

History – Progression of Knowledge, Skills and Understanding

EYFS	KS1 Year 1 & 2	LKS2 Year 3 & 4	UKS2 Year 5 & 6
Historical Chronology			
<ul style="list-style-type: none"> * I am beginning to develop chronological understanding. * I know the difference between long ago and now. * I can compare modern and old objects put 2 objects or events in order. * I know my life is different from the lives of people in the past. * I begin to show understanding of time. 	<ul style="list-style-type: none"> * I know where the people and events I have studied fit on a basic timeline. * I can tell you a few similarities and differences between ways of life at different times. * I can name a few people in the past who have contributed to national and international achievements. * I can put a few objects/ events in order. 	<ul style="list-style-type: none"> * I can understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history. * I can place events, people, and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions e.g., BC, BCE & AD. * I can put artefacts or information in chronological order. 	<ul style="list-style-type: none"> * I demonstrate a coherent chronological narrative, knowledge and understanding of Britain’s past and the wider world. * I show a chronically secure knowledge and understanding of local, national, and global history. * I can tell the story of events within and across the time periods I have studied. * I can identify specific changes within and across different periods over a long arc of development. * I can describe connections, contrasts, and trends over short and longer time periods.
Historical Concepts			
<ul style="list-style-type: none"> * I have begun to understand how things change over time. * I am beginning to understand the passage of time. * I can recall some simple facts. * I can put 2 events or objects in order. * I can give one cause of an event. 	<ul style="list-style-type: none"> * I can identify similarities and differences between different times. * I can tell you about some of the people or events from my work. * I can give more than one cause of an event and give a reason why people in the past acted as they did. * I am able to reflect on the significance of what I have learnt about the past. 	<ul style="list-style-type: none"> * I can give a few reasons for and the results of the main events and changes of a time studied. * I can make a few connections and contrasts e.g., change, cause, similarity, difference, and significance. * I can tell you a range of similarities/ differences between different times in the past in periods covered so far. 	<ul style="list-style-type: none"> * To understand historical concepts, cause & consequence, continuity, change, similarity, difference etc. * I understand change and continuity. * I devise questions about change, cause, similarity, difference and significance of people or events in a wider context. * I understand the complexity of people’s lives in the past and how some societies are very different due to changes or challenges at the time. * I can discuss trends over time. * I can see the relationship between different periods and the legacy or impacts for me and my identity.

Historical Interpretation

<ul style="list-style-type: none"> * I can look at or touch objects from the past and comment on its appearance. * I can tell the past is different from today. * I can look at the differences between “long ago” and “now”. * I may be able to give you my own view on why something happened in the past or how I know. 	<ul style="list-style-type: none"> * I have developed an awareness of the past and can comment on what or how I found things out. * I understand some of the ways in which we find out about the past. * I can tell you a few ways of how the past has been presented or described. * I understand the importance of basing my ideas on evidence. * I am developing the skills of presenting an idea and raising questions about the past. 	<ul style="list-style-type: none"> * I can describe how the past can be represented or interpreted in a few different ways. 	<ul style="list-style-type: none"> * To think critically, weigh evidence, sift arguments, and develop perspective and judgement. * I can explain that the past can be represented or interpreted in many different ways. * I am aware of different views about people and events studied and can give some reasons why different versions of the past exist. * I evaluate and carefully select from a range of historical sources to find relevant historical information. * I consider different viewpoints or think about bias or anachronism.
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Historical Enquiry

<ul style="list-style-type: none"> * I show an interest in the past. * I begin to ask questions about artefacts, suggesting what they might be used for. * I begin to make accurate comparisons between modern and old objects. * I can find answers to simple questions from writing or a picture. 	<ul style="list-style-type: none"> * I can analyse artefacts. * I ask questions. * I think how I might find out answers. * I am developing skills to study history by hypothesising, questioning, and investigating. * I can choose & use parts of stories and other sources of information to show I know and understand key features of events or people’s lives studied. 	<ul style="list-style-type: none"> * I can answer and sometimes devise my own historically valid questions. * I can use one or more sources of information to help me answer questions about the past in sentences. 	<ul style="list-style-type: none"> * I understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims. * I can answer and devise my own historically valid questions. * I can evaluate a range of historical sources. * I make perceptive deductions about the reliability of sources. * I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.
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Historical Communication

<ul style="list-style-type: none"> * I show awareness of the past. * I show interest in the past. * I am beginning to use the correct words, such as, 'yesterday, past etc.' * I can tell you about the past in one way, e.g., orally, using common words & phrases relating to the passing of time or drawing. 	<ul style="list-style-type: none"> * I use common words & phrases relating to passing of time. * I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people, I know in different ways using every day historical terms. * I can recount stories accurately and explain why some people and events were important. 	<ul style="list-style-type: none"> * I can present recalled or selected information in a variety of ways using specialist terms. * I can write sentences or a paragraph to describe some of the main events, people, and changes in the history of Britain and the wider world. * I am beginning to use place value in the context of timelines. 	<ul style="list-style-type: none"> * I can create my own structured accounts, including written narratives and analyses. * I construct informed responses by thoughtfully selecting and organising relevant historical information. * I can use key historical terms accurately e.g., century, decade. * I make pertinent and valid comparisons between periods. * I confidently use/apply mathematical skills when placing events in chronological order, using place value, negative numbers etc.
<p><u>Nursery</u></p>	<p><u>Year 1 Units, Significant People, Visitors and Visits</u></p> <p>My Family History- visitor to class Great Inventions Transport- visit to Head of Steam Museum-Timothy Hackworth Richard Trevithick Holidays- Visit to Saltburn on the train Black history month- Rosa Parks</p>	<p><u>Year 3 Units, Significant People, Visitors and Visits</u></p> <p>The Stone Age- Prehistory Topic box from Preston Park Museum Stone Age Workshop in school The Bronze Age and The Iron Age Early Civilizations- The Ancient Egyptians The Ancient Egyptians- Topic box from Hartlepool Art Gallery Black history month- Harriet Tubman</p>	<p><u>Year 5 Units, Significant People, Visitors and Visits</u></p> <p>The Anglo Saxons The Vikings The Maya Civilization Black history month- Dorothy Vaughan, Mary Winston-Jackson, Katherine Johnson, Christine Darden</p>
<p><u>Reception</u></p> <p>Black history month- 'Black is a Rainbow Colour' book</p>	<p><u>Year 2 Units, Significant People, Visitors and Visits</u></p> <p>Bonfire Night and The Great Fire of London Guy Fawkes, Samuel Pepys The Greatest Explorers Ibn Battuta, Captain Cook, Roald Amundsen, Captain Robert Falcon Scott and Sunita Williams Our Local Heroes- Visit to Captain Cook Birthplace Museum William McMullen Black history month- Mary Seacole</p>	<p><u>Year 4 Units, Significant People, Visitors and Visits</u></p> <p>The Ancient Greeks- Topic box from The Dorman Museum Roman Britain- Topic box from The Dorman Museum Crime and Punishment Black History month- Ruby Bridges</p>	<p><u>Year 6 Units, Significant People, Visitors and Visits</u></p> <p>Local History Victorian Darlington- Visit to Head of Steam Museum Victorian Town Trail Railway Quarter Historic Walk George Stephenson, Edward Pease, History in the News Journeys Black history month- Jesse Owens</p>