

Knowledge and Skills Progression Document

History					
	Chronological Understanding	Historical Understanding	Historical interpretation	Historical enquiry	Organisation & Communication
Year 1	<ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects. Use a timeline to place important events. 	<ul style="list-style-type: none"> Recall some facts about people/events before living memory. Say why people may have acted the way they did. Suggest some differences between the past and now. 	<ul style="list-style-type: none"> Recognise the difference between fact and fiction using stories. Consider how reliable adults are when talking about the past. Start to compare two versions of a past event. 	<ul style="list-style-type: none"> Ask and answer simple questions about the past. Explore events, look at pictures and ask questions i.e., "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e., "What were they used for?" and try to answer. 	<ul style="list-style-type: none"> Tell simple stories about the past. Talk, write and draw about things from the past. Use drama/role play to communicate knowledge about the past.
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Year 2	<ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Order dates from earliest to latest on simple timelines. Understand how to put people, events and objects in order when they happened, using a scale the teacher has given me. 	<ul style="list-style-type: none"> Use information to describe the past including significant individuals. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. 	<ul style="list-style-type: none"> Compare events in the past using pictures or photos. Consider how reliable these pictures/stories are. Explain how there are different types of evidence and sources that can be used. 	<ul style="list-style-type: none"> Develop questioning of the past using the Wh? Question words. Use a source (an older person, book etc) to answer questions about the past. 	<ul style="list-style-type: none"> Tell simple stories about the past. Talk, write and draw about things from the past. Use drama/role play to communicate knowledge about the past.
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Year 3	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<ul style="list-style-type: none"> Identify/note the key changes over a period of time and suggest reasons for those changes. Find out about the everyday lives (clothes, leisure, culture etc) of people in 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented. Compare different versions of the same story and identify differences. 	<ul style="list-style-type: none"> Begin to research specific events from the past – using the library/internet. Use a range of sources (Including maps) to find out about the past. 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

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	<ul style="list-style-type: none"> Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied. 	<ul style="list-style-type: none"> the time studied and compare it with our life today. Identify key features and events of the time studied. 		<ul style="list-style-type: none"> Use a wider variety of evidence to develop questioning. 	<ul style="list-style-type: none"> Start to present ideas based on their own research about a studied period.
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Year 4	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Order significant events, artefacts, historical figures and dates on a timeline. Describe the main changes in a period in history. 	<ul style="list-style-type: none"> Identify/note the key changes over a period of time and give reasons for those changes. Identify key features, aspects and events of time studied. Suggest how some people and events in the past have influenced life today. 	<ul style="list-style-type: none"> Begin to evaluate how useful different sources are – what can different pieces of evidence tell us about the past? Know that people in the past represent events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> Choose evidence and use it to build up a picture of the past. Communicate their findings orally and in writing-and offer a point of view about it. Ask a wider variety of questions Suggest suitable sources of evidence that would help with their questioning of the past. 	<ul style="list-style-type: none"> Communicate ideas from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Start to present ideas based on their own research about a studied period.
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Year 5	<ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. Identify and describe changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. 	<ul style="list-style-type: none"> Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 	<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Offer reasons for different versions of history – why do some people see the same events differently? Evaluate evidence to choose the most reliable forms. 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources evidence. Select relevant sections of evidence. Use the library and internet with increasing confidence. Select sources of evidence that would help their questioning of the past and give reasons for their choices. 	<ul style="list-style-type: none"> Present, communicate and organise ideas from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.
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Year 6	<ul style="list-style-type: none"> Order significant events, movements and dates on a 	<ul style="list-style-type: none"> Give reasons why changes may have occurred, backed up by multiple sources of evidence. 	<ul style="list-style-type: none"> Consider ways of checking accuracy of interpretations – how can 	<ul style="list-style-type: none"> Recognise primary and secondary evidence. 	<ul style="list-style-type: none"> Present, communicate and organise ideas from the past using different genres

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	<p>timeline using dates accurately.</p> <ul style="list-style-type: none"> Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. 	<ul style="list-style-type: none"> Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) and the modern day. 	<p>they find out if interpretations are fact, fiction or opinion?</p> <ul style="list-style-type: none"> Give clear reasons why there may be different accounts of history, linking this to a factual understanding of the past. 	<ul style="list-style-type: none"> Use a wide range of sources (documents, printed sources, internet, music, pictures etc) to find out about an event. Use several sources to produce a detailed, informed account. Select a wider range of evidence to help their questioning of the past and what they consider most useful. 	<p>of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <ul style="list-style-type: none"> Plan and present a self-directed project or research about the studied period.
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