember and talk about significant events in their own experience. • Talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond to familiar stories about the past.</li> <li>• Answer simple questions about historical artefacts and buildings.</li> <li>• Communicate some obvious distinctions between past and present experiences.</li> <li>• Identify if personal events and objects belong in the past or present.</li> </ul>

SKILLS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>chronological understanding</b>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time liens with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> </ul> <p>Use dates where appropriate.</p>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time liens with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> </ul> <p>Use dates where appropriate.</p>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul> <p>Use dates and terms to describe events.</p>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul> <p>Use dates and terms to describe events.</p>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history.</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence on a time line.</li> </ul> <p>Use dates and terms accurately in describing events.</p>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history.</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence on a time line.</li> </ul> <p>Use dates and terms accurately in describing events.</p>



<p><b>Knowledge and understanding of events, people and changes in the past</b></p> <p><b>World History on Prospectus</b></p>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> </ul> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> </ul> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
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<p><b>Historical enquiry</b> <b>Historical interpretation</b></p> <p><b>Investigating and Interpreting on Prospectus</b></p>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Use simple vocabulary relating the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now'.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul> <p>Identify some of the different ways the past has been represented.</p>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Use simple vocabulary relating the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now'.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul> <p>Identify some of the different ways the past has been represented.</p>	<ul style="list-style-type: none"> <li>•Use evidence to ask questions and find answers to questions about the past.</li> <li>•Suggest suitable sources of evidence for historical enquiries.</li> <li>•Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>•Describe different accounts of a historical event explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>•Use evidence to ask questions and find answers to questions about the past.</li> <li>•Suggest suitable sources of evidence for historical enquiries.</li> <li>•Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>•Describe different accounts of a historical event explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>•Use sources of evidence to deduce information about the past.</li> <li>•Select suitable sources of evidence, giving reasons for choices.</li> <li>•Use sources of information to form testable hypotheses about the past/</li> <li>•Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>•Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>•Refine lines of enquiry as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>•Use sources of evidence to deduce information about the past.</li> <li>•Select suitable sources of evidence, giving reasons for choices.</li> <li>•Use sources of information to form testable hypotheses about the past/</li> <li>•Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>•Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>•Refine lines of enquiry as appropriate.</li> </ul>
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<b>Organisation and Communication</b>	<ul style="list-style-type: none"><li>• Use words and phrases such as: a long time ago, recently, when my parents were children., years, decades and centuries to describe the passing of time.</li><li>• Show an understanding of the concept of nation and a nation's history.</li></ul> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<ul style="list-style-type: none"><li>• Use words and phrases such as: a long time ago, recently, when my parents were children., years, decades and centuries to describe the passing of time.</li><li>• Show an understanding of the concept of nation and a nation's history.</li></ul> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<ul style="list-style-type: none"><li>• Use appropriate historical vocabulary to communicate e.g. Chronology, era.</li></ul>	<ul style="list-style-type: none"><li>• Use appropriate historical vocabulary to communicate e.g. Chronology, era.</li></ul>	<ul style="list-style-type: none"><li>• Use appropriate historical vocabulary to communicate e.g. legacy, continuity.</li><li>• Use original ways to present information and ideas.</li><li>• Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilization', 'parliament' and 'peasantry'.</li></ul>	<ul style="list-style-type: none"><li>• Use appropriate historical vocabulary to communicate e.g. legacy, continuity.</li><li>• Use original ways to present information and ideas.</li><li>• Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilization', 'parliament' and 'peasantry'.</li></ul>
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KNOWLEDGE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Sequence toys from today and those from previous generations in a timeline.</p> <p>Use time language such as yesterday, last week, a long time ago.</p> <p>Ask and answer questions about toys from the past</p> <p>Recognise the difference between toys of the past and those of today.</p> <p>Be able to recall information about the first ever flight and the jet era</p> <p>Local History</p>	<p>Recognise and explain why The Great Fire of London happened and the changes that occurred as a result.</p> <p>Identify differences between ways of life of people at the time of the fire, compared with today.</p> <p>Compare two versions of reports of The Great Fire.</p> <p>Compare pictures documenting the fire.</p> <p>Discuss reliability of pictures/ accounts/stories. (Perception and judgement).</p>	<ul style="list-style-type: none"> <li>•Use more than one source of historical enquiry.</li> <li>•Place events, artefacts and historical figures on a time line using dates.</li> <li>•Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>•Ask questions to support discussion and deeper thinking.</li> <li>•Suggest cause and consequence of some of the main events and</li> </ul>	<ul style="list-style-type: none"> <li>•Use primary and secondary sources of information to learn about whom the Romans were and where they came from as well as identify features of Roman entertainment, Roman gladiators, the Roman Army and the main Emperors of Rome.</li> <li>•Explore key concepts related to 'invading' and 'settling'.</li> <li>•Understand what made the Roman Army so powerful and formidable.</li> <li>•Use their scientific</li> </ul>	<ul style="list-style-type: none"> <li>•Know where to place the Ancient civilization of the Mayans in time.</li> <li>•Describe the legacy of the Ancient Mayan civilization.</li> <li>•Use different sources of research e.g. books, pictures, artefacts, internet to find out about Mexico and the Mayans.</li> <li>•Use atlases, pictures and the internet to establish routes taken by the invaders and discuss the issues they faced showing an understanding of causes and consequences of the end of the</li> </ul>	<p>Develop research questions to guide research.</p> <p>Use different sources of research to find out about Ancient Greece.</p> <p>Identify how the past influences the present.</p> <p>Present understanding of why people would want to visit Greece.</p> <p>To understand the role of archaeologists.</p> <p>Use research and evidence to influence the design, make and decorate a clay pot.</p> <p>Understand that no single sources of information</p>



	<p>Our Changing Town</p> <ul style="list-style-type: none"> <li>• Discuss how our local area changed since children were born. Identify toys and technology which exist now that didn't exist when they were born. Sorting objects (or images) into 'new' and 'old'. Identify which are modern and which were made before they were born.</li> <li>Compare timescales - explore how life changed since their parents / grandparents were young. Invite adults into school to share this first-hand. Create a timeline of their</li> </ul>	<p>Use a source - observe or handle sources to answer questions about the fire on the basis of simple observations.</p> <p>Ask perceptive questions to form a line of enquiry.</p> <p>Can orally retell the main episodes of The Great Fire in the correct order and write captions to accompany sequenced pictures.</p> <p>Women in the past have had an impact on the world we live in today.</p> <p>That in the past people were not</p>	<p>changes in history.</p> <ul style="list-style-type: none"> <li>•Understand the concept of 'Ancient' by placing the Ancient Egyptians on a timeline in history.</li> <li>•Find out about the beliefs of the Ancient Egyptians by looking at factual evidence about the Pyramids, mummies, Hieroglyphics.</li> <li>•Look at a range of Egyptian artefacts to understand what they tell us about the past.</li> <li>•Find out about agriculture and farming in Ancient Egypt.</li> </ul>	<p>knowledge of forces and their design</p> <p>technology skills to make their own Roman catapult.</p> <ul style="list-style-type: none"> <li>•Understand the factors that led to the fall of the Roman Empire.</li> <li>•Identify how the Romans have influenced our lives today.</li> <li>•Investigate the significance of Mosaic Art in Roman times and to experiment with this technique</li> </ul> <p>Begin to know and understand the history of Britain as a chronological narrative, from the earliest</p>	<p>Roman occupation in Britain.</p> <ul style="list-style-type: none"> <li>• Use observational skills to draw houses and artefacts, research skills to develop an understanding of life in an Anglo-Saxon village.</li> <li>•To begin to understand the role of an archaeologist to piece together information and create a picture of the past.</li> </ul>	<p>can provide a full picture about the past.</p> <p>To undertake historical research and present findings in an original way.</p> <p>Where the Vikings came from and why they chose to settle in England.</p> <p>The significant figures and key events that took place during the Viking period.</p> <p>What life was like for sailors, warriors, children and criminals.</p> <p>The legacy of the Battle of Hastings and the Bayeux Tapestry</p>
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	<p>own lives (or those of their parents). Explore the local area, looking for evidence / signs / examples of things that have changed since the children were born. Identify clues which can tell us how old something is.</p> <p>Explore changes in technology, comparing computers, phones, cars etc from the last ≈ 10 years.</p>	<p>always treated fairly and some women protested until things changed.</p> <p>How to research people's lives using books, the Internet, artefacts and pictures.</p> <p>How to present their work in a variety of different ways.</p> <ul style="list-style-type: none"> <li>Learn about Indian Traditions and life in a country different to ours, including leisure activities.</li> </ul>		<p>times to the present day.</p> <ul style="list-style-type: none"> <li>Children will think carefully about how people's lives have shaped their country and how Britain has influenced and been influenced by the wider world.</li> <li>Children will begin to understand such abstract terms as 'empire', 'civilisation', and 'parliament'.</li> <li>Children will create a timeline showing all the rulers from 1066 till the present</li> </ul>	<p>Children to find out what historical artefacts tell us about the way Vikings lived. Children to research significant figures and events in this period. Children to research and evaluate what it was like to live in Viking times. (Settlement, food, law and order, Danegeld tax, costume).</p>
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		E.g. Sports, Music and Art.		day on shields to display in class.		
<b>Vocabulary</b>	Today, long ago, week, present, yesterday, memory, day, year, past, future, month, new, newest, old, oldest, recent, lifetime, similar, different, date order, timeline, important, remembers, living memory,	Modern, long ago, older generation, opinion, artefact, memories, significant, memorial, experts, chronological order, investigate, opinion, research, artefact, impact, evidence, truth, thoughts, similarities, differences, relevant evidence, true or thoughts	Chronological order, chronology, century, Ancient period, BCE/BC (Before Common Era/Before Christ), civilisation, empire, sources, importance, significance, legacy, democracy, impact, effects, change, continuity, cause, infer, suggest, primary evidence, secondary evidence, second-hand evidence, fact, opinion,	century, invasion, chronological order, chronology, Ancient period, ACE/AD (After Common Era/ Anno Domini), empire, civilisation, legacy, democracy, impact, effects, consequence, change, continuity, cause, infer, suggest, primary evidence, secondary evidence, compare, contrast, fact, fiction, opinion	Chronological order, chronology, decade, century, 1000 years, Ancient period, BCE/BC (Before Common Era/Before Christ), civilisation, empire, sources, importance, significance, legacy, democracy, impact, effects, reasons, change, continuity, first- hand evidence, second-hand evidence, fact, opinion, similarities, differences, fact, opinion	Millennium, century, decade, invasion, chronological order, chronology, Ancient period, Middle ages, ACE/AD (After Common Era/ Anno Domini), empire, civilisation, legacy, democracy, impact, effects, consequence, change, continuity, cause, infer, suggest, primary evidence, secondary evidence, compare, contrast, fact, fiction, opinion



			similarities, differences, fact, opinion, archaeology			