

History Progression of Knowledge and Skills – Years 1-6

Working Historically – Chronology, Historical Interpretations and Enquiry

	Key Stage 1 – Year 1/2	Lower Key Stage 2 – Year 3/4	Upper Key Stage 2 – Year 5/6
Chronology	Key Vocabulary: past, present, future, now, later, timeline, order, a long time ago, before I was born Children are able to: ✓ Understand the difference between things that happened in the past and the present ✓ Describe things that happened to themselves and others in the past ✓ Order a set of events or objects ✓ Use a timeline to place important events ✓ Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young ✓ Understand and use the words past and present when telling others about an event	Key Vocabulary: CE, BCE, ancient, era, period, chronological, sequence Children are able to: ✓ Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era) ✓ Describe the main changes in a period in history ✓ Order significant events and dates on a timeline ✓ Use a timeline to place historical events in chronological order ✓ Describe dates of and order significant events from the period studied ✓ Begin to describe event using BCE and CE, era and period.	Key Vocabulary: century, decade, millennium Children are able to: ✓ Understand how some historical events occurred concurrently in different locations ✓ Describe main changes within and across historical periods using words such as: social, religious, political, technological and cultural ✓ Use timelines to place events, periods and cultural movements from around the world ✓ Use timelines to place and sequence local, national and international events in chronological order ✓ Describe events using words and phrases such as: century, decade, BCE, CE, era and period.

Interpretations of History	Key Vocabulary: <i>artefact, source, evidence, historian</i> Children are able to: ✓ Begin to identify and recount some details of the past from a range of sources, including videos, photographs, pictures and artefacts ✓ Use books and pictures, stories, eye-witness accounts, photographs, artefacts, historic buildings, museums, historical sites and the internet to find out about the past ✓ Look at evidence to give some simple reasons why people in the past may have acted in the way they did	Key Vocabulary: <i>different accounts (of history), persuade, opinion, fact</i> Children are able to: ✓ Use evidence to describe activities, ways of life and actions of people in the past ✓ Use evidence (books and pictures, stories, eye-witness accounts, photographs, artefacts, historic buildings, museums, historical sites and the internet) to describe what was important to people from the past ✓ Look at evidence to give and explain reasons why people in the past may have acted in the way they did ✓ Explore the idea that there are different accounts of history, and give some simple reasons as to why.	Key Vocabulary: <i>reliable, interpretation, view point, propaganda, misinformation</i> Children are able to: ✓ Choose reliable sources of information to find out about the past ✓ Evaluate the reliability of information that is used to find out about the past ✓ Evaluate evidence to choose the most reliable forms ✓ Know that people in the past have a point of view and that this can affect interpretation ✓ Give reasons why there may be different accounts of history ✓ Suggest accurate and plausible reasons for how and why aspects of the past have been represented and interpreted in different ways
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Historical Enquiry	Key Vocabulary: evidence, source, enquiry Children are able to: ✓ Ask and answer questions about the past such as, 'what was it like for...?', 'what happened in the past?' and 'how long ago did ... happen?' ✓ Explore events, look at pictures and ask questions, e.g. which things are old and which things are new?' or 'what were the people doing?' ✓ Look at objects from the past and ask questions e.g. 'what were they	Key Vocabulary: primary source, secondary source, accurate, evaluate Children are able to: ✓ Ask and answer questions about the past such as 'what was it like for... during...?' ✓ Suggest sources of evidence from a selection provided, to help answer questions ✓ Understand the difference between primary and secondary sources of evidence ✓ Begin to make simple evaluations of the accuracy of different sources of evidence	Key Vocabulary: investigate, lines of enquiry, appropriate source Children are able to: ✓ Investigate own lines of enquiry by posing questions to answer ✓ Form own opinion about historical events from a range of sources of information ✓ Identify and use different sources to help answer questions ✓ Choose reliable sources of evidence to answer questions, realising that there is often not

	used for?’ and then try to answer them. ✓ Use evidence to answer simple questions		a single answer to historical questions ✓ Evaluate the usefulness and accuracy of different sources of evidence ✓ Select the most appropriate source of evidence for particular tasks
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