



# Seamer and Irton CP School

## Progression of knowledge and skills in History



### Substantive Knowledge

### Disciplinary Knowledge

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological awareness</b> - knowledge relating to broader developments and the features of historical periods							
<b>Chronological understanding</b>	<p>Listen to texts, view images, and hear oral stories that help children begin to develop an understanding of the past and present.</p> <p>Begin to organise events using basic chronology, recognising that things happened before they were born.</p>	<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that within living memory is 100 years</p> <p>Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).</p> <p>Sequencing three or four artefacts/photographs from different periods of time.</p> <p>Matching objects to people from different time periods.</p> <p>Placing events on a simple timeline.</p>	<p>To know a decade is ten years.</p> <p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that events in history may last different amounts of time.</p> <p>Beginning to recognise how long each event lasted.</p> <p>Sequencing six artefacts/photographs on a timeline focusing on the intervals between events.</p> <p>Placing events on a timeline, building on times studied in Year 1.</p>	<p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Sequencing eight to ten artefacts, historical pictures or events.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p>	<p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Noticing connections over a period of time.</p> <p>Placing the time studied on a timeline.</p> <p>Making a simple individual timeline.</p>	<p>Understanding how dating by centuries works.</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Using relevant dates and relevant terms for the period</p> <p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Putting dates in the correct century.</p>	<p>Comparing and making connections between different contexts in the past.</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Sequencing 10 events on a timeline.</p>
<b>Historical Enquiry</b> - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas							

<p><b>Historical Enquiry</b></p>	<p>Name and describe people who are familiar to them</p> <p>Draw information from a simple map</p> <p>Explore the natural world around them</p> <p>Describe what they see, feel and hear while outside</p>	<p>To know that photographs and artefacts can tell us about the past.</p> <p>Using artefacts, photographs and visits to answer simple questions about the past.</p> <p>Finding answers to simple questions about the past using sources (e.g. artefacts).</p> <p>Sorting artefacts from then and now.</p> <p>To know that we can find out about the past by asking people who were there.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p>	<p>Using artefacts, photographs and visits to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts</p> <p>Identifying a primary source.</p> <p>To know that we can find out about how places have changed by looking at maps.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>	<p>Using a range of primary and secondary sources to find out about a period.</p> <p>To know that archaeological evidence can be used to find out about the past.</p>	<p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures</p> <p>To know that we can make inferences and deductions using images and artefacts from the past</p>	<p>Recognising primary and secondary sources.</p> <p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Make inferences and deductions using images and artefacts from the past</p>	<p>To understand the types of information that can be extracted from the census.</p> <p>To understand that inventories are useful sources of evidence to find out about people from the past.</p> <p>To understand how to compare different census extracts by analysing the entries in individual columns</p> <p>Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</p>
<p><b>Historical Significance</b> - understanding how and why historical events, trends and individuals are thought of as being important.</p>							
<p><b>Historical Significance</b></p>	<p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past</p>	<p>Recalling special events in their own lives.</p> <p>To know that some people and events are considered more 'special' or significant than others.</p>	<p>To know that some events are more significant than others.</p> <p>To know the impact of a historical event on society.</p>	<p>Identifying similarities and differences between periods of history.</p> <p>Recalling some important people and events.</p>	<p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that 'historically significant' events</p>	<p>Identifying significant people and events across different time periods.</p> <p>Describing similarities and differences between social</p>	<p>Describing and explaining change throughout time.</p> <p>Explain the significance of events, people and developments.</p>

		To know that there are similarities and differences between their lives today and their lives in the past.	To know that 'historically significant' people are those who changed many people's lives  Knowing some things which have changed / stayed the same as the past.  Discussing who was important in a historical event and why.  Making comparisons with their own lives	Identifying who is important in historical sources and accounts and why.	are those which changed many people's lives and had an impact for many years to come  Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world..	cultural, religious and ethnic diversity in Britain and the wider world.  Comparing significant people and events across different time periods.  Starting to analyse and explain the reasons for, and results of historical events, situations and change.	
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**Historical Interpretations** - understanding how and why different accounts of the past are constructed

<b>Historical Interpretations</b>	Comment on images of familiar situations in the past	Beginning to identify different ways to represent the past (e.g. photos, stories).  To know that the past can be represented in photographs.  Developing their own interpretations from historical artefacts	Recognising different ways in which the past is represented (including eye-witness accounts).  Comparing pictures or photographs of people or events in the past.  To know that the past is represented in different ways.  Developing their own interpretations from photographs and written sources.	Identifying and giving reasons for different ways in which the past is represented.  Identifying the differences between different sources and giving reasons for the ways in which the past is represented.  Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.	To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.  To know that assumptions made by historians can change in the light of new evidence.  Evaluating the usefulness of different sources.	Comparing accounts of events from different sources.  Suggesting explanations for different versions of events.  Identifying how conclusions have been arrived at by linking sources.  Addressing and devising historically valid questions.	Understanding that different evidence creates different conclusions.  To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.  To understand that there are different interpretations of historical figures and events.
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Asking questions about why people did things, why events happened and what happened as a result.

Independently using textbooks to gain historical knowledge.

Evaluating the interpretations made by historians.

Developing strategies for checking the accuracy of evidence.