

History – Knowledge Progression

Key Area	Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological knowledge/understanding (including characteristic features of periods)	<i>Sequencing</i>	Know that familiar events occur in a particular order.	Know that a simple timeline can be used to show where events occurred and when particular people were alive.	Know that one working timeline can be used to show where all events and people studied have occurred and lived.	Know that there is a definitive, chronological order for the periods studied.	Know that the characteristics of the particular periods studied will determine their chronological place in history.	Know that the chronological position of periods studied sometimes overlap or occur concurrently.	Know that the chronology of significant events in periods of history subsequently shaped different societies.
	<i>Characteristic features</i>	Know and understand past and present events in their own and family members' lives.	Know that a specific time studied has key characteristics that help people understand what it would have been like to live then.	Know that periods in time have similarities and differences to the present time and that helps people make connections between their own lives and the past.	Know the similarities and differences between the specific periods of history studied that go beyond their own lives.	Know that change can be shown by the similarities and differences between specific periods in time.	Know that by comparing and contrasting the characteristics of periods in history, this leads to an understanding of how the wider world has changed over time.	Know that by comparing and contrasting the characteristics of each period, this leads to an understanding about the impact of one period of time on another.
Historical Enquiry	<i>Artefacts</i>	Know that some objects are from the past.	Know the difference between old and new.	Know the difference between artefacts from 'then' and 'now'.	Know that small details in artefacts and pictures can reveal clues about the past.	Know that small details in artefacts and pictures can build up a picture of the past.	Know that small details in artefacts can build up a picture of life/society in the time studied.	Know that particular artefacts can present a biased or inaccurate picture of life in the time studied.
	<i>Questioning</i>	Know that asking questions prompts an answer.	Know that questions can be used to find out information about the past.	Know that open questions elicit deeper responses.	Know that asking a variety of questions can further their own understanding.	Know that they can ask a variety of questions when offered an explanation.	Know that points of view can be challenged with careful questioning.	Know that information may be omitted for a particular reason and ask questions about such decisions.
	<i>Research</i>	Know that books contain facts and stories.	Know that books and the internet can be used to give information.	Know that books and the internet can be used to research specific questions.	Know that the library and the internet can be used to research.	Know that not all books and websites agree about the past.	Know that certain websites and books vary in reliability and explain why.	Know that books and websites can be selective in the information that they share and consider why this might be.

	<i>Sources</i>	Know about the past and present primarily through their own experiences and storytelling.	Know that some sources support learning about the past.	Know a wide range of sources that can be used to effectively learn about the past.	Know that some sources are more helpful than others when learning about the past.	Know that primary and secondary sources are available and vary in reliability.	Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time.	Know which source of evidence is most appropriate and evaluate its usefulness and accuracy in order to form own opinions about historical events.
Historical concepts	<i>Continuity and Change</i>	Know what it means for something to change.	Know that some things change whilst others (old and new) stay the same.	Know that change can lead to improvements and developments.	Know that change can take place quickly or slowly over a period of time and give examples.	Know that progress occurs when change and continuation meet.	Know that change can be positive or negative and evaluate examples of change.	Know that we can learn from the past and make changes to avoid society from continuing down the same path.
	<i>Cause and Consequence</i>	Know that one thing can cause another.	Know examples of cause and consequence.	Know that there can be more than one cause for a consequence.	Know that consequences are a result of causes and give independent examples.	Know that some consequences are temporary whereas others have lasting effects or impacts.	Know that some consequences are positive whilst others are negative and recognise that this can often be subjective.	Know that causes can vary in their responsibility for a consequence and evaluate them accordingly.
	<i>Similarities and Differences</i>	Know that not all things are the same and identify examples of difference.	Know the difference between the terms same and different and give examples.	Know examples of similarities and differences when learning about objects and jobs from the past.	Know that similarities and differences help us to make comparisons between specific periods in history.	Know that subtle similarities and differences help us to evaluate the relationships between different groups in history.	Know that making comparisons enables us to understand and evaluate the complexity of people's lives.	Know that asking 'How similar or different?' allows us to draw comparisons across people's perspectives, motivations and actions.
	<i>Significance</i>	Know that certain days are special for family or friends.	Know that particular historical figures and events were important.	Know why historically significant people and events were important.	Know that the wider context surrounding a particular time period can have great significance.	Know that not all people and events in history were equally significant and understand why this may be.	Know that the significance of events and people can be subjective and give examples.	Know significant events, people and developments in their context and make comparisons to those in the present or living memory.
Historical perspectives and interpretations	<i>Stories and perspectives</i>	Know that some stories happened before or in the past.	Know a range of historical stories and distinguish between fact and fiction.	Know that fiction and non-fiction texts can provide useful perspectives into the past and compare them.	Know that there can be two versions of the same historical story or event and compare them.	Know that different versions of the past may exist and give reasons for this.	Know how and why contrasting arguments and interpretations of the past have been constructed.	Know that links can be made between stories and perspectives to arrive at conclusions.
	<i>Interpretations</i>	Know that photos or pictures can	Know that the past can be	Know different ways of	Know that the same pieces of	Know that there are a variety of reasons	Know that the accuracy of	Know that different evidence will lead to

		record events that have happened.	represented in different ways, including paintings, photos and artefacts and these tell us things about the past.	interpreting the past and discuss their reliability, e.g. photos, paintings, accounts and stories.	evidence can be interpreted in different ways and give reasons for this.	for different versions of events.	interpretations – fact, fiction, opinion - should be considered and why.	different conclusions and that this can result in bias or inaccurate representations.
History of the wider world	<i>Achievements and follies of mankind</i>	Know that people can achieve things and make mistakes.	Know that some decisions have positive consequences and others negative.	Know that improvements and inventions happen in history when figures persevere.	Know that technological development moves society forward but can also bring harm.	Know that particular societies' achievements/follies can still be seen in the modern world.	Know that deciding whether actions are classed as achievements or follies is subjective.	Know that historians learn about the achievements and follies of mankind to improve the future and avoid mistakes being repeated.
	<i>The nature of ancient civilisations</i>					Know that many ancient civilisations have a clear societal hierarchy and consider the order of importance and reasons for it.	Know that comparisons can be made between the societal hierarchies of two (or more) ancient civilisations and explore these.	Know how to draw on new and prior learning to make direct comparisons between ancient civilisations (and the modern world), including their societal structure, beliefs and day-to-day life.
	<i>The expansion and dissolution of empires</i>					Know how an empire functions and is run and recognise that there are many ways for an empire to end.	Know that empires can expand, as well as reasons for this and ways in which it may happen.	Know that there can be many different theories for how the dissolution of an empire comes about and evaluate these.
	<i>Characteristic features of non-European societies</i>							Know how the studied society compares and contrasts with British history and the modern world.