



History Skills and Knowledge Progression

	Historical interpretation	Historical enquiry	Organisation and communication	Knowledge and understanding of past events, people and changes in the past	Chronological understanding
End of Key Stage 1	Begin to identify and recount some details from the past from sources. Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.	Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?', Estimates the ages of people by studying and describing their features.	Share knowledge and understanding about the past in different ways (role play, drawing etc) Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.	Tell the difference between past and present in own and other people's lives. Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant in history. Uses evidence to explain reasons why people in past acted as they did.	Recount changes in own life over time. Puts 3 people, events or objects in order using a given scale. Uses words and phrases such as old, new, young, days, months, recently, before, after, now, later. Uses past and present when telling others about an event.
End of Lower Key Stage 2	Looks at two versions of the same event and identifies differences in the accounts. Gives reasons why there may be different accounts of history.	Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'what was it like for a during?' Suggests sources of evidence from a selection provided to use to help answer questions.	Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader.	Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect life today.	Uses words and phrases: century, decade, BC, AD, after, before, during. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Names and places dates of significant events from past on a timeline.

End of Upper Key Stage 2	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.	Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.	Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.	Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. Identifies how any of above may have changed during a time period. Gives own reasons why changes may have occurred, backed up with evidence. Shows identified changes on a timeline. Describes similarities and differences between some people, events and objects studied. Describes how some changes affect life today. Makes links between some features of past societies.	Uses timelines to place events, periods and cultural movements from around the world and to demonstrate changes and developments in culture, technology, religion and society. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline.

The following historical periods are explored across school. Key conceptual strands that run throughout our history curriculum help to ensure meaningful links to prior knowledge are made.

Key conceptual strands: Monarchy; Children; Lifestyles; Technology; Conflict	
Historical topics studied	
See Knowledge Organisers for more information	
End of Key Stage 1	The Great Fire of London Wonder Women The History of Flight Pioneers
End of Lower Key Stage 2	Ancient Egypt Tudor Britain Romans and Anglo Saxons The Mayans The Vikings Stone Age Britain
End of Upper Key Stage 2	Victorian Britain The Industrial Revolution Isambard Kingdom Brunel Wonderful Worcester (a local history study) Ancient Greece