



Knowledge and Skills Progression: History

Year group	Constructing & Sequencing the past	Change & Development	Cause & Effect	Significance & Interpretations	Plan & Carry Out an Enquiry	Using Sources of Evidence
Nursery (F1)	<ul style="list-style-type: none"> Begin to make sense of their own life story and family's history. All about me and my family Use a wider range of vocabulary (time vocabulary). 	<ul style="list-style-type: none"> Begin to identify similarities and differences between now and the past (e.g. comparing baby & current age). 	<ul style="list-style-type: none"> My Nursery Journey - Celebrating achievements through learning new skills. 	<ul style="list-style-type: none"> Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. 	<ul style="list-style-type: none"> Understand why questions. Identify differences and similarities between themselves and others (including family). 	<ul style="list-style-type: none"> My Nursery Journey (Tapestry photos) – celebrating our achievements and growth throughout the year.
Reception (F2)	<ul style="list-style-type: none"> Use new vocabulary throughout the day and in different contexts. Describe events in some detail. 	<ul style="list-style-type: none"> 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"> Begin to understand simple cause and effect for an event. 	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Fairytales from around the world. Compare characters and events from the stories. 	<ul style="list-style-type: none"> Ask questions to find out more & check they understand what has been said to them. 	<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge

Year 1

- Can recall some of the key events and people associated with the themes of family, local, national and global history.
- Can use a timeline to sequence a series of information, objects or images.
- Begin to use a range of words common to the passing of time, e.g. within living memory, beyond living memory.

- Can independently identify a range of similarities, differences and changes within a specific time period, e.g. the difference between Victorian and modern toys.

- Can identify at least one relevant cause and effect for the events covered, e.g. what caused the Great Fire of London and changes made to London afterwards.

- Through discussion, demonstrate an understanding of the term 'significance'.
- Give some valid reasons why someone or something is significant, e.g. an why Henry VIII was a significant monarch.
- Will begin to make connections between significant events or people, e.g. the monarchs studied.

- Can plan a small enquiry by asking relevant questions.
- Can find relevant information to answer questions using at least one story and another type of source, e.g. which caused the Great Fire of London?
- Can use appropriate historical vocabulary.

- Can extract information from more than one type of source to find out about an aspect of the past, e.g. about their grandparent's childhood. These sources could include, written, visual, oral sources or artefacts.

Year 2

- Demonstrate an understanding of the characteristics of the periods studied, e.g. technology available.
- With some confidence, can independently sequence a number of events on a timeline, e.g. placing modes of flight in the correct order.
- Begin to explain why they have placed the events and/or information in that order.
- Can use a wider range of terms and phrases, e.g. nowadays, in the past and previously. Children might also explore more complex terms such as, decade and last century.

- Can confidently, accurately and independently describe differences and changes both within and across a time period, e.g. between early and modern aircraft.
- May begin to demonstrate an understanding of which are the most important differences and why.

- Can identify several cause and effects of the events covered, e.g. why Lord Leverhulme created Port Sunlight.
- Will begin to understand that some of the causes/effects are particularly important, e.g. Florence Nightingale's impact on nursing.

- Can give a broad range of reasons why someone or something is significant.
- Demonstrate a secure understanding of the term significant.
- Can give some reasons why one aspect of a person's life is of particular importance in making them significant e.g. the first flight.
- Can make valid connections between and judgements between significant events or people e.g. whether Mary Seacole or Florence Nightingale made the more significant contribution to nursing.

- Can independently pose a range of valid questions.
- Can find relevant information from more than one source to confidently answer questions e.g. why is Lord Leverhulme significant?
- Can use a range of appropriate vocabulary in both their questions and answers.

- Can independently select information from several different types of source such as written, visual and oral sources, and artefacts to answer questions e.g. about why Lord Leverhulme was significant.
- Demonstrate an understanding that some sources are more useful than others in providing information to answer historical questions.

Year 3

- Can identify some details from across and within several themes, societies, events and significant people from local, national and global history e.g. using knowledge from their study of the Stone Age to identify the main achievements of Neolithic man.
- Can sequence a number of the most significant events, objects, themes, societies, periods and people studied in KS2. For example, accurately grouping a range of images from the Bronze and Iron Ages.

- Can make valid statements about the main similarities, differences and changes occurring within a topic e.g. looking and changes in farming across the Bronze and Iron Ages.
- Will demonstrate an awareness of the significance of change and its impact.

- Can describe some of the relevant causes / effects of some of the key events and developments covered e.g. how the Romans changed Britain.

- Can select what is most significant in a historical account, related to a person's life, a key theme or event e.g. Roman invasion of Britain.
- Can give a valid reason why they have selected a particular aspect as being most significant in a historical account e.g. why language was the Roman's most significant impact on Britain.
- Can identify a number of ways and reasons why two accounts of an event may differ e.g. Roman invasion of Britain.
- Can provide reasons why sources may differ, though these may be underdeveloped.

- Can independently identify a number of historically valid questions for a topic.
- Can offer structured responses to enquiry questions making appropriate use of sources.
- Will use a range of appropriate historical terms.

- Can understand how a range of sources can be used to answer historical questions e.g. why the River Nile was important to Ancient Egyptians.
- Is aware that some sources of information are more useful than others in answering certain historical questions.

Year 4

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| <ul style="list-style-type: none">• Can identify a range of details from within and across local, national and global history, to demonstrate an awareness of themes, society, events and people, e.g. achievements of the Vikings.• Can accurately sequence a number of the key events, objects, themes, societies, periods and people in studied in KS2. For example, they can accurately construct a timeline Anglo-Saxon Britain and the Viking invasion.• Provide detailed, valid reasons why they have sequenced events/ objects/ information in this way. | <ul style="list-style-type: none">• Can explain why certain changes and/or developments were of particular significance across or within time periods.• Can provide a comprehensive comparison between Tudor Britain and today e.g. crime & punishment and healthcare.• Will identify links between the changes and a clear rationale for why one change could be considered to be more important than others.• May provide some insightful ideas about whether some things did not change in a period and why. | <ul style="list-style-type: none">• Can independently and confidently comment on the causes and effects of some of the key events and developments within the topics studied, e.g. how the Viking raid of Lindesfarne effected how the Anglo-Saxons viewed them.• Can understand that the same event can result in both positive and negative effects, e.g. whether the Vikings were just vicious raiders. | <ul style="list-style-type: none">• Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. a life in Anglo-Saxon Britain.• Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important.• Will begin to understand that some things will have long or short-term significance e.g. the Viking settlement of England. | <ul style="list-style-type: none">• Can identify a range of ways in which two or more accounts of the same event differ.• Can comment on a range of possible reasons for the differences in a number of accounts, e.g. the pupil can identify a range of ways in which accounts of the Viking raid of Lindsefarne are both different and similar. | <ul style="list-style-type: none">• Can independently devise significant historical enquiries based on a range of valid questions, e.g. related to how the Anglo-Saxons viewed the Vikings?'• Can answer the questions in some detail using a range of relevant and varied sources to support points made.• Work will be clearly structured with contrasting viewpoints considered.• Use a broad range of relevant historical terms.• Will work independently and with confidence. |
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Year 5/6

- Can understand some features associated with themes, societies, people and events, e.g. Liverpool and the impact of the blitz.
- Will sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across topics covered using appropriate dates, period labels and terms, e.g. look at different civilisations that have migrated to Britain, when they did so and their reasons.

- Can independently and confidently provide a comprehensive list of the changes within the period studied.
- Can independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2 topic, e.g. the impact of migration on Britain.
- Will identify a range of links between the various changes.
- Can provide insightful ideas about whether some things did not change very much within a period and why this occurred.

- Can explain the role of different causes and effects of a range of events and developments, e.g. push and pull factors behind migration.
- Can place the causes and/or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain.
- Can make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans chose to settle in Britain.

- Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. Liverpool's experience of the blitz.
- Can give a range of valid reasons why they have selected a particular aspect as being most significant in a historical account and why others are less important.
- Can confidently identify the ways in which interpretations of the same event or person can differ, e.g. can identify a number of differences in the interpretations presented about the Windrush journey.
- Can explain why there may be similarities and differences in interpretations.

- Can confidently and independently devise significant historical enquiries based on a broad range of valid questions, e.g. how migration shaped Liverpool.
- Can answer the questions in detail using a broad range of relevant and varied sources to support points made.
- Work is clearly structured, using evidence to consider contrasting viewpoints and draw valid conclusions.
- Will use a broad range of relevant historical terms throughout.
- Will work independently and with confidence.
- Will begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed.

- From a range of sources provided, accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding multi-culturalism in Roman Britain?'
- Can explain why they have made that selection, possibly with some references to utility and reliability.

2024/25 Cycle

- Can provide overviews of the most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the early Baghdad.
- Will begin to make links and group them into themes, e.g. social, cultural.
- Will be able to make links with themes in other societies studied, e.g. The Ancient Egyptians.
- Will sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates.
- Can accurately identify links between this sequence and the events of other periods studied.

- Can compare similarities, differences and changes within and across topics, e.g. some similarities and differences between Ancient Baghdad and Ancient Egypt.
- Will confidently identify a range of links between the various changes, e.g. similarities between Roman and Greek beliefs.
- Will begin to understand and explain how some of the changes were exceptional or commonplace, e.g. the overlap of Ancient Greece and Ancient Rome on a timeline.

- Can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the power of the monarchy has changed.
- Will order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order.
- May be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term.

- Can confidently and independently identify the different interpretations in a range of topics e.g. explain ways in which the different interpretations about Athenian society differ.
- Can give a range of valid reasons for the different interpretations in a range of topics, e.g. explain why there could be different interpretations about Athenian society.
- Demonstrate insight into why some aspects of the interpretation may be the same.
- Confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Ancient Greeks.

- Can independently plan and produce quality, detailed responses to a wide range of historical enquiries.
- Will make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion.
- Will reach a valid overall conclusion, e.g. 'what was the legacy of early Islamic civilisation?' with clear reference made to the preceding arguments and evidence.
- Will confidently use a broad range of challenging, relevant historical terms throughout.
- Will critically evaluate their enquiry and consider ways in which it could be improved or developed.

- Can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the legacy of early Islamic civilisation.
- Will explain confidently why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.

