

History

Progression of conceptual knowledge:

History: Chronological understanding

Key Stage 1

Understand and use the words past and present and recount changes in own life.
Understand how to put people, events and objects in order of when they happened using a timeline.

Year group	Non-negotiable knowledge	Success criteria	Vocabulary	Resources
Year 1	<ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present. Order and use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. 	<ul style="list-style-type: none"> Can they explain how they have changed since they were born? Can they use phrases like old, new and a long time ago? Can they use a timeline to order events? 	<ul style="list-style-type: none"> Now Yesterday last week when I was younger a long time ago a very long time ago before I was born Past Timeline 	<ul style="list-style-type: none"> Historical artefacts/objects/pictures Books/videos
Year 2	<ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events. 	<ul style="list-style-type: none"> Can they order events on a timeline? Can they describe events from the past using dates when things happened? Can they use words and phrases like before, after, past, present, then and now? 	<ul style="list-style-type: none"> Before After Present Now Then Timeline Past 	<ul style="list-style-type: none"> Historical books/pictures/videos

Key Stage 2

Order significant events, movements and dates on a timeline.
 Identify and compare changes within and across different periods.
 Understand how some historical events occurred concurrently in different locations

	Non-negotiable knowledge	Success Criteria	Vocabulary	Resources
Year 3	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied. 	<ul style="list-style-type: none"> Can they use a timeline within a specific period of history to set out the order that things may have happened? Can they use their mathematical knowledge to work out how long ago events happened? Can they describe events from the past using dates when things happened? 	<ul style="list-style-type: none"> BC AD Timeline Past Present Before Now 	<ul style="list-style-type: none"> Books/videos/pictures/podcasts Timelines
Year 4	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Describe the main changes in a period in history. 	<ul style="list-style-type: none"> Can they use their mathematical skills to round up time differences into centuries and decades? Can they plot events on a timeline using centuries? 	<ul style="list-style-type: none"> BC AD Timeline Past present 	<ul style="list-style-type: none"> Books/videos/pictures/podcasts Timelines
Year 5	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline. Describe the main changes in a period in history. 	<ul style="list-style-type: none"> Can they draw a timeline with different historical periods showing key historical events or lives of significant people? 	<ul style="list-style-type: none"> BC AD Timeline Past Present 	<ul style="list-style-type: none"> Blank timeline Books/videos/pictures/podcasts
Year 6	<ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. 	<ul style="list-style-type: none"> Can they place features of historical events and people from the past societies and periods in a chronological framework? Can they identify and explain differences, similarities and changes between different periods of history? 	<ul style="list-style-type: none"> BC AD Timeline Past Present 	<ul style="list-style-type: none"> Blank timeline Books/videos/pictures/podcasts

History: Knowledge and understanding of events, people and changes in the past.

Key Stage 1

Use information and describe the differences between then and now.
 Recount the main events from a significant events give reasons why people in the past may have acted in the way they did.

Year group	Non-negotiable knowledge	Success criteria	Vocabulary	Resources
Y1	<ul style="list-style-type: none"> Recall some facts about people/events before living memory Say why people may have acted the way they did. 	<ul style="list-style-type: none"> Can they explain how they have changed since they were born? Can they explain how some people have helped us to have better lives? Can they give examples of things that were different in the past? 	<ul style="list-style-type: none"> Before In the past Different Same 	<ul style="list-style-type: none"> Books/videos/pictures/podcasts Artefacts Real life experiences – talking to older generations.
Y2	<ul style="list-style-type: none"> Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. 	<ul style="list-style-type: none"> Can they research the life of a famous person from the past using different sources of evidence? Can they recount the life of someone famous from Britain who lived in the past? Can they explain what they did earlier and what they did later? 	<ul style="list-style-type: none"> Before In the past Different Same 	<ul style="list-style-type: none"> Books/videos/pictures/podcasts Artefacts

Key Stage 2

Choose reliable sources of information and give reasons why changes may have occurred.

Describe similarities and differences between some people, events and artefacts studied.

Make links between some of the features of past societies and describe how some of the things studied in the past affect/influence life today.

Year group	Non-negotiable knowledge	Success criteria	Vocabulary	Resources
Year 3	<ul style="list-style-type: none"> Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past 	<ul style="list-style-type: none"> Can they explain how an event from the past has shaped our lives today? Can they explain some of the times when Britain has been invaded? 	<ul style="list-style-type: none"> Similarities Differences In the past Before After 	<ul style="list-style-type: none"> Artefacts Books/videos/pod casts/pictures
Year 4	<ul style="list-style-type: none"> Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today. 	<ul style="list-style-type: none"> Can they explain how the lives of wealthy people were different from poorer people? Can they explain how an event from the past has shaped our lives today? Can they research two versions of an event and explain how they differ? 	<ul style="list-style-type: none"> Similarities Differences In the past Before After 	<ul style="list-style-type: none"> Artefacts Books/videos/pod casts/pictures
Year 5	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied 	<ul style="list-style-type: none"> Can they identify and explain propaganda? Can they describe a key event from Britain's past using a range of evidence from different sources? Can they research two versions of an event and explain how they differ? 	<ul style="list-style-type: none"> Similarities Differences In the past Before After Evidence Sources 	<ul style="list-style-type: none"> Artefacts Books/videos/pod casts/pictures

	<ul style="list-style-type: none"> Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. 			
Year 6	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. 	<ul style="list-style-type: none"> Can they summarise the main events from a period of history, explaining the order of events and what happened? Can they summarise how Britain has had a major influence on the world? Can they explain how parliament effects decision making in Britain? Can they describe a key event from Britain's past using a wide range of evidence from different sources? Can they describe how crime and punishment has changed over a period of time? Can they summarise how Britain may have learnt from other countries and civilizations? Can they identify and explain differences, similarities and changes between different periods of history? 	<ul style="list-style-type: none"> Similarities Differences In the past Before After Evidence Sources 	<ul style="list-style-type: none"> Artefacts Books/videos/pod casts/pictures

History: Historical enquiry

Key Stage 1

Identify different ways in which the past is represented.
Use a wide range of information to ask and answer questions.

Non-negotiable Knowledge		Success Criteria	Vocabulary	Resources
Year 1	<ul style="list-style-type: none"> Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. 	<ul style="list-style-type: none"> Can they answer questions about new and old objects? Can they find out things about the past by talking to an older person? Can they give examples of things that were different when my grandparents were children? 	<ul style="list-style-type: none"> Question starters Conjunctions – because, if and so 	<ul style="list-style-type: none"> Books/videos/podcasts with relevant information
Year 2	<ul style="list-style-type: none"> Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions. 	<ul style="list-style-type: none"> Can they answer questions using books and the internet? Can they research the life of a famous person from the past using different sources of evidence? 	<ul style="list-style-type: none"> Question starters Conjunctions – because, if and so 	<ul style="list-style-type: none"> Books/videos/podcasts with relevant information

Key Stage 2

Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence and ask questions about the past.

	Non-negotiable knowledge	Success criteria	Vocabulary	Resources
Year 3	<ul style="list-style-type: none"> Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past. 	<ul style="list-style-type: none"> Can they research in order to find similarities and difference between two or more periods in history? Can they use research skills to find answers to specific historical questions? 	<ul style="list-style-type: none"> Question starters Conjunctions – because, if, so and therefore. 	<ul style="list-style-type: none"> Books/videos/podcasts with relevant information
Year 4	<ul style="list-style-type: none"> Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past. 	<ul style="list-style-type: none"> Can they research what it was like for children in a given period of history and present my findings to an audience? Can they explain how historic items and artefacts can be used to help build up a picture of the past? 	<ul style="list-style-type: none"> Question starters Conjunctions – because, if, so and therefore. Evidence Sources 	<ul style="list-style-type: none"> Books/videos/podcasts with relevant information
Year 5	<ul style="list-style-type: none"> Use documents, printed sources the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. 	<ul style="list-style-type: none"> Can they test out a hypothesis in order to answer a question? Can they research two versions of an event and explain how they differ? 	<ul style="list-style-type: none"> Question starters Conjunctions – because, if, so and therefore. Evidence Sources 	<ul style="list-style-type: none"> Books/videos/podcasts with relevant information

Year 6	<ul style="list-style-type: none"> • Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by posing questions to answer. 	<ul style="list-style-type: none"> • Can they describe a key event from Britain's past using a wide range of evidence from different sources? • Can they describe the features of historical events and way of life from periods they have studied? 	<ul style="list-style-type: none"> • Question starters • Conjunctions – because, if, so and therefore. • Evidence • Sources 	<ul style="list-style-type: none"> • Books/videos/podcasts with relevant information
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History: Historical interpretation

Key Stage 1

Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.

Non-negotiable Knowledge

Success Criteria

Vocabulary

Resources

Year 1	<ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past. 	<ul style="list-style-type: none"> Can they spot old and new things in a picture? Can they recognise that some objects belonged to the past? 	<ul style="list-style-type: none"> Now Then Before After A long time ago Evidence 	<ul style="list-style-type: none"> Books/videos/podcasts with relevant information
Year 2	<ul style="list-style-type: none"> Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. 	<ul style="list-style-type: none"> Can they answer questions using books and the internet? Can they research the life of a famous person from the past using different sources of evidence? 	<ul style="list-style-type: none"> Now Then Before After A long time ago Evidence 	<ul style="list-style-type: none"> Books/videos/podcasts with relevant information

Key Stage 2

Evaluate evidence to choose the most reliable forms.
 Know that people both in the past have a point of view and that this can affect interpretation.
 Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

Non-negotiable knowledge		Success Criteria	Vocabulary	Resources
Year 3	<ul style="list-style-type: none"> Explore the idea that there are different accounts of history. 	<ul style="list-style-type: none"> Can they use research skills to find answers to specific historical questions? Can they research in order to find similarities and difference between two or more periods in history? 	<ul style="list-style-type: none"> Past Present A long time ago During this time Similar Different Evidence 	<ul style="list-style-type: none"> Books/videos/podcasts and pictures.

Year 4	<ul style="list-style-type: none"> Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> Can they research two versions of an event and explain how they differ? Can they research what it was like for children in a given period of history and present their findings? 	<ul style="list-style-type: none"> Past Present During this time Similar Different Evidence 	<ul style="list-style-type: none"> Books/videos/podcasts and pictures.
Year 5	<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. 	<ul style="list-style-type: none"> Can they research two versions of an event and explain how they differ? Can they describe a key event from Britain's past using a range of evidence from different sources? Can they compare two or more historical periods; explaining things which changed and things which stayed the same? 	<ul style="list-style-type: none"> Past Present During this time Similarities Differences Evidence Reliable 	<ul style="list-style-type: none"> Books/videos/podcasts and pictures.
Year 6	<ul style="list-style-type: none"> Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. 	<ul style="list-style-type: none"> Can they describe a key event from Britain's past using a wide range of evidence from different sources? Can they describe the features of historical events and way of life from periods they have studied? Can they summarise the main events from a period of history, explaining the order of events and what happened? Can they summarise how Britain has had a major influence on the world? Can they describe how crime and punishment has changed over a period of time? Can they summarise how Britain may have learnt from other countries and civilizations? 	<ul style="list-style-type: none"> Past Present During this time Similarities Differences Evidence Reliable 	<ul style="list-style-type: none"> Books/videos/podcasts and pictures.

History: Organisation and communication

Key Stage 1

Describe objects, people or events in history.

Use timelines to order events or objects or place significant people.

Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.

	Non-negotiable Knowledge	Success Criteria	Vocabulary	Resources
Year 1	<ul style="list-style-type: none"> Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Talk, write and draw about things from the past. 	<ul style="list-style-type: none"> Can they explain how some people have helped us to have better lives? Can they explain what an object from the past might have been used for? Can they give examples of things that were different when their grandparents were children? Can they recognise that some objects belonged to the past? 	<ul style="list-style-type: none"> Then Now Before After Because Old New 	<ul style="list-style-type: none"> Books/videos/podcasts and pictures. Laptops/tablets/computers and IWB
Year 2	<ul style="list-style-type: none"> Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> Can they describe events from the past using dates when things happened? Can they research the life of a famous person from the past using different sources of evidence? Can they recount the life of someone famous from Britain who lived in the past? 	<ul style="list-style-type: none"> Then Now Before After Because Old New 	<ul style="list-style-type: none"> Laptops/tablets/computers and IWB

Key Stage 2

Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Plan and present a self-directed project or research about the studied period.

Non-negotiable knowledge	Success Criteria	Vocabulary	Resources
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Year 3	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> Can they describe events from the past using dates when things happened? Can they explain how an event from the past has shaped our lives today? 	<ul style="list-style-type: none"> Before After Past Present Old New 	<ul style="list-style-type: none"> Laptops/tablets/computers and IWB
Year 4	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> Can they explain how an event from the past has shaped our lives today? Can they research what it was like for children in a given period of history and present their findings to an audience? Can they explain how historic items and artefacts can be used to help build up a picture of the past? 	<ul style="list-style-type: none"> Before After Past Present Old New 	<ul style="list-style-type: none"> Laptops/tablets/computers and IWB
Year 5	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. 	<ul style="list-style-type: none"> Can they identify and explain propaganda? Can they describe a key event from Britain's past using a range of evidence from different sources? 	<ul style="list-style-type: none"> Past Present Sources Evidence Reliable 	<ul style="list-style-type: none"> Laptops/tablets/computers and IWB
Year 6	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. 	<ul style="list-style-type: none"> Can they explain how parliament effects decision making in Britain? Can they describe a key event from Britain's past using a wide range of evidence from different sources? Can they describe the features of historical events and way of life from periods they have studied; presenting to an audience? Can they describe how crime and punishment has changed over a period of time? 	<ul style="list-style-type: none"> Past Present Sources Evidence Reliable 	<ul style="list-style-type: none"> Laptops/tablets/computers and IWB