



# Upton Noble – History Knowledge and Skills Progression

	EYFS	KS1	Lower KS2	Upper KS2
Chronology	<p>-Can talk about the lives of people around me and their roles in society including immediate family members and members of the community.</p> <p>-Can use words and phrases like: <b>old, new , past and a long time ago.</b></p>	<p><b>YEAR 1</b></p> <p>-Can sequence artefacts/pictures in chronological order that are close together in time?</p> <p>-Can sequence pictures from different periods of time.</p> <p>-Can children describe memories and changes that have happened in their own lives.</p> <p>-Can use words and phrases like: <b>first, next, old, new, past, present, finally and a long time ago.</b></p> <p>-Can retell a familiar story set in the past</p>	<p><b>YEAR 3</b></p> <p>-Can describe events and periods using the words: BC, AD and decade?</p> <p>-Can describe events and periods using the words: <b>century.</b></p> <p>-Can use a timeline within a specific time in history to set out the order things may have happened.</p> <p>-Can sequence events, artefacts, historical figures on a time line with support.</p> <p>-Can begin to develop a chronologically secure understanding of British, local and world history. (Stone-Bronze age, Roman Britain)</p>	<p><b>YEAR 5</b></p> <p>-Can use dates and historical language in their work with increasing accuracy.</p> <p>-Can understand and describe in some detail the main changes to an aspect in social history. (Crime and punishment– Anglo Saxons to present day).</p> <p>-Can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, significant events.</p> <p>-Can use dates and terms to describe historical events (Earliest civilisations, Ancient Greece, Ancient Egypt).</p>
		<p><b>YEAR 2</b></p> <p>-Can order dates from earliest to latest on simple time lines?</p> <p>-Can use phrases and words like: <b>earliest, 'latest, past, present, future, century, newest, oldest, modern, before, after</b> in their historical learning.</p> <p>-Can sequence a set of events /artefacts in chronological order and give reasons for their order.</p>	<p>-Can confidently use and understand the terms: BC and AD.</p> <p>-Can confidently use vocabulary related to the passing of time (<b>centuries, ancient, decades</b>).</p> <p>-Can begin to develop a chronologically secure understanding of British, local and world history (Saxons, Vikings).</p> <p>-Can sequence several historical events /artefacts/ historical figures on a timeline using dates that are sometimes further apart.</p>	<p><b>YEAR 6</b></p> <p>-Can accurately use dates and historical language to describe historical events.</p> <p>-Can draw a time line ordering an increasing number of significant events and dates accurately.</p> <p>-Can understand and describe a significant turning point in British History (Battle of Britain).</p>

<b>Knowledge and interpretations of the past</b>	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 3</b>	<b>YEAR 5</b>
	-Know some similarities and differences between things in the past and present.	-Can explain why people in the past acted the way they did? -Can begin to recount events from stories/significant events in history? -Can begin to recognise some similarities and differences between the past and the present? -Can begin to identify similarities and differences between ways of life in different periods? -Can describe different significant individuals from the past? -Can distinguish between fact/fiction?	-Can look at more than 2 versions of the same event/story and identify differences. -Can begin to investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. -Can note key changes over a period of time and give reasons for these changes. -Can find out about everyday lives of people in the Stone-Bronze age and Roman compared with our life today. -Can explain how the people and events in the past have influenced life today. (Stone-Bronze Age and Roman Britain) -Can identify key features/events of the time studied (Stone-Bronze age, Roman Britain). Can begin to describe connections and contrasts between aspects of history, people, events and artefacts studied (Stone-Bronze age, Roman Britain).	-Can identify and note connections, contrasts and trends over time in the everyday lives of people in Ancient Civilisations. -Can use appropriate historical vocabulary such as: <b>democracy, civilisation, cultural, religious and social.</b> -Can appreciate that significant events in history have helped shape the country we have today (Ancient Greece– legacy). -Have a good understanding as to how crime and punishment has changed over the years. -Can describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
		<b>YEAR 2</b>	<b>YEAR 4</b>	<b>YEAR 6</b>
		-Can recount events from stories/ an historical event: For example, (The Great Fire of London) -Can identify some similarities and differences between ways of life in different periods -Can describe significant individuals from the past and confidently explain why people in the past acted as they did Can explain that there are different types of evidence and sources that can be used to help to represent the past Can start to compare two versions of a past event.	-Can look at more than 2 versions of the same event/story and confidently identify differences/similarities. -Can investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. -Can note key changes over a period of time and give reasons for these changes. -Can find out about everyday lives of people in the Saxon and Viking periods compared with our life today. -Can explain how the people and events in the past have influenced life today (Saxon and Viking period in Britain). -Can identify key features/events of the time studied (Saxon and Viking period). -Can describe connections and contrasts between aspects of history, people, events and artefacts studied (Saxon and Viking period).	-Can show a good understanding of historical terms and vocabulary including civilisation, social, political, economic, cultural and religious. -Can summarise how Britain has had a major influence on world history. -Can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. -Can describe features of historical events and people from past societies and periods they have studied and note connections, contrasts and trends. -Can they recognise and describe differences and similarities/ changes and continuity / trends over time between different periods of history.

<b>Historical Enquiry</b>	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>-Can draw on my past experiences and use pictures, stories, artefacts and accounts to talk about similarities and differences.</li> </ul> <p>I can understand the past through settings, characters and events encountered in books</p>	<p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>-Can observe and use pictures/photograph/artefacts to find out about the past?</li> <li>-Can ask questions about the past after observing or handling evidence/artefacts?</li> <li>-Can answer questions using an artefact/ photograph provided?</li> </ul>	<p><b>YEAR 3</b></p> <ul style="list-style-type: none"> <li>-Can use various sources of evidence to answer questions about the past.</li> <li>-Can use various sources to piece together information about a period in history.</li> <li>-Can research a specific event from the past.</li> <li>-Can use their 'information finding' skills in writing to help them write about historical information.</li> <li>-Can through research, identify similarities and differences between given periods in history.</li> </ul>	<p><b>YEAR 5</b></p> <ul style="list-style-type: none"> <li>-Can devise historical valid questions about change, cause, similarity and difference and significance selecting relevant information and sources to answer these.</li> <li>-Can use primary and secondary sources of information to investigate the past?</li> </ul>
		<p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>-Can the children confidently ask a range of questions about artefacts/evidence.</li> <li>-Can the children answer questions by using a specific source, such as an information book/handling evidence/talking to an older person.</li> <li>-Can the children research the life of significant individual/s and events in their locality.</li> </ul>	<p><b>YEAR 4</b></p> <ul style="list-style-type: none"> <li>-Can confidently use a variety of sources, including maps to find out about the Saxon and Viking invasion on Britain.</li> <li>-Can explain the significance of the Saxons and Viking invading Britain and the changes experienced including similarities and differences.</li> <li>-Can devise questions to investigate and find answers relating to the Saxon and Viking period in Britain.</li> <li>-Can confidently undertake their own research relating to the Saxon and Viking period and identify cause and consequences.</li> </ul>	<p><b>YEAR 6</b></p> <ul style="list-style-type: none"> <li>-Can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</li> <li>-Can identify and explain their understanding of propaganda.</li> <li>-Can recognise the difference between primary and secondary evidence and the impact of this on reliability.</li> <li>-Can the children use a range of evidence to offer some clear reasons for different interpretations of events linking this to factual understanding about the past.</li> </ul>