**History Progression of Knowledge and Skills**

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| **Historical Interpretations**  |
| **Class 1** | **Class 2** | **Class 3** | **Class 4** |
| **Topics****All about Me****Kings and Queens**Talk about members of their immediate family and community;Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;Compare and contrast characters from stories, including figures from the past;Ask questions to find out more and to check they understand what has been said to them; Begin to make sense of their own life-story and family’s history. | **Topics:** **Significant Explorers****Kings and Queens****Nurturing Nurses**Start to compare two versions of past events;Observe and use pictures, photographs and artefacts to find out about the past;Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. | **Topics:****Ancient Egypt****Romans****Crime and Punishment**Look at two versions of the same event or story in history and identify differences;Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different;Begin to understand some of the ways in which historians and others investigate the past. | **Topics:****Mayan Civilisation****The Shang Dynasty** **British History**Find and analyse a wide range of evidence about the past;Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;Consider different ways of checking the accuracy of interpretations of the past;Start to understand the difference between primary and secondary evidence and start to question its reliability;Know that people in the past represent events or ideas in a way that may be to persuade others;Continue to develop their understanding of how historians and others investigate the past. |
| **Historical Investigations** |
| **Class 1** | **Class 2** | **Class 3** | **Class 4** |
| **Topics****All about Me****Kings and Queens**Comment on images of familiar situations in the past;Understand the past through settings, characters and events encountered in books read in class and storytelling. | **Topics:** **Significant Explorers****Kings and Queens****Nurturing Nurses**Observe or handle evidence to ask simple questions about the past;Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;Use evidence to explain the key features of events;Sort some objects/artefacts into new and old and then and now. | **Topics:****Ancient Egypt****Romans****Crime and Punishment**Use a range of primary and secondary sources to find out about the past;Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;Gather more detail from sources such as maps to build up a clearer picture of the past;Regularly address and sometimes devise own questions to find answers about the past;Begin to undertake their own research. | **Topics:****Mayan Civilisation****The Shang Dynasty** **British History**Recognise when they are using primary and secondary sources of information to investigate the past;Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;Select relevant sections of information to address historically valid questions and construct detailed, informed responses;Investigate their own lines of enquiry by posing historically valid questions to answer. |

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| **Chronological Understanding** |
| **Class 1** | **Class 2** | **Class 3** | **Class 4** |
| **Topics****All about Me****Kings and Queens**Begin to make sense of their own life-story and family’s history;Understand the past through settings, characters and events encountered in books read in class and storytelling. | **Topics:** **Significant Explorers****Kings and Queens****Nurturing Nurses**Sequence artefacts and events that are close together in time; Order dates from earliest to latest on simple timelines; Sequence pictures from different periods; Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. | **Topics:****Ancient Egypt****Romans****Crime and Punishment**Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). | **Topics:****Mayan Civilisation****The Shang Dynasty** **British History**Order an increasing number of significant events, movements and dates on a timeline using dates accurately;Accurately use dates and terms to describe historical events; |
| **Knowledge and Understanding of Events and People in the Past** |
| **Class 1** | **Class 2** | **Class 3** | **Class 4** |
| **Topics****All about Me****Kings and Queens**Talk about the lives of people around them and their roles in society;Begin to make sense of their own life-story and family’s history;Talk about members of their immediate family and community;Compare and contrast characters from stories, including figures from the past. | **Topics:** **Significant Explorers****Kings and Queens****Nurturing Nurses**Know and recount episodes from stories and significant events in history;Understand that there are reasons why people in the past acted as they did;Describe significant individuals from the past. | **Topics:****Ancient Egypt****Romans****Crime and Punishment**Find out about the everyday lives of people in time studied compared with our life today;Explain how people and events in the past have influenced life today;Identify key features, aspects and events of the time studied;Describe connections and contrasts between aspects of history, people, events and artefacts studied. | **Topics:****Mayan Civilisation****The Shang Dynasty** **British History**Identify and note connections, contrasts and trends over time in the everyday lives of people;Use appropriate historical terms such as culture, religious, social, economic and political when describing connections, contrasts and trends over time;Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. |

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| **Presenting, Organising and Communicating** |
| **Class 1** | **Class 2** | **Class 3** | **Class 4** |
| **Topics****All about Me****Kings and Queens**Learn new vocabulary;Articulate their ideas and thoughts in well-formed sentences;Describe events in some detail;Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | **Topics:** **Significant Explorers****Kings and Queens****Nurturing Nurses**Talk, write and draw about things from the past;Use historical vocabulary to retell simple stories about the past. | **Topics:****Ancient Egypt****Romans****Crime and Punishment**Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);Start to present ideas based on their own research about a studied period. | **Topics:****Mayan Civilisation****The Shang Dynasty** **British History**Present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written narratives. |

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| **Substantive Concepts and Historical Vocabulary** |
| **Class 1** | **Class 2** | **Class 3** | **Class 4** |
| **Topics****All about Me****Kings and Queens**Ask questions to find out more and to check they understand what has been said to them;Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;Learn new vocabulary;Articulate their ideas and thoughts in well-formed sentences;Describe events in some detail;Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | **Topics:** **Significant Explorers****Kings and Queens****Nurturing Nurses**start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;talk and write about things from the past using some historical vocabulary | **Topics:****Ancient Egypt****Romans****Crime and Punishment**Build on prior knowledge to start to gain further understanding of substantive concepts;understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information | **Topics:****Mayan Civilisation****The Shang Dynasty** **British History**Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;start to recognise that some concepts, such as technology, will be different across different periods of history;continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information. |
| **Continuity and Change; Cause and Consequence; Similarities and Differences** |
| **Class 1** | **Class 2** | **Class 3** | **Class 4** |
| **Topics****All about Me****Kings and Queens**Talk about the lives of people around them and their roles in society;Begin to make sense of their own life-story and family’s history;Talk about members of their immediate family and community;Compare and contrast characters from stories, including figures from the past;Ask questions to find out more and to check they understand what has been said to them;Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | **Topics:** **Significant Explorers****Kings and Queens****Nurturing Nurses**begin to identify old and new things across periods of time through pictures, photographs and objects;begin to understand that some things change and some things stay nearly the same.understand that a cause makes something happen and that historical events have causes;explain that historical events are caused by things that occurred before them;start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female;recognise some similarities and. Differences between the past and the present. | **Topics:****Ancient Egypt****Romans****Crime and Punishment**identify key things that stayed the same between periods; identify key things that changed between periods;start to explain the impact of some changes that have happened throughout different periods of time;identify that there are reasons for continuities and changes across periods of time and explain some of these;understand that a cause is something directly linked to an event and not just something that happened before it;start to understand that there are short and long-term causes of events;explain a series of directly related events that happened in the lead up to a historical event;begin to understand that historical events create changes that have consequences;understand that a consequence is something that happens as a direct result of something else;understand that historical events have consequences that sometimes last long after the event is over;identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs;identify and give some examples of how life was similar in the past. | **Topics:****Mayan Civilisation****The Shang Dynasty** **British History**address and devise historical questions about cause and consequence.explain and give varied examples of how life was similar and different in the past;explain and give examples to show that things may have been different from place to place at the same time;start to give reasons for these similarities and differences |
| **Historical Significance** |
| **Class 1** | **Class 2** | **Class 3** | **Class 4** |
| **Topics****All about Me****Kings and Queens**Talk about the lives of people around them and their roles in society;Begin to make sense of their own life-story and family’s history;Talk about members of their immediate family and community;Compare and contrast characters from stories, including figures from the past; | **Topics:** **Significant Explorers****Kings and Queens****Nurturing Nurses**explain reasons why someone might be significant;talk about why a person was important. | **Topics:****Ancient Egypt****Romans****Crime and Punishment**begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past;understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;identify historically significant people and events from a period of history and give some more detail about what they did or what happened. | **Topics:****Mayan Civilisation****The Shang Dynasty** **British History**understand that what we consider to be significant can change throughout different periods;identify a range of historically significant people and events from different periods of history and explain why they were significant;identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. |
| **Historical Concepts** |
| **Class 1** | **Class 2** | **Class 3** | **Class 4** |
| **Topics****All about Me****Kings and Queens**Talk about the lives of people around them and their roles in society;Begin to make sense of their own life-story and family’s history;Talk about members of their immediate family and community;Compare and contrast characters from stories, including figures from the past;Ask questions to find out more and to check they understand what has been said to them;Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | **Topics:** **Significant Explorers****Kings and Queens****Nurturing Nurses**Begin to identify old and new things across periods of time through pictures, photographs and objects;Begin to understand that some things change and some things stay nearly the same;Understand that a cause makes something happen and that historical events have causes;Explain that historical events are caused by things that occurred before them;Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female;Recognise some similarities and differences between the past and the present;Explain reasons why someone might be significant;Talk about why a person was important. | **Topics:****Ancient Egypt****Romans****Crime and Punishment**Identify key things that stayed the same between periods; Identify key things that changed between periods;Understand that historical events have consequences that sometimes last long after the event is over;Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs;Identify and give some examples of how life was similar in the past;Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;Identify historically significant people and events from a period of history and give some more detail about what they did or what happened. | **Topics:****Mayan Civilisation****The Shang Dynasty** **British History**Address and devise historical questions about cause and consequence;Explain and give varied examples of how life was similar and different in the past;Explain and give examples to show that things may have been different from place to place at the same time;Start to give reasons for these similarities and differences;Understand that what we consider to be significant can change throughout different periods;Identify a range of historically significant people and events from different periods of history and explain why they were significant;Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. |