



St Philip's History Knowledge & Skills Progression

Area of Study	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Objectives		<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements. 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared. An in depth study of Ancient Egypt 	<ul style="list-style-type: none"> The Roman Empire and its impact on Britain. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Hill Forts and Castles 	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots The Anglo Saxon and Viking struggle for the kingdom of England to the time of Edward the Confessor. Non-European society that provides contrasts with British History - Benin 	<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Wars through the ages, focusing on WWII in Autumn and Undersea exploration in Summer Local history study - impact of World Wars in our local area: Link with Remembrance Ancient Greece
Chronology	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	<ul style="list-style-type: none"> Sequence events or objects in chronological order Use common phrases related to the passing of time e.g. here, now, then, yesterday, last week, last year, x years ago & a long time ago. 	<ul style="list-style-type: none"> Sequence artefacts and/or photos closer together in time Continue to Sequence events in chronological order Continue to use common phrases related to the passing of time e.g. here, now, then, yesterday, last 	<ul style="list-style-type: none"> Place the time studied on a time line Sequence events or artefacts in chronological order. Use dates and language related to the passing of time e.g. BC/AD or BCE/CE 	<ul style="list-style-type: none"> Place events from period studied on a time line Use terms related to the period and begin to date events Begin to use language of time and dates more securely e.g. BC/AD or BCE/CE 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Know and sequence key events of time studied Use language of time and dates with increased confidence e.g. BC/AD or BCE/CE 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use language of time and dates with confidence e.g. BC/AD or BCE/CE Sequence up to ten events on a time line



St Philip's History Knowledge & Skills Progression

			week, last year, x years ago & a long time ago.			<ul style="list-style-type: none"> • Relate current studies to previous studies • Make comparisons between different times in history 	
<ul style="list-style-type: none"> • Range and Depth of Historical Knowledge 	<p>Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>• Know some similarities and</p>	<ul style="list-style-type: none"> • Begin to describe similarities and differences in artefacts • Begin to understand why people did things in the past • Use a range of sources to find out characteristic features of the past 	<ul style="list-style-type: none"> • Find out about people and events in other times • Collections of artefacts - confidently describe similarities and differences • Drama - develop empathy and understanding (hot seating, sp. and listening) 	<ul style="list-style-type: none"> • Find out about everyday lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have had to do something • Study change through the lives of significant individuals (Pharaohs e.g. Ramses II, Cleopatra) 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events • look for links and effects in time studied • Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> • Study different aspects of life of different people - differences between men and women (e.g. Vikings and Shield Maidens) • Examine causes and results of great events and the impact on people • Compare life in early and late times studied • Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> • Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another period studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied • Compare and



St Philip's History Knowledge & Skills Progression

	<p>differences between things in the past and now, drawing on their experiences and what has been read in class. •</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						contrast ancient civilisations
<ul style="list-style-type: none"> Interpretations of History 	<p>Compare and contrast characters from stories, including figures from the past</p>	<ul style="list-style-type: none"> Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) 	<ul style="list-style-type: none"> Compare pictures or photographs of people or events in the past Able to identify different ways to represent the past 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources and evaluate their usefulness Look at 	<ul style="list-style-type: none"> Look at the evidence available to extract possible information Begin to evaluate the usefulness of different sources Use of text books, online resources and 	<ul style="list-style-type: none"> Compare accounts of events from different sources. Fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations - fact or fiction and opinion Be aware that



St Philip's History Knowledge & Skills Progression

				representations of the period - museum, cartoons, etc.	historical knowledge		different evidence will lead to different conclusions <ul style="list-style-type: none"> Confident use of the library etc. for research
<ul style="list-style-type: none"> Historical Enquiry 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> Sort artefacts "then" and "now" Use as wide a range of sources as possible To ask and answer questions related to different sources and objects 	<ul style="list-style-type: none"> Use a source - why, what, who, how, where to ask questions and find answers sequence a collection of artefacts Use time lines Discuss the effectiveness of 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details - artefacts, pictures Select and record information relevant to the study Begin to use the 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library, 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of life in time studied Confident use of library, e-learning, research 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out



St Philip's History Knowledge & Skills Progression

			sources	library, e-learning for research • Ask and answer questions	e-learning for research		• Bring knowledge gathering from several sources together in a fluent account
• Organisation and Communication	Compare and contrast characters from stories, including figures from the past. Talk about the lives of people around them and their roles in society.	• Child can communicate their historical knowledge in different ways including, drawings, writing, drama and ICT	• Use a variety of ways to present information e.g. annotated photographs or ICT	• Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama	• Know the period in which the study is set • Display findings in a variety of ways • Work independently and in groups	• Fit events into a display sorted by theme, time • Use appropriate terms, matching dates to people and events • Record and communicate knowledge in different forms: work independently and in groups showing initiative	• Select aspect of study to make a display • Use a variety of ways to communicate knowledge and understanding including extended writing • Plan and carry out individual investigations