

Subject Knowledge Progression History 2024



By the end of Year 6 children will: -

- have a curiosity and fascination about the past
- have a secure understanding of the chronology of the periods/events in history that they have studied
- use factual knowledge to describe past societies, periods and events
- select, gather and organise evidence from a variety of primary and secondary sources to find out about the past
- look closely and methodically when analysing a range of historical sources
- understand the significance of the people and events they have studied
- recognise similarities and differences between the historical periods they have studied
- recognise that some things stayed the same across the historical periods they have studied and how and why some things changed
- explain the possible cause/s of historical events and why people behaved as they did
- understand the consequences of past events and their impact on individuals, groups and society
- give opinions about historical events/periods and reasons for their opinions
- understand some of the different positions from which people see and understand historical events
- understand that explanations, interpretations and opinions of the past can differ and are open to debate

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	Year 1 Toys, Mary Seacole, Mary Anning, Transport	Year 2 Great Fire of London, Christopher Columbus, Neil Armstrong	Year 3 Stone Age to Iron Age, Romans (invaders and settlers)	Year 4 Ancient Egypt, Anglo Saxons, Vikings and Scots	Year 5 Ancient Greece, Industrial Revolution and WW2	Year 6 Crime and Punishment, Ancient Maya
Legacy and Achievement	<p>Use an increasing range of historical vocabulary to describe the past</p> <p>Explain some of the things that significant people did in the past</p>	<p>Use an increasing range of historical vocabulary to describe the past</p> <p>Know about characteristic features, significant people events, situations and developments in the past</p>	<p>Use project-specific historical vocabulary to describe the periods studied, events and people being studied</p> <p>Know about significant people and events from the periods studied</p> <p>Identify how our lives today are different because of events from the past</p>	<p>Use project-specific historical vocabulary to describe the periods, events and people being studied</p> <p>Know about and understand significant people, events and developments of the period being studied</p> <p>Compare the lasting impact of changes brought about during different historical periods</p>	<p>Use project-specific historical vocabulary to describe the periods, events and people being studied</p> <p>Know about and understand characteristic features, significant people, events and developments of the period being studied</p> <p>Use a variety of sources of information to form opinions on achievements of different civilisations</p>	<p>Use project-specific historical vocabulary to describe the periods, events and people being studied</p> <p>Know about and understand characteristic features, significant people, events, situations and developments of the period being studied</p> <p>Compare the achievements of different significant individuals and draw conclusions regarding who has the greatest legacy</p>

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Society and Culture	<p>Identify similarities and differences between forms of transport</p> <p>Know about significant historical events in their own locality – development of transport</p>	<p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Compare aspects of life in different periods. (Columbus and Armstrong)</p> <p>Know about events beyond living memory that are significant nationally - the Great Fire of London</p>	<p>Describe changes in Britain from the Stone Age to the Iron Age</p> <p>Describe the Roman Empire and its impact on Britain</p>	<p>Describe Britain's settlement by Anglo-Saxons and Scots</p> <p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p>Give some reasons for some important historical events</p> <p>Describe a study of Ancient Greek life and achievements and their influence on the western world</p> <p>Describe a local history study</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066</p>	<p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods</p> <p>Describe a non-European society that provides contrasts with British history - Maya civilization c. AD 900</p>
Chronology	<p>Use an increasing range of: common words and phrases relating to the passing of time: 'past', 'present'</p> <p>Sequence events or objects in chronological order</p>	<p>Sequence events, photographs and artefacts into chronological order within closer time boundaries</p> <p>Sequence photographs from different periods of their lives</p> <p>Describe memories of key events in their lives</p>	<p>Recall and place some events into periods of time on a timeline</p> <p>Recognise that the past can be split into different periods of time and use the correct labels for the periods studied</p> <p>Order, place, and locate the periods studied on a timeline, beginning to use some dates</p>	<p>Begin to date historical periods and events</p> <p>Use the correct labels for the time periods studied</p> <p>Map events, dates, people and changes into the correct period on a timeline</p>	<p>Match dates to centuries (e.g. know that 1665 is in 17th century)</p> <p>Know where to place periods in history that are studied in relation to other known periods of history</p>	<p>Date historical periods and events</p> <p>Use dates to order, place and locate on a timeline: historical periods; events within historical periods; people and changes that are/have been studied</p> <p>Recall and place a range of relevant dates and events on a timeline</p>

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Similarities and Differences	Recount changes within living memory and beyond	Identify similarities and differences between events and ways of life of people in the past and events and people in the present	<p>Compare different time periods describing similarities and differences between them (social, cultural, religious and ethnic diversity)</p> <p>Begin to describe and make links between main events, situations and changes within and across different periods</p>	<p>Use factual knowledge to describe the similarities and differences between periods of time (social, cultural, religious and ethnic diversity)</p> <p>Describe and make links between main events, situations and changes within and across different periods</p>	<p>Compare an aspect of life across the period studied and identify similarities and differences with modern times and other periods that have been studied</p> <p>Begin to identify change and continuity within and across periods</p>	<p>Compare an aspect of life/a trend across the period studied and identify similarities and differences with modern times and other periods that have been studied</p> <p>Identify and explain change and continuity within and across periods</p>
Cause and Consequence	Recognise why people did things	Recognise why events happened and what happened as a result	Identify reasons for historical events and describe the effects of them	Identify and give reasons for historical events and describe the effects of them	Identify and describe the effects of historical events, situations and changes in the periods and societies studied	Begin to use evidence to hypothesise about the alternative reasons for historical events, situations and the actions of individuals

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Historical Enquiry	<p>Handle, observe and describe a range of sources to find out about the past</p> <p>Analyse simple sources e.g. photographs or pictures of people or events in the past</p>	<p>Begin to collect and use some relevant material to develop a picture of a past event</p> <p>Understand some ways we find out about the past</p> <p>Ask and answer questions about: events beyond living memory; a range of sources</p>	<p>Ask and answer a range of questions about: the periods being studied, a wide range of sources</p> <p>Identify different sources of information to find out about the past and begin to explain the differences between them</p> <p>Select and record useful information about events, people and changes from a range of relevant material</p>	<p>Use a range of relevant material to develop a picture of a past event</p> <p>Begin to evaluate the usefulness of sources of information by talking about the advantages and disadvantages of using them</p> <p>Analyse different sources of information to find out about events, people and changes</p>	<p>Ask and answer a range of questions about: the periods being studied and hypothesise about the possible answers</p> <p>Begin to recognise and interpret primary and secondary sources to find out about an aspect of the past</p> <p>Evaluate the usefulness of a range of primary and secondary sources</p> <p>Begin to use more than one source of information to generalise about an aspect of the past</p>	<p>Recognise and interpret primary and secondary sources to find out about an aspect of the past</p> <p>Begin to generalise about an aspect of the past using a range of sources, suggesting omissions and the means of finding out missing information</p> <p>Evaluate the usefulness of primary and secondary sources and begin to consider how conclusions were arrived at</p>
Historical Interpretation	<p>Describe changes within living memory and aspects of change in national life</p> <p>Describe significant historical events, people and places</p>	<p>Describe events beyond living memory that are significant nationally or globally</p>	<p>Identify primary sources of information from a particular time period</p> <p>Know the difference between a primary and secondary source</p> <p>Consider what primary sources tell us about historical periods</p>	<p>Understand that sources can contradict each other</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Consider what primary and secondary sources tell us about historical periods</p>	<p>Understand that the type of information available depends on the period of time studied</p> <p>Evaluate the usefulness of a variety of sources</p> <p>Compare accounts of events from different sources.</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact, fiction or opinion</p> <p>Be aware that different evidence will lead to different conclusions</p>