

Knowledge Progression in History

EYFS	Understanding the world: People and communities	Understanding the world: The world
30-50 months	☐ Shows interest in the lives of people who are familiar to them. - Remembers and talks about significant events in their own experience. ☐ Recognises and describes special times or events for family or friends. ☐ Shows interest in different occupations and ways of life. - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. ☐	☐ Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. - Can talk about some of the things they have observed such as plants, animals, natural and found object. ☐ ☐ Talks about why things happen and how things work. ☐ Developing an understanding of growth, decay and changes over time. ☐
40-60 months	☐ Enjoys joining in with family customs and routines.	☐ Looks closely at similarities, differences, patterns and change.
ELG	☐ Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions	☐ Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another

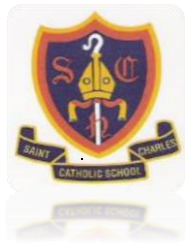
KS1 Progression in History

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

	How am I making history?	How have toys changed?	How have explorers changed the world?
Chatsworth	- To know some similarities and differences between the past and their own lives. - To know that a timeline shows the order events in the past happened. - To know that we start by looking at 'now' on a timeline then look back. - To know that 'the past' is events that have already happened. - To know that 'the present' is time happening now. - To know that within living memory is 100 years. - To know that people change as they grow older. - To know that throughout someone's lifetime, some things will change and some things will stay the same. - To know that there are similarities and differences between their lives today and their lives in the past. - To know that people celebrate special events in different ways.	- To know that throughout someone's lifetime, some things will change and some things will stay the same. - To know that everyday objects have changed over time. - To know that everyday objects have changed as new materials have been invented. - To know some similarities and differences between the past and their own lives. - To know that everyday objects have similarities and differences with those used for the same purpose in the past. - To know that we can find out about the past by asking people who were there. - To know that artefacts can tell us about the past. - To know that we remember some (but not all) of the events that we have lived through. - To know that the past can be represented in photographs.	- To know that a timeline shows the order events in the past happened. - To know that we start by looking at 'now' on a timeline, then look back. - To know that 'the past' is time that has already happened. - To know that 'the present' is time happening now. - To know that within living memory is 100 years. - To know that there are similarities and differences between their lives today and lives in the past. - To know some similarities and differences between the past and their own lives. - To know that some people and events are considered more 'special' or significant than others. - To know that photographs can tell us about the past. - To know that the past can be represented in photographs. - To know some inventions that still influence their own lives today.

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	How was school different in the past?	How did we learn to fly?	What is a monarch?
Bolsover	- To know a decade is ten years. - To know that beyond living memory is more than 100 years ago. - To know that daily life has changed over time but that there are some similarities to life today. - To know that changes may come about because of improvements in technology. - To know that there are explanations for similarities and differences between children's lives now and in the past. - To know that we can find out about how places have changed by looking at maps. - To know that historians use evidence from sources to find out more about the past.	- To know that a timeline shows the order events in the past happened. - To know that we start by looking at 'now' on a timeline then look back. - To know that 'the past' is events that have already happened. - To know that 'the present' is time happening now. - To know that within living memory is 100 years. - To know that beyond living memory is more than 100 years ago. - To know that changes may come about because of improvements in technology. - To know that some events are more significant than others.	- To know that beyond living memory is more than 100 years ago. - To know that events in history may last different amounts of time. - To know that some events are more significant than others. - To know the impact of a historical event on society. - To know that 'historically significant' people are those who changed many people's lives. - To know that historians use evidence from sources to find out more about the past. - To know that the past is represented in different ways. - To know that a monarch is a king or queen.



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| | <ul style="list-style-type: none">• To know the impact of a historical event on society.• To know that 'historically significant' people are those who changed many people's lives.• To know that historians use evidence from sources to find out more about the past.• To know that the past is represented in different ways.• To begin to identify achievements and inventions that still influence their own lives today.• To know some achievements and discoveries of significant individuals.• To know the achievements and inventions that still influence their own lives today.• To know the legacy and contribution of the inventions.• To be aware of the achievements of significant individuals. | <ul style="list-style-type: none">• To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.• To know that in the past monarchs had absolute power.• To be aware of the achievements of significant individuals. |
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KS2 Progression in History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

	Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	How have children's lives changed?	How did the achievements of the ancient Maya impact their society and beyond?
Melandra	- To know that history is divided into periods of history e.g. ancient times, middle ages and modern. - To know that BC means 'before Christ' and is the term used to date the years before Jesus was born - To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born. - To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. - To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. - To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. - To know that change can be brought about by advancements in transport and travel. - To know that change can be brought about by advancements in materials.	- To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. - To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled. - To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). - To know that advancements in science and technology can be the cause of change. - To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. - To know that we can make inferences and deductions using images from the past. - To know that assumptions made by historians can change in the light of new evidence.	- History is divided into periods of history, e.g. ancient times, Middle Ages and modern. - A chronologically secure knowledge of local, British and world history across the periods studied. - Change can be brought about by advancements in materials. - Change can be brought about by advancements in trade. - Advancements in science and technology can be the cause of change. - Significant archaeological findings are those which change how we see the past. 'Historically significant' events are those which changed many people's lives and had an impact for many years to come. - Archaeological evidence can be used to find out about the past. - We can make inferences and deductions using images from the past. - 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 change can be brought about by advancements in trade.
- To know that significant archaeological findings are those which change how we see the past.
- To know that archaeological evidence can be used to find out about the past.
- To know that we can make inferences and deductions using images from the past.
- 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.
- To understand the development of groups, kingdom and monarchy in Britain.
- To understand that there are varied reasons for coming to Britain.
- To know that settlement created tensions and problems.
- To understand the impact of settlers on the existing population.
- To understand the earliest settlements in Britain.
- To know that settlements changed over time.
- To understand how invaders and settlers influence the culture of the existing population.
- To understand that society was organised in different ways in different cultures and

- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- To know that education existed in some cultures, times and groups.

- Assumptions made by historians can change in the light of new evidence.
- Some important people and events.
- Settlements changed over time.
- Society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- Education existed in some cultures, times and groups.
- Trade began as the exchange of goods.
- There are different beliefs in different cultures, times and groups.
- The achievements of ancient civilisations contributed to the development of technology, culture and science.

times and consisted of different groups with different roles and lifestyles.

- To know that communities traded with each other and over the English Channel in the Prehistoric Period.
- To understand that trade began as the exchange of goods.
- To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that trade develops in different times and ways in different civilisations.
- To understand that the traders were the rich members of society.

What is the legacy of the ancient Greek civilisation?

- To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century)
- To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya and Victorians.
- To understand that historical periods have characteristics that distinguish them.
- To understand how to work out durations of periods and events.

What changed in Britain after the Anglo-Saxon invasion?

- To know that significant archaeological findings are those which change how we see the past.
- To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come.
- To know that we can make inferences and deductions using images from the past.
- To understand the development of groups, kingdom and monarchy in Britain.

What was life like in Tudor England?

- To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya and Victorians.
- To understand that historical periods have characteristics that distinguish them.
- To understand how to work out durations of periods and events.
- To understand that inventories are useful sources of evidence to find out about people from the past.



- To understand how to represent a scale on a timeline.
- To know that members of society standing up for their rights can be the cause of change.
- 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.
- To understand the process of democracy and parliament in Britain.
- To understand that different empires have different reasons for their expansion.
- To understand that there are changes in the nature of society.
- To know that there are different reasons for the decline of different empires.
- To be aware of the different beliefs that different cultures, times and groups hold.
- To be aware of how different societies practise and demonstrate their beliefs.
- To be able to identify the impact of beliefs on society.
- To understand how society is organised in different cultures, times and groups.
- To be able to compare development and role of education in societies.
- To be able to compare education in different cultures, times and groups.
- To understand that there are differences between early and later civilisations.

- To know who became the first ruler of the whole of England.
- To understand that societal hierarchies and structures existed including aristocracy and peasantry.
- To know that there were different reasons for invading Britain.
- To understand that there are varied reasons for coming to Britain.
- To know that there are different reasons for migration.
- To know that settlement created tensions and problems.
- To understand the impact of settlers on the existing population.
- To understand the earliest settlements in Britain.
- To know that settlements changed over time.
- To understand how invaders and settlers influence the culture of the existing population.
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- To know that communities traded with each other and over the English Channel in the Prehistoric Period.
- To understand that there are different beliefs in different cultures, times and groups.

- To know that the most reliable sources are primary sources which were created for official purposes.
- 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.
- To understand how the monarchy exercised absolute power.
- To understand there are increasingly complex reasons for migrants coming to Britain.
- To be aware of the different beliefs that different cultures, times and groups hold.
- To understand the changing nature of religion in Britain and its impact.
- To be aware of how different societies practise and demonstrate their beliefs.
- To be able to identify the impact of beliefs on society.
- To understand the changes and reasons for the organisation of society in Britain.
- To understand how society is organised in different cultures, times and groups.
- To know that trade routes from Britain expanded across the world.
- To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).
- To understand that people in the past were as inventive and sophisticated in thinking as people today.



- To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).
- To understand that people in the past were as inventive and sophisticated in thinking as people today.
- To know that new and sophisticated technologies were advanced which allowed cities to develop.
- To be able to identify the achievements of civilisations and explain why these achievements were so important.
- To be able to compare the achievements of different civilisations and groups.

- To know about paganism and the introduction of Christianity in Britain.
- To know how Christianity spread. To compare the beliefs in different cultures, times and groups.
- To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.
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What was the impact of World War 2 on the people of Britain?

- To understand that historical periods have characteristics that distinguish them.
- To understand how to work out durations of periods and events.
- To understand how to represent a scale on a timeline.
- To understand how to create their own timeline selecting significant events.
- To know that change can be brought about by conflict.
- To know that members of society standing up for their rights can be the cause of change.

What can the census tell us about local areas?

- To know that change can be traced using the census.
- To know that members of society standing up for their rights can be the cause of change.
- To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date.
- To understand the types of information that can be extracted from the census.
- To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.

Who should go on the £10 bank note?

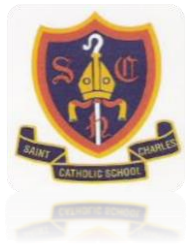
- To know that members of society standing up for their rights can be the cause of change.
- To know how historians select criteria for significance and that this changes.
- To understand that there are different interpretations of historical figures and events.
- To understand how the monarchy exercised absolute power.
- To understand the process of democracy and parliament in Britain.
- To understand that there are changes in the nature of society.
- To be aware of the different beliefs that different cultures, times and groups hold.
- To identify the impact of beliefs on society.



- 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.
- To understand the process of democracy and parliament in Britain.
- To understand that there are changes in the nature of society.
- To know that there are different reasons for the decline of different empires.
- To understand there are increasingly complex reasons for migrants coming to Britain.
- To understand that migrants come from different parts of the world.
- To know about the diverse experiences of the different groups who came to Britain over time.
- To understand the changes and reasons for the organisation of society in Britain.
- To understand how society is organised in different cultures, times and groups.
- To understand the changing role of women and men in Britain.
- To understand that people in the past were as inventive and sophisticated in thinking as people today.
- To know that new and sophisticated technologies allowed cities to develop.
- To understand the impact of war on local communities.

- To understand how to compare different census extracts by analysing the entries in individual columns.
- To know that the most reliable sources are primary sources which were created for official purposes.
- To understand the changes and reasons for the organisation of society in Britain.
- To be able to compare development and role of education in societies.
- To understand the changing role of women and men in Britain.

- To understand the changes and reasons for the organisation of society in Britain.
- To understand how society is organised in different cultures, times and groups.
- To compare the development and role of education in societies.
- To understand the changing role of women and men in Britain.
- To understand that people in the past were as inventive and sophisticated in thinking as people today.
- To identify the achievements of civilisations and explain their importance.



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| | <ul style="list-style-type: none">To know some of the impacts of war on daily lives. | | |
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**St Ralph
Sherwin**
Catholic Multi Academy Trust

