



HISTORY KNOWLEDGE PROGRESSION

Year	N	R	1	2	3	4	5	6
Areas of study at JRS		<p>People and communities:</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Understanding the world:</p>	<p>Ourselves: events in chronological order</p> <p>Toys: changes within living memory.</p>	<p>Harvest, food and farming: Newbury past and present</p> <p>Samuel Pepys: a significant individual from history</p> <p>The Gunpowder Plot and the Great Fire of London</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations: Ancient Egypt.</p>	<p>Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p> <p>The Roman Empire and its impact on Britain.</p>	<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: the Tudors - law and order, crime and punishment and maritime exploration.</p>	<p>A local history study: Newbury and surrounding areas in World War II.</p> <p>A non-European society that provides contrasts with British history: Mayan civilization c900AD.</p>
Chronology		<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Sequence events in their life and describe memories and changes that have taken place in their own lives.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p> <p>Use historic terms: old, new, past, present, future.</p>	<p>Sequence artefacts or photos from closer together in time.</p> <p>Order dates from earliest to latest on a simple timeline.</p> <p>Place the events and people they are studying on a timeline.</p> <p>Use historic terms: century, newest, oldest, modern to show the passing of time.</p>	<p>Use timelines to place and events in order from the period studied.</p> <p>Sequence several events or artefacts.</p> <p>Understand timeline can be divided into BC and AD.</p> <p>Use words and phrases: century, decade, after, before.</p>	<p>Use words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Name and place dates of significant events from the past on a timeline.</p> <p>Understand that periods in history overlap eg Romans, Greeks and Egyptians and Iron Age (in Britain).</p>	<p>Use timelines to place and sequence local, national and international events with increasing confidence.</p> <p>Use vocabulary: century, BC, BCE, AD, to describe historical events.</p> <p>Understand how the terms 16th century, 21st century etc. relate to dates.</p> <p>Understand how periods in history occur concurrently.</p>	<p>Confidently and fluently use appropriate historical vocabulary and explain how timelines work to sequence a range of world-wide events and, cultural movements and developments in technology, religion and society.</p> <p>Name dates from significant events studied in the past and place on a timeline.</p>

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Knowledge and understanding of events people and changes in the past		<p>Recognise and identify events that are past and present in their own and other people's lives.</p> <p>Recognise some similarities and differences between the past and the present.</p> <p>Know and recount some episodes or people from stories about the past.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify similarities and differences between ways of life at different times and contrast the past and the present.</p> <p>Use evidence to ask and answer more complex questions about the past.</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p> <p>Know and recount some episodes from stories and significant events in history.</p>	<p>Find out about the everyday lives of people in the periods studied compared with our lives today.</p> <p>Use evidence to find out how any of these may have changed during a time period.</p> <p>Describe similarities and differences between people, events and objects.</p>	<p>Describe features, including differences and similarities, of past societies.</p> <p>Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Give reasons why changes in people's ways of life may have occurred during a time period.</p> <p>Describe how some past events/people affect life today.</p>	<p>Describe key features of periods studied and note changes and trends.</p> <p>Examine causes and results of great events and changes in the periods studied and consider the impact on people.</p> <p>Identify changes and links within and across the time periods studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Compare beliefs and behaviour with another time studied.</p>	<p>Describe key features of past societies and periods studied with confidence, noting differences, similarities, connections and trends over a long period.</p> <p>Identify how aspects of the past may have changed during a time period.</p> <p>Show identified changes on a timeline.</p> <p>Describe how some changes affect life today.</p> <p>Compare aspects of life today with its counterpoint in the past.</p>
Historical investigation/Enquiry		<p>Use evidence as the basis for asking simple questions about the past.</p> <p>Observe or handle evidence to find answers to simple questions about the past.</p>		<p>Use a range of sources to find out about the past: visits, internet, printed material, photos, music, artefacts.</p> <p>Ask questions about the past: why, how, when and start to undertake their own research in order to help answer them.</p>	<p>Use a range of sources to find out about the past, and understand the difference between primary and secondary sources.</p> <p>Ask questions and select relevant source material to enable them to be answered.</p> <p>Organise the information in order to answer questions about the past.</p> <p>Undertake own research with increasing confidence.</p>	<p>Understand and explain the differences between using primary and secondary sources.</p> <p>Continue to use a wide range of different evidence to collect evidence about the past that also include portraits, statues, sculptures, historic sites.</p> <p>Ask a range of questions about the past.</p> <p>Choose reliable sources of evidence to answer questions.</p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Evaluate the usefulness and accuracy of different sources of evidence.</p> <p>Select the most appropriate source of evidence for particular tasks.</p>

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						Realise that there is often not a single answer to historical questions.	Form own opinions about historical events from a range of sources and give detailed and informed responses.
Historical interpretation		<p>Start to use stories to encourage children to distinguish between fact and fiction</p> <p>Compare 2 versions of a past event.</p>	<p>Use stories of account to distinguish between fact and fiction.</p> <p>Compare pictures and photographs of people or events in the past and also ancient and modern maps of local area.</p> <p>Discuss the reliability of different types of evidence.</p>	<p>Look at more than two versions of the same event or story in history and identify differences.</p> <p>Start to explain why some accounts may be different.</p>	<p>Investigate different accounts of historical events.</p> <p>Be able to explain some of the reasons why the accounts may be different.</p>	<p>Look at different versions of the same events and identify differences in the accounts</p> <p>Offer some clear reasons for different interpretation of events, linking this to factual understanding of the past.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Start to evaluate the usefulness of sources.</p>	<p>Understand that the past has been represented in different ways.</p> <p>Understand how primary and secondary evidence impacts on reliability.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
Presenting, organising and communicating		<p>Talk, write and draw about things from the past.</p> <p>Use drama and role play to show their understanding and knowledge about the past.</p>	<p>Continue to talk, write and draw about the past and the periods and people studied: make models and use ICT.</p> <p>Use historical vocabulary to retell stories about the past.</p> <p>Use drama and role play to show their understanding and knowledge about the past</p>	<p>Present findings about past using speaking, drama and role play, ICT, drawing skills and writing eg diaries, letters, posters and poems.</p> <p>Use dates and subject specific vocabulary with increasing accuracy.</p>	<p>Present findings about past using speaking, drama and role play, maths (data handling), ICT, drawing skills and writing eg diaries, letters, posters and poems, adverts and guides.</p> <p>Use dates and subject specific vocabulary correctly.</p>	<p>Present structured and organised findings about the past using speaking, drama, maths, ICT, drawing skills and writing eg myths, instructions, travel guides.</p>	<p>Present information in an organised and clearly structured way using speaking, drama, maths, ICT, drawing skills and writing eg instructions, accounts, news reports, travel guides, charts and tables. .</p>

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				<p>Discuss different ways of presenting information for different purposes.</p>	<p>Discuss most appropriate way to present information to an audience.</p>	<p>Use dates and subject specific vocabulary accurately, demonstrating an understanding of abstract terms eg democracy, civilisation, religious.</p> <p>Plan and present a self-directed project/research about the studied period, choosing to present information to an audience in the most appropriate way.</p>	<p>Make use of different ways of presenting information, choosing the most appropriate for the audience.</p> <p>Use dates and subject specific vocabulary accurately, demonstrating an understanding of abstract terms eg social, political, economic.</p> <p>Plan and present a self-directed project/research about</p>