



# 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:

- Chronology and Causation
- Historical Enquiry
- Interpretation and Significance

Throughout the school there are 3 themes that will be built upon and referred back to, where appropriate, within the units of learning.

These are-

Legacy

Work and Trade

Everyday Life

Please use this document when planning, along with the specific theme plans 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 Chronology and Causation	
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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	



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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: Talk about the lives of the people around them and their roles in society.	



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Foundation Stage - History Subject Content Interpretation and Significance	
Nursery	Reception
<p>I1- Notice differences between people. Make connections between their family and other families.</p> <p>I2- Be able to express a point of view and debate when they disagree with an adult or a friend.</p>	<p>I1-Comment on images of familiar situations in the past.</p>
<p>End of Foundation Stage outcomes: 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 Chronology and Causation	
Year 1	Year 2
<p>C2- I can use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p> <p>C3-I can recognise that a story that is read to me may have happened a long time ago.</p> <p>C4-I understand that some objects belong to the past.</p> <p>C5-I can recognise that familiar objects we have today would have been different in the past.</p> <p>C6-I can begin to appreciate what a timeline is.</p> <p>C7-I can put three objects/ events into chronological order on a timeline.</p> <p>C8-I can retell a familiar story set in the past.</p> <p>C9-I can communicate my knowledge through; discussion, drawing pictures, drama/role play, making models, writing, using ICT.</p>	<p>C2- I can use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p> <p>C10-I can recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past</p> <p>C11- I can begin to appreciate the difference between long ago and very long ago</p> <p>C12- I know where the people and events studied fit into a basic timeline</p> <p>C13- I am able to point out a few similarities and differences between ways of life at different times</p> <p>C14- I am able to order a few events and artefacts from the recent past</p>
<p>End of Key Stage One National Curriculum outcomes:</p> <p>Pupils should develop an awareness of the past using common words and phrases relating to the passing of time.</p> <p>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>Pupils should use a wide vocabulary of everyday historical terms.</p>	





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Key Stage One - History Subject Content Historical Enquiry	
Year 1	Year 2
H2-I can respond to simple questions about the past. H3-I can offer an opinion as to why something may have happened in the past and why they know H4-I can observe and handle artefacts. H5-I can ask simple questions about the past.	H6- I can look carefully at pictures and objects to find information. H7- I can find answers and respond to simple questions about the past. H8- I can choose and select evidence and say how it can be used to find out about the past H9- I can understand some ways we find out about the past H10- I can recognise the importance of basing ideas on evidence H11- I can develop the idea of presenting an idea and raising questions about the past
<b>End of Key Stage One National Curriculum outcomes:</b> 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.	



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Key Stage One - History Subject Content Interpretation and Significance	
Year 1	Year 2
<p>I3-I can identify similarities and differences between different times.</p> <p>I4-I can talk about some people and events I have studied and give reasons for their actions.</p> <p>I5-I can begin to recognise that some of the events we talk about from the past are open to different interpretations according to who wrote it.</p> <p>I6-I can begin to identify and recount historical details from the past from sources e.g. pictures/stories.</p>	<p>I7- I know about people in the past who have contributed to national and international achievements</p> <p>I8- I can recount historic details from eye-witness accounts, photos and artefacts</p> <p>I9- I can develop an awareness of the past</p> <p>I10-I am aware of how we know about events from the past and potential for evidence to be interpreted differently</p> <p>I11-I can begin to reflect on the significance of what has been learnt from the past</p> <p>I12-I can start to recognise what is a reliable piece of information and what is not, e.g., photograph or word of mouth.</p>
<p>End of Key Stage One National Curriculum outcomes:</p> <p>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"><li>• Changes within living memory</li><li>• Events beyond living memory that are significant nationally or globally.</li><li>• The lives of significant individuals in the past who have contributed to national and international achievements.</li></ul>	



# Key Stage 2

## Progression of History

## Knowledge and Skills



## Knypersley First School History Progression of knowledge and skills

Key Stage Two - History Subject Content Chronology and Causation	
Year 3	Year 4
<p>C15-I can begin to understand that the past is divided into different named periods of time</p> <p>C16-I am able to use dates to explain British, local and world history</p> <p>C17-I can start using a timeline that identifies different centuries</p> <p>C18-I can use appropriate dates and chronological conventions, e.g., BC, BCE and AD</p> <p>C19-I can put artefacts or information in chronological order from a long time ago</p> <p>C20-I can understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore</p> <p>C21-I am able to place events, people and changes of British, local and world history on a timeline</p> <p>C22-I can accurately set out different events onto a timeline</p> <p>C23-I can appreciate that some major events in the past caused a major change to the British landscape, e.g., industrial revolution</p>	<p>C24-I can accurately set out different events onto a timeline</p> <p>C25-I can appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation</p> <p>C26-I can sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart</p> <p>C27-I can use a timeline in relation to the unit being studied.</p> <p>C28-I can use words and phrases: century, decade</p> <p>C29-I can order an increasing number of significant events, movements and dates on a timeline using dates accurately</p> <p>C30-I can accurately use dates and terms to describe historical events</p> <p>C31-I know and can describe in some detail the main changes to an aspect of history being studied</p>
<p>End of Key Stage Two National Curriculum outcomes:</p> <p>Pupils should continue to develop a <b>chronologically</b> secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>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>H12-I can use a variety of sources to collect information about the past</p> <p>H13-I can suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past</p> <p>H14-I can explain that there are different types of evidence and sources that can be used to help represent the past</p>	<p>H15-I can appreciate the difference between primary and secondary sources of evidence</p> <p>H16-I can use a range of sources to collect information about the past</p> <p>H17-I am able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context</p>
<p><b>End of Key Stage Two National Curriculum outcomes:</b></p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	



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Key Stage Two - History Subject Content Interpretation and Significance	
Year 3	Year 4
<p>I13-I know that much of what is presented as historical fact is based on limited information</p> <p>I14-I can recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied</p> <p>I15-I can start to compare two versions of a past event</p> <p>I16-I can observe and use pictures, photographs and artefacts to find out about the past</p> <p>I17-I can start to use stories or accounts to distinguish between fact and fiction</p> <p>I18-I can explain that there are different types of evidence and sources that can be used to help represent the past</p>	<p>I19-I can recognise the impact that bias has on historical events Know that historical recounts are prone to exaggeration</p> <p>I20-I can investigate different accounts of historical events and explain some of the reasons why the accounts may be different</p> <p>I21-I can begin to talk about the impact of a past action on our lives today</p> <p>I22-I am able to talk about similarities and differences between different times in the past according to the periods of history studied</p> <p>I23-I can consider different ways of checking the accuracy of interpretations of the past</p> <p>I24-I can understand that there is often not a single answer to historical questions</p>
<p>End of Key Stage Two National Curriculum outcomes:</p> <p>Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should continue to develop a chronologically secure <b>knowledge and understanding</b> of British, local and world history, establishing clear narratives within and across the periods they study.</p>	



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