



History Progression of Knowledge and Skills Map

	EYFS (KS1 readiness objectives)	By the end of KS1 children should be able:
--	------------------------------------	--

Using language associated with the past

- Use words associated with the past including yesterday, last week, last year
- Use past tense when speaking about things that happened in the past

Remembering and discussing their own lives

- Share their memories of significant events in their own lives
- Talk about things that have changed
- Begin to put these events in order

Talking about things they have done with people that are special to them

- Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.
- Begin to put events in order.

Recognising chronology within stories

- Talk about the order of events in a range of familiar stories
- Recognise language in stories that shows the story happened in the past.

- Place known events and objects in chronological order (chronological understanding)
- Sequence events and recount changes within living memory (chronological understanding)
- Use common words and phrases relating to the passing of time (chronological understanding)
- Understand key features of events (understanding of events, people and changes)
- Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)
- Relate his/her own account of an event and understand that others may give a different version (historical interpretations)
- Find answers to some simple questions about the past from simple sources of information (historical enquiry)
- Describe some simple similarities and differences between artefacts (historical enquiry)
- Sort artefacts from 'then' and 'now' (historical enquiry)
- Ask and answer relevant basic questions about the past (historical enquiry)
- Talk, draw or write about aspects of the past (organisation and communication)
- Speak about how he/she has found out about the past (organisation and communication)
- Record what they have learned by drawing and writing (organisation and communication)
- Show an awareness of the past, using common words and phrases relating to the passing of time
- Describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods
- Use a wide vocabulary of everyday historical terms
- Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events
- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented
- Describe changes within living memory and aspects of change in national life
- Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries
- Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell
- Describe significant historical events, people and places in his/her own locality



History Progression of Knowledge and Skills Map

By the end of LKS2 children should be able:

Learning

- Use an increasing range of common words and phrases relating to the passing of time (chronological understanding)
- Describe memories of key events in his/her life using historical vocabulary (chronological understanding).
- Place some historical periods in a chronological framework (chronological understanding)
- Use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)
- Communicate his/her learning in an organised and structured way, using appropriate Terminology (organisation and communication)
- Use historic terms related to the period of study (chronological understanding)
- Understand that sources can contradict each other (historical interpretations)
- Use a variety of resources to find out about aspects of life in the past (historical enquiry)

Refer to End of Key Stage 2 objectives below for context



HORSLEY
C of E PRIMARY SCHOOL

History Progression of Knowledge and Skills Map

By the end of UKS2 children should be able:	
Learning	<ul style="list-style-type: none"> • Use dates to order and place events on a timeline (chronological understanding). • Give some reasons for some important historical events (understanding of events, people and changes). • Make comparisons between aspects of periods of history and the present day (historical interpretations). • Understand that the type of information available depends on the period of time studied. • Evaluate the usefulness of a variety of sources (historical interpretations). • Compare sources of information available for the study of different times in the past (historical enquiry). • Present findings and communicate knowledge and understanding in different ways (organisation and communication). • Provide an account of a historical event based on more than one source (organisation and communication) • Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. • Note connections, contrasts and trends over time and show developing appropriate use of historical terms. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • Make confident use of a variety of sources for independent research (historical enquiry) • Use evidence to support arguments (understanding of events, people and changes) <p style="text-align: center;">Refer to End of Key Stage 2 objectives below for context</p>
End of Key Stage Expectations	<ul style="list-style-type: none"> • Describe changes in Britain from the Stone Age to the Iron Age. • Describe the Roman Empire and its impact on Britain. • Describe Britain's settlement by Anglo-Saxons and Scots. • Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Describe a local history study. • Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. • Describe a study of Ancient Greek life and achievements and their influence on the western world. • Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.