

Hose C of E Primary School

Progression Overview of Knowledge & Skills in History

EYFS End of Phase Expectations		
<p>Past & Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now. Understand the past through settings, characters and events encountered in books and storytelling.</p>		
KS1	Lower KS2	Upper KS2
Chronological Understanding		
<ul style="list-style-type: none"> • Recognise the distinction between past and present. • Place some key events or objects in order, using common phrases to show the passing of time (e.g. old/new, days, months, years). • Identify some similarities and differences between ways of life at different times. • Use common words and phrases relating to the passing of time (e.g. before, after, a long time ago). • Realise that dates are used to describe events in time. • Know that historians use dates and phrases to mark the period or passing of time. • Realises that images are not from the present day by reference to some period detail (e.g. clothes). 	<ul style="list-style-type: none"> • Demonstrate awareness that the past can be divided into different periods of time. • Place events into different periods using the appropriate historical terminology (e.g. decade, century, ancient, Roman, BC, AD etc.). Use dates and historical terms when ordering events and objects. • Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time. • Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. • Explore main events, situations, changes and links within (and across) different periods (e.g. differences/similarities between clothes, food, buildings or transport). 	<ul style="list-style-type: none"> • Develop chronologically secure knowledge of the events and periods of time studied. • Sequence events and periods using appropriate terms (e.g. chronology, legacy, continuity, change, trends). • Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. • Establish clear chronological narratives across periods and within themes (e.g. transport, beliefs, homes etc.). • Describe and make links between main events, situations and changes within and across different periods of time as well as between short- and long-term timescales.

Historical Understanding		
<ul style="list-style-type: none"> • Recognise and talk about some ways that their own lives are similar/different from the lives of people in the past. • Retell key learnt events from beyond their living memory, which are significant nationally or globally. • Describe changes within living memory, including aspects of national life where appropriate. • Talk about the lives of significant individuals in the past who have contributed to national and international achievements. • Demonstrate an awareness of significant events, people and places both within and beyond their own locality. 	<ul style="list-style-type: none"> • Talk about the impact that ancient civilisations had on Britain and how such civilisations have influenced our modern society. • Describe and compare some of the characteristic features and achievements of the earliest civilisations, including where and when they appeared. • Describe some key aspects of Britain's settlement through study. • Describe significant aspects of ancient history, local history, characteristics of societies and achievements of humankind and their influence on modern society. • Discuss significant aspects of, and connections between, different historical events. 	<ul style="list-style-type: none"> • Demonstrate knowledge on how ancient civilisations have influenced the western world, where and when they appeared and their impact on life in Britain. • Discuss the success of ancient civilisations and how their hierarchical structures supported their success. • Demonstrate knowledge of significant historical advancements in their own locality. • Describe and explain significant aspects of societies from around the world as well as settlements in Britain. • Describe the results of historical events, situations and changes (e.g. the impact on people's lives). • Discuss how Britain has influenced and been influenced by the wider world. • Describe aspects of cultural, economic, political, religious and social history. • Recognise that some events, people and changes are judged as more historically significant than others and suggest why this might be the case.
Historical Enquiry		
<ul style="list-style-type: none"> • Make simple observations about different people, events, beliefs and communities. • Use sources to answer simple questions about the past (e.g. Which object is older? How do we know?). 	<ul style="list-style-type: none"> • Recognise that our knowledge of the past is constructed from different sources of evidence. • Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference and 	<ul style="list-style-type: none"> • Use a wider range of sources as a basis for research to answer questions and to test hypotheses. • Choose relevant sources of evidence to support particular lines of enquiry.

Hose Church of England Primary School

'Respect, Bravery, Success, Pride'



<ul style="list-style-type: none"> • Ask and answer simple questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people. • Consider why things may change over time. • Recognise some of the reasons why people in the past acted the way they did. Ask questions (e.g. What was different?). • Identify some of the basic ways the past can be represented (e.g. through pictures). • Choose parts of stories and other sources to show what they know about significant people and events. 	<p>significance. Ask questions (e.g. “How did...?”, “What was important...?”).</p> <ul style="list-style-type: none"> • Recognise how sources of evidence are used to make historical claims. Ask questions such as “What might this tell us about...?”. • Recognise why some events happened and what happened as a result. Ask questions such as “Why did...?” and “What were the effects of...?”. • Describe some of the different ways the past can be represented (e.g. through artists, museum displays, films, written sources). • Recognise why some events happened and what changed as a result. • Identify historically significant people and events in different situations. 	<ul style="list-style-type: none"> • Recognise how our knowledge of the past is constructed from a range of different sources. • Evaluate sources and make inferences. • Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference and significance. Ask questions such as “How did life change?” and “Why do people disagree...?”. • Give some reasons for contrasting arguments and interpretations of the past. • Recognise that some events, people and changes are judged as more significant than others and suggest why this might be the case.
<h2>Communication</h2>		
<ul style="list-style-type: none"> • Use a variety of identified key historical vocabulary. • Use historical concepts such as now/then and same/different when making comparisons between the past and present day or different periods of time. • Describe special or significant events in their own lives. • Demonstrate simple historical concepts and events through speaking, roleplay, pictures and stories. • Retell simple stories about people and events from the past. 	<ul style="list-style-type: none"> • Talk and write about historical events and changes by selecting and organising historical information and dates. • Discuss historical issues and changes. • Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary, evidence, civilisation, empire etc. • Select and organise relevant historical information to present in a range of ways. • Communicate historical findings through a range of methods, including the use of ICT, maps and timelines. 	<ul style="list-style-type: none"> • Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information, including appropriate dates and terms. • Choose the most appropriate way of communicating different historical findings. • Present answers to historical questions and hypotheses by selecting and organising relevant information, using appropriate dates and terms. • Discuss and debate historical issues, acknowledging contrasting evidence and opinions.

Hose Church of England Primary School

'Respect, Bravery, Success, Pride'



<ul style="list-style-type: none">• Talk about who or what was significant in a simple historical account.	<ul style="list-style-type: none">• Produce own accounts that make some connections and describe some contrasts.	<ul style="list-style-type: none">• Use appropriate vocabulary when discussing and describing historical events and concepts (e.g. bias, reliability, democracy, parliament, peasantry and society).• Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines.• Produce structured work that makes connections, provides contrasting evidence, analyses and trends.
--	--	---