

Nursery	Understanding the World	<ul style="list-style-type: none"> begin to make sense of their own life-story and family's history.
Reception	Understanding the World	<ul style="list-style-type: none"> comment on images of familiar situations in the past. compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World Past and Present	<ul style="list-style-type: none"> talk about the lives of people around them and their roles in society. know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. understand the past through settings, characters and events encountered in books read in class and storytelling.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> place known events and objects in chronological order sequence events and recount changes within living memory use common words and phrases relating to the passing of time 	<ul style="list-style-type: none"> show an awareness of the past, using common words and phrases relating to the passing of time describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods 	<ul style="list-style-type: none"> describe memories of key events in his/her life using historical vocabulary use an increasing range of common words and phrases relating to the passing of time 	<ul style="list-style-type: none"> place some historical periods in a chronological framework use historic terms related to the period of study 	<ul style="list-style-type: none"> use dates to order and place events on a timeline 	<ul style="list-style-type: none"> describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies
Understanding of events, people and changes	<ul style="list-style-type: none"> understand key features of events identify some similarities and differences between ways of life in different periods 	<ul style="list-style-type: none"> discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods 	<ul style="list-style-type: none"> describe changes in Britain from the Stone Age to the Iron Age describe a study of Ancient Greek life and achievements and their influence on the western world describe a non-European society that provides contrasts describe a local history study 	<ul style="list-style-type: none"> describe the Roman Empire and its impact on Britain describe Britain's settlement by Anglo-Saxons and Scots describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<ul style="list-style-type: none"> give some reasons for some important historical events 	<ul style="list-style-type: none"> note connections, contrasts and trends over time and show developing appropriate use of historical terms use evidence to support arguments describe a study of an aspect or theme in British history beyond 1066 describe the achievements of the earliest civilisations

History Progression of Skills

						and a deeper knowledge of one of them – The Shang Dynasty of Ancient China <ul style="list-style-type: none"> • describe a local history study
Historical interpretation	<ul style="list-style-type: none"> • relate his/her own account of an event and understand that others may give a different version 	<ul style="list-style-type: none"> • describe changes within living memory and aspects of change in national life • describe events beyond living memory that are significant nationally or globally • describe significant historical events, people and places in his/her own locality 	<ul style="list-style-type: none"> • look at different accounts of history: know what is fact or opinion 	<ul style="list-style-type: none"> • understand that sources can contradict each other 	<ul style="list-style-type: none"> • make comparisons between aspects of periods of history and the present day • evaluate the usefulness of a variety of sources • understand that the type of information available depends on the period of time studied 	<ul style="list-style-type: none"> • know that some evidence is propaganda, misinformation or opinion. Give reasons why • evaluate evidence to choose most reliable sources
Historical enquiry	<ul style="list-style-type: none"> • find answers to some simple questions about the past from simple sources of information • describe some simple similarities and differences between artefacts • sort artefacts from 'then' and 'now' • ask and answer relevant basic questions about the past 	<ul style="list-style-type: none"> • ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands • show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented 	<ul style="list-style-type: none"> • use a range of sources of evidence: (archives, visits, internet, photographs, museum visits etc.) • ask and answer questions to find out about the past. 	<ul style="list-style-type: none"> • use sources of information in ways that go beyond simple observations to answer questions about the past • use a variety of resources to find out about aspects of life in the past 	<ul style="list-style-type: none"> • compare sources of information available for the study of different times in the past 	<ul style="list-style-type: none"> • address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources

						<ul style="list-style-type: none"> • make confident use of a variety of sources for independent research
Organisation and communication	<ul style="list-style-type: none"> • talk, draw or write about aspects of the past 	<ul style="list-style-type: none"> • speak about how he/she has found out about the past • record what they have learned by drawing and writing • use a wide vocabulary of everyday historical terms 		<ul style="list-style-type: none"> • communicate his/her learning in an organised and structured way, using appropriate terminology 	<ul style="list-style-type: none"> • present findings and communicate knowledge and understanding in different ways • provide an account of a historical event based on more than one source 	

History Progression of Skills

Disciplinary Knowledge – Second-Order Concepts

See above for Chronological Understanding, Historical Enquiry and Historical Interpretation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cause and Consequence	<ul style="list-style-type: none"> • know about the cause of an event studied this year. 		<ul style="list-style-type: none"> • know cause of event and consequence (from KS1 and this year.) 	<ul style="list-style-type: none"> • know cause of event and consequence: (from previous years and this year). 	<ul style="list-style-type: none"> • know cause of event and consequence & explain why: (from previous years and this year). 	
Significance of Events/ People/ Places	<ul style="list-style-type: none"> • know the name of a famous person and explain why they are famous. 		<ul style="list-style-type: none"> • know some important events, places and people: 		<ul style="list-style-type: none"> • know, make links & draw comparisons between some important events, places and people: 	
Similarity and Difference/ Continuity and Change	<ul style="list-style-type: none"> • know simple facts about aspects of daily life studied this year. • know some things which have changed / stayed the same. 	<ul style="list-style-type: none"> • know simple facts about aspects of daily life studied this year. Compare with their own life. Know some things which have changed / stayed the same 	<ul style="list-style-type: none"> • know similarities and differences between daily lives of people in the past and today • know of main changes/constants. 	<ul style="list-style-type: none"> • know similarities and differences between daily lives of people in the past and today • know of main changes/constants. 	<ul style="list-style-type: none"> • know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. • make links between periods of history studied. • know of main changes/constants and compare with other periods studied. 	<ul style="list-style-type: none"> • know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. • make links between periods of history studied. • know of main changes / constants and compare with other periods studied • describe change through the use of general, abstract terms such as gradual or rapid important or unimportant etc..