



Progression of History Knowledge and Skills

NURSERY – YEAR 4



Knypersley First School History Progression of knowledge and skills



Aims of this document:

To ensure that Historical aims and skills for each key stage are covered and that knowledge taught is progressive.

Getting started:

Within your Key Stage area there will be 3 separate strands of learning for History these are as follows:

- Chronological Understanding, Organisation and Communication
- Historical Enquiry
- Knowledge and Interpretation

Running through the school there are three themes that cut across the areas of study and give a sense of cohesion. Children can then make connections between their learning, based on these.

The themes are as follows:

- Everyday life
- Legacy
- Trade/Work

Within each Key Stage you will find overarching aims that by the time the children leave each KS will have been covered and secured. The outcomes have then been broken down into specific year groups to ensure a progressive approach to learning. It is important that you have an awareness of the end goals for your Key Stage and not just for your year group.

You can also use this document to support LAP pupils by referring to the relevant level of their development in order to break-down specific skills and knowledge into their level of development.

This document will create the content for year group themes for learning. Please use this document when planning to ensure that Year Group Learning objects are covered and delivered within the correct strand of History.



Early Years Progression of History Knowledge and Skills

This section of the document has been carefully planned in order to support transition into the National Curriculum to ensure transferable knowledge that can be built upon on entry to Year 1.

Links to the Early Learning Goals and supporting statements have been made only where strong enough and to support teachers to deliver learning with the correct subject context.



Knypersley First School History Progression of knowledge and skills



Foundation Stage- History Subject Content Chronological Understanding, Organisation and Communication	
Nursery	Reception
<p>C1- Understand the key features of the life cycle of a plant and an animal.</p> <p>C1-Repeat actions that have an effect (0-12)</p> <p>C1- Begin to order a sequence of events, using terms such as first and then.</p>	<p>C1- Compare and contrast characters from stories, including figures from the past.</p>
<p>End of Foundation Stage outcomes:</p> <p>C1-Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	



Foundation Stage - History Subject Content Historical Enquiry	
Nursery	Reception
H1-Begin to make sense of their own life-story and family's history. H1- Establish their sense of self (0-12)	H1-Talk about members of their immediate family and community.
End of Foundation Stage outcomes: H1-Talk about the lives of the people around them and their roles in society.	



Knypersley First School History Progression of knowledge and skills



Foundation Stage - History Subject Content Knowledge and Interpretation	
Nursery	Reception
<p>K1- Notice differences between people. Make connections between their family and other families.</p> <p>K1- Be able to express a point of view and debate when they disagree with an adult or a friend.</p>	<p>K1-Comment on images of familiar situations in the past.</p>
<p>End of Foundation Stage outcomes:</p> <p>K1- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	



Key Stage 1

Progression of History

Knowledge and Skills



Knypersley First School History Progression of knowledge and skills



Key Stage One - History Subject Content Chronological Understanding, Organisation and Communication	
Year 1	Year 2
<p>C2 and C4- I can use words and phrases like: old, new and a long time ago.</p> <p>C2- I can tell others about things that happened when I was little and how I've changed since I was born.</p> <p>C2- I can use phrases like; before I was born, when I was younger.</p> <p>C3- I can recognise that a story that is read to me may have happened a long time ago.</p> <p>C3- I understand that some objects belong to the past.</p> <p>C3- I can put three objects/ events into chronological order.</p> <p>C3- I can retell a familiar story set in the past.</p> <p>C4- I can communicate my knowledge through; discussion, drawing pictures, drama/role play, making models, writing, using ICT.</p>	<p>C2- I can use the words past and present correctly.</p> <p>C2- I can use phrases and words linked to historical learning and to describe the past.</p> <p>C3- I can sequence a set of events in chronological order and give reasons for their order.</p> <p>C3- I can understand that dates can be use to place events in order.</p> <p>C4- I can communicate my knowledge through; discussion, drawing pictures, drama/role play, making models, writing, using ICT.</p>
<p>End of Key Stage One outcomes:</p> <p>C2- Pupils should develop an awareness of the past using common words and phrases relating to the passing of time.</p> <p>C3- Pupils should know where the people and events that they study fit into a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>C4- Pupils should use a wide vocabulary of everyday historical terms.</p>	



Knypersley First School History Progression of knowledge and skills



Key Stage One - History Subject Content Historical Enquiry	
Year 1	Year 2
H2- I can identify old and new things in a picture. H2- I can answer questions about an artefact/photograph provided. H2-I can give a plausible explanation for what an object was used for in the past.	H2- I can observe and handle evidence to ask questions and find answers to questions about the past. H2- I can use artefacts, pictures, stories and online information to find out about the past.
End of Key Stage One outcomes: H2-Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	



Knypersley First School History Progression of knowledge and skills



Key Stage One - History Subject Content Knowledge and Interpretation	
Year 1	Year 2
<p>K2- I can describe historical events.</p> <p>K2- I can describe a significant person from the past and compare with a significant person from the present.</p>	<p>K2- I can give reasons for the way that the past has been represented.</p> <p>K2- I can give reasons for the way a person in the past acted.</p> <p>K2- I can recount some interesting facts from an historical event. E.g. Where the Great Fire of London started.</p> <p>K2- I can explain why Britain has a special history.</p> <p>K2- I can identify differences between ways of life at different times.</p>
<p>End of Key Stage One outcomes:</p> <p>K2- Pupils should understand some of the ways in which we can find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about;</p> <ul style="list-style-type: none">• Changes within living memory• Events beyond living memory that are significant nationally or globally.• The lives of significant individuals in the past who have contributed to national and international achievements.	



Key Stage 2

Progression of History Knowledge and Skills



Knypersley First School History Progression of knowledge and skills



Key Stage Two - History Subject Content Chronological Understanding, Organisation and Communication	
Year 3	Year 4
<p>C5- I can describe events from the past using dates. C5- I can place the time studied on a timeline, along with the dates.</p> <p>C6- I can describe events and periods using the words; BC, AD and decade.</p> <p>C7- I can recall, select and organise historical information.</p>	<p>C5- I can understand the concept of change over time, representing this with evidence, on a timeline.</p> <p>C6- Use appropriate historical vocabulary to communicate, including: dates, time period and era.</p> <p>C7-I can use literacy, numeracy and computing skills to a good standard to present information about the past.</p>
<p>End of Key Stage Two outcomes:</p> <p>C5 (K5)- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>C6- Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>C7- Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	



Knypersley First School History Progression of knowledge and skills



Key Stage Two - History Subject Content Historical Enquiry	
Year 3	Year 4
<p>H3- I can describe different sources of evidence. H3- I can record and select information relevant to the study. H3- I can ask questions about evidence.</p>	<p>H3-I can describe certain sources of evidence that are suitable for historical enquiries. H3- I can use various sources to piece together information about a period.</p>
<p>End of Key Stage Two outcomes: H3- Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	



Knypersley First School History Progression of knowledge and skills



Key Stage Two - History Subject Content Knowledge and Interpretation	
Year 3	Year 4
<p>K4- I can suggest why certain events happened as they did in history.</p> <p>K4- I can explain how events from the past have helped shape our lives.</p> <p>K4- I know what a source is.</p> <p>K5- I can identify cause and consequence of some of the main events and changes in the periods studied.</p>	<p>K4- I can ask my own questions about the past.</p> <p>K4- I can describe different accounts of the same historical event and discuss why the accounts differ.</p> <p>K5- I can make connections and identify trends over time.</p>
<p>End of Key Stage Two outcomes:</p> <p>K4- Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>K5 (C5)- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	