

Great Crosby Catholic Primary School



Progression in History Knowledge

Knowledge and understanding of past events, people and changes in the past

EYFS	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past
Year 1	<ul style="list-style-type: none"> • Changes within living memory • Significant historical events, people and places in their own locality – The Titanic and Liverpool • Tell the difference between past and present in own and other people's lives.
Year 2	<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally - the Great Fire of London • the lives of significant individuals in the past who have contributed to national and international achievement – Rosa Parks and Emily Davison • Uses information to describe the past. • Uses information to describe differences between then and now. • Recounts main events from a significant in history. • Uses evidence to explain reasons why people in past acted as they did.
Year 3	<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study (Ancient Egypt) • Uses evidence to describe past: • Houses and settlements • Culture and leisure activities • Clothes, way of life and actions of people • Buildings and their uses • People's beliefs and attitudes • Things of importance to people

	<ul style="list-style-type: none"> • Differences between lives of rich and poor
Year 4	<ul style="list-style-type: none"> • the Roman Empire and its impact on Britain • A non-European society that provides contrasts with British history – c. AD 900 Mayan civilisation • Shows knowledge and understanding by describing features of past societies and periods. • Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. • Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. • Describes how some of the past events/people affect life today.
Year 5	<ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons and Scots • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Books Through Time • Ancient Greece – a study of Greek life and achievements and their influence on the western world • Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. • Gives some causes and consequences of the main events, situations and changes in the periods studied. • Identifies changes and links within and across the time periods studied. • Describes similarities and differences between people, events and objects • Shows changes on a timeline.
Year 6	<ul style="list-style-type: none"> • a local history study – the Impact of WWI on Liverpool • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. • Identifies how any of above may have changed during a time period. • Gives own reasons why changes may have occurred, backed up with evidence. • Shows identified changes on a timeline. • Describes similarities and differences between some people, events and objects studied. • Describes how some changes affect life today. • Makes links between some features of past societies.

Chronological Understanding

EYFS	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Year 1	Understand the past through settings, characters and events encountered in books read in class and storytelling.
Year 2	Recount changes in own life over time and compare that to relatives from different eras. Puts 3 or more people, events or objects in order using a given scale- beyond 100 years. Uses words and phrases such as recently, before, after, now, later.
Year 3	Uses timelines to place events in order (intervals of 10/100) Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.
Year 4	Uses timelines with intervals of 10/100/1000 years. Begins to appreciate length of time for different periods. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Names and places dates of significant events from past on a Timeline. Uses words and phrases: century, decade, BC, AD, after, before, during.
Year 5	Uses timelines to place and sequence local, national and international events (5 or more events) Begins to design own timeline to sequence events learned. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, and period. Identifies changes within and across historical periods.
Year 6	Creates own timelines to place events, periods and cultural movements from around the world. Uses timelines to demonstrate periods of time and passing of time. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline.

Historical interpretation

EYFS	Comment on images of familiar situations in the past.
Year 1	Begins to identify and recount some details from the past from sources (e.g. pictures, stories)
Year 2	Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.
Year 3	Looks at two versions of same event and identifies differences in the accounts.
Year 4	Gives reasons why there may be different accounts of history.
Year 5	Look at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others.
Year 6	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.

Historical enquiry

EYFS	Talk about the lives of people around them and their roles in society.
Year 1	Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)
Year 2	Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?' Estimates the ages of people by studying and describing their features.
Year 3	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'How did people? What did people do for?' Suggests sources of evidence to use to help answer questions.
Year 4	Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'What was it like for a during?' Suggests sources of evidence from a selection provided to use to help answer questions.
Year 5	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions
Year 6	Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.