



Manor Primary School

History Progression of Knowledge and Understanding.

Exceptionality

Collaboration

Integrity

Respect

Manor Primary School

History Progression of Knowledge and Understanding

Chronological Knowledge

Birth to three	<ul style="list-style-type: none"> ✚ Talk about their themselves and their family.
Nursery	<ul style="list-style-type: none"> ✚ Talk about significant events in my own experience.
Reception	<ul style="list-style-type: none"> ✚ Talk about past and present events in my own life. ✚ Talk about a past event in the correct order.
Year 1	<ul style="list-style-type: none"> ✚ Place events and objects in chronological order. ✚ Sequence events within living memory. ✚ Use common words and phrases relating to the passing of time and everyday historical terms. ✚ Match objects to people of different ages. ✚ Identify similarities and differences between ways of life in different period. ✚ Remember parts of stories and memories about the past. ✚ Sequence events from different periods of own lifetime.
Year 2	<ul style="list-style-type: none"> ✚ Sequence artefacts closer together in time - check with reference book. ✚ Know when some famous historical events (beyond living memory) happened. ✚ Sequence events related to the life of a significant individual and local historical events chronologically. ✚ Distinguish between events in the recent and more distant past. ✚ Chronological understanding by placing events, people and objects in chronological order. ✚ Use common words and phrases relating to the passing of time and everyday historical terms. ✚ Use past and present when orally telling others about an event.
Year 3	<ul style="list-style-type: none"> ✚ Order events linked to periods studied chronologically. ✚ Begin to use dates to order and place events on a timeline. ✚ Realise that the past can be split into different periods of time and begin to use the correct historical terms. ✚ Locate some historical periods on a timeline. ✚ Understand that timelines can be divided into BA and AD ✚ Use dates and vocabulary relating to the passing of time, including century and decade. ✚ To know and understand the history of the British Isles in chronological narrative, from the earliest times to the present day.
Year 4	<ul style="list-style-type: none"> ✚ Place an event/order events on a timeline showing periods in periods of history being studied. ✚ Place some historical periods in a chronological framework. ✚ Locate historical periods on a timeline. ✚ Recognise some of the similarities and differences between periods. ✚ Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade, 21st century, 19th century, 20th century.
Year 5	<ul style="list-style-type: none"> ✚ Know and sequence key events of the period of history being studied. ✚ Use dates to order and place events on a timeline.

	<ul style="list-style-type: none"> ✚ Place a wider range of events, people and changes within a chronological framework. ✚ Know where to place a studied period in relation to other periods of history ✚ Place events, people and changes into correct periods of time coherently, using chronological narrative, from the earliest times to the present day. ✚ Use timelines to place and sequence local, national and international events ✚ Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century, and decade. ✚ Empire, civilisation, parliament and peasantry, Tudors, Stuarts, Victorian era, period. ✚ Identify changes within and across historical periods.
Year 6	<ul style="list-style-type: none"> ✚ Apply understanding of chronology across the periods they study. ✚ Place events, people and changes precisely within a chronological framework. ✚ Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections and main changes between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. ✚ Use timelines to place events, periods and cultural movements from around the world. ✚ Use timelines to demonstrate changes and developments in culture, technologies, religions and society. ✚ Use key periods as reference points: BC, AD, Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.
Key Stage 3	<ul style="list-style-type: none"> ✚ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

Knowledge and Understanding of events, people and changes in the past

Birth to three	<ul style="list-style-type: none"> ✚ Talk about their themselves and their family.
Nursery	<ul style="list-style-type: none"> ✚ Talk about significant events in my experience.
Reception	<ul style="list-style-type: none"> ✚ Talk about past and present events in own life. ✚ Talk about a past event in the correct order,
Year 1	<ul style="list-style-type: none"> ✚ Identify the difference between past and present in own and other people's lives. ✚ Recognise why people did things, why events happened and what happened as a result. ✚ Identify different ways in which the past is represented. ✚ Recount parts of stories about the past.
Year 2	<ul style="list-style-type: none"> ✚ Recognise why people did things, why events happened and what happened as a result. ✚ Use evidence to explain reasons why people in the past acted as they did. ✚ Children will explore the different ways of life in a different period, drawing comparisons, describing differences between then and now. ✚ Use information to describe and recount main events from history.
Year 3	<ul style="list-style-type: none"> ✚ Use evidence to describe the past.

	<ul style="list-style-type: none"> ✚ Explore characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past. ✚ Identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied. ✚ Describe and make small links between the main events, situations and changes within and across the different periods and societies studied.
Year 4	<ul style="list-style-type: none"> ✚ Identify characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes, changes and experiences of men, women and children in the past. ✚ Investigate the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied. ✚ Give reasons why changes in houses, culture, leisure, clothes, buildings and their use, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. ✚ Describe and make links between how the main events, situations and changes and across the different periods and societies studied affect life today.
Year 5	<ul style="list-style-type: none"> ✚ Make connections, draw contrasts and analyse trends within and across the different periods and societies studied. ✚ Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world ✚ Understand how life changed through different periods of time and how new technologies affected everyday life from the societies studied. ✚ Describe some of the main events and key people during different historical periods relating to local, national and international history. ✚ Give some causes and consequences of the main events, situations and changes in the periods studied
Year 6	<ul style="list-style-type: none"> ✚ Choose reliable sources of factual evidence to describe and identify changes in periods, events, cultures, and people studied ✚ Know and understand the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. ✚ To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically valid questions and create own structured accounts, including written narratives and analyses, giving own reasons backed up with evidence.
Key Stage 3	<ul style="list-style-type: none"> ✚ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

Historical Interpretation and Enquiry

Birth to three	<ul style="list-style-type: none"> ✚ Talk about their themselves and their family.
Nursery	<ul style="list-style-type: none"> ✚ Comment on images of familiar situations in the past.
Reception	<ul style="list-style-type: none"> ✚ Ask questions about why things happen and give explanations. ✚ Talk about differences between old black and white photos and colour photos of the present day
Year 1	<ul style="list-style-type: none"> ✚ Begin to talk about the reliability of a source by comparing adults talking about the past. ✚ Distinguish between fact and fiction through the use of stories.

	<ul style="list-style-type: none"> ✚ Begin to use a variety of sources to find out about the past, recount some details from the past and find the answers to simple questions, using books, pictures and stories. ✚ Begin to suggest what information we can get from sources. ✚ Find answers to some simple questions about the past from simple sources of information. ✚ Begin to describe artefacts.
Year 2	<ul style="list-style-type: none"> ✚ Use stories to distinguish between fact and fiction. ✚ Compare two versions of a past event. ✚ Compare pictures or photographs of people or events in the past. ✚ Discuss the reliability of photos/accounts/stories. ✚ Find out about the past from a range of sources of information. ✚ Generate own questions about the past.
Year 3	<ul style="list-style-type: none"> ✚ Begin to recognise that the past is represented in different ways and begin to give reasons for this. ✚ Distinguish between different sources – compare different versions of the same story. ✚ Suggest sources of evidence to use to help answer questions. ✚ Infer and deduct information from historical sources. ✚ Identify and give reasons for different ways in which the past is represented. ✚ Know how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources, databases, pictures and photographs, music, artefacts, historic buildings and educational visits. ✚ Ask and answer questions, and to select and record information relevant to the focus of the enquiry.
Year 4	<ul style="list-style-type: none"> ✚ Know about the types of evidence that are available for different periods in history. ✚ Understand that what we know about the past is dependent on what evidence has survived. ✚ Know about the gaps in evidence for periods of history. ✚ Distinguish between different sources. ✚ Understand that the past is represented and interpreted in different ways and begin to give reasons why there may be different accounts of history. ✚ Understand the differences between primary and secondary sources of evidence. ✚ Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings and educational visits to collect information about the past. ✚ Suggest sources of evidence from a selection provided to use to help answer questions.
Year 5	<ul style="list-style-type: none"> ✚ Recognise primary and secondary sources. ✚ Recognise that the past is represented and interpreted in different ways, identify differences in the accounts and to give some reasons why there may be different accounts of history. ✚ Compare sources of information available for the study of different periods and/or events. ✚ Identify a range of appropriate sources of information. ✚ Know that people can present events or ideas in ways that persuade others. ✚ Draw comparisons and differences from different sources in order to ask and answer perceptive questions by selecting reliable sources of information relevant to the focus of the enquiry. ✚ Realise that there is often not a single answer to historical questions.

Year 6	<ul style="list-style-type: none"> ✚ Accurately use dates and historical vocabulary to describe the periods studied. ✚ Make confident use of a variety of sources for independent research. ✚ Use a range of sources to find out about an aspect of time. ✚ Use evidence to compare and contrast very different perspectives of the same event. ✚ Understand that the past has been represented in different ways and evaluated the usefulness and accurateness of difference sources of evidence. ✚ Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways and form their own opinions about historical events from a range of sources. ✚ Know and understand evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
Key Stage 3	<ul style="list-style-type: none"> ✚ Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Organisation and Communication

Birth to three	<ul style="list-style-type: none"> ✚ Talk about their themselves and their family.
Nursery	<ul style="list-style-type: none"> ✚ Build up vocabulary that reflects the breadth of their experience.
Reception	<ul style="list-style-type: none"> ✚ Use past, present and future forms accurately when talking about events that have happened.
Year 1	<ul style="list-style-type: none"> ✚ Show knowledge and understanding about the past in different ways. ✚ Use and be given a range of opportunities to develop oracy skills through communicating in a variety of different ways. ✚ Discuss, be curious and challenge through effective questioning and listening skills.
Year 2	<ul style="list-style-type: none"> ✚ Show an awareness and understanding of the past in a variety of ways, such as: written, talking, using images. ✚ Use stories and other historical sources to show their understanding. ✚ Record their work in a variety of ways pictures, ICT, models, timelines. ✚ Use and be given a range of opportunities to develop oracy skills through communicating in a variety of different ways.
Year 3	<ul style="list-style-type: none"> ✚ Begin to communicate their learning in an organised and structured way, using; appropriate historical terminology, images, artefacts, writing. ✚ Communicate their knowledge through drama/role play, model making, and timelines. ✚ Use dates and terms with increasing accuracy. ✚ Discuss different ways of presenting information for different purposes. ✚ Discuss, debate, be curious and challenge through effective questioning and listening skills
Year 4	<ul style="list-style-type: none"> ✚ Recall, select and organise historical information. ✚ Use dates and historical vocabulary (monarch, settlement, and invader) to describe the periods studied. ✚ Communicate their knowledge and understanding of history in a variety of ways [for example, speaking, maths data/statistics), drama, drawing, writing, by using ICT. ✚ Discuss the most appropriate way to present information, realising that it is for an audience.

	<ul style="list-style-type: none"> ✚ Discuss, debate and challenge through effective questioning and listening skills.
Year 5	<ul style="list-style-type: none"> ✚ Use primary and secondary sources to support their opinions, arguments and findings. ✚ Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. ✚ Use dates and terms accurately. ✚ Choose the most appropriate way to present information to an audience.
Year 6	<ul style="list-style-type: none"> ✚ Select and organise information to construct structured work which meets the needs of the audience and appropriately using; dates appropriate historical terminology, images, artefacts, writing, primary sources and secondary sources. ✚ Present the findings, arguments and opinions of their independent historical investigation to show an understanding of the period.
Key Stage 3	<ul style="list-style-type: none"> ✚ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

Manor Primary School
History Progression of Disciplinary Knowledge – ‘knowing how we know’

Change and Continuity

Birth to three Nursery Reception	<ul style="list-style-type: none"> ✚ Describe simple changes in their own lives.
Year 1 Year 2	<ul style="list-style-type: none"> ✚ Begin to look for similarities and differences over time in their own lives. ✚ Describe simple changes and ideas/objects that remain the same. ✚ Understand that some things change while other items remain the same and some are new. ✚ Identify similarities and difference between ways of life at different times. Identifying simple reasons for changes.

Year 3 Year 4	<ul style="list-style-type: none"> ✚ Identify reasons for change and reasons for continuities. ✚ Identify what the situation was like before the change occurred. ✚ Compare different periods of history and identifying changes and continuity. ✚ Describe the changes and continuity between different periods of history. ✚ Identify the links between different societies.
Year 5 Year 6	<ul style="list-style-type: none"> ✚ Make links between events and changes within and across different time periods / societies. ✚ Identify the reasons for changes and continuity. ✚ Describe the links between main events, similarities and changes within and across different periods/studied. ✚ Describe the links between different societies. ✚ Explain the reasons for changes and continuity using the vocabulary and terms of the period as well. ✚ Analyse and presenting the reasons for changes and continuity.

Cause and

Birth to three Nursery Reception	<ul style="list-style-type: none"> ✚ Beginning to ask why things happen and explain why with support.
Year 1 Year 2	<ul style="list-style-type: none"> ✚ Ask questions about why people did things, why events happened and what happened as a result. ✚ Recognise why people did things, why events happened and what happened as a result.
Year 3 Year 4	<ul style="list-style-type: none"> ✚ Identify the consequences of events and the actions of people. ✚ Identify reasons for historical events, situations and changes.
Year 5 Year 6	<ul style="list-style-type: none"> ✚ Give reasons for historical events, the results of historical events, situations and changes. ✚ Start to analyse and explain the reasons for, and results of historical events, situations and change.

Similarities and

Birth to three Nursery	<ul style="list-style-type: none"> ✚ Develop an awareness that some things have changed and some have stayed the same in their own lives.
---	--

Reception	
Year 1 Year 2	<ul style="list-style-type: none"> ✚ Know some things which have changed / stayed the same as the past. ✚ Find out about people, events and beliefs in society. ✚ Make comparisons with their own lives.
Year 3 Year 4	<ul style="list-style-type: none"> ✚ Identify similarities and differences between periods of history. ✚ Explain similarities and differences between daily lives of people in the past and today. ✚ Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
Year 5 Year 6	<ul style="list-style-type: none"> ✚ Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. ✚ Describe change throughout time.

Historical significance

Birth to three Nursery Reception	<ul style="list-style-type: none"> ✚ Recalling special events in their own lives.
Year 1 Year 2	<ul style="list-style-type: none"> ✚ Discuss who was important in a historical event.
Year 3 Year 4	<ul style="list-style-type: none"> ✚ Recall some important people and events. ✚ Identify who is important in historical sources and accounts.
Year 5 Year 6	<ul style="list-style-type: none"> ✚ Identify significant people and events across different time periods. ✚ Compare significant people and events across different time periods. ✚ Explain the significance of events, people and developments.

Sources of Evidence

Birth to three Nursery Reception	<ul style="list-style-type: none"> ✚ Using artefacts, photographs or visits to answer simple questions about the past. ✚ Finding answers to simple questions about the past using sources e.g. artefacts. ✚ Sorting artefacts from then and now.
---	---

Year 1 Year 2	<ul style="list-style-type: none"> ✚ Using artefacts, photographs and visits to museums to ask and answer questions about the past. ✚ Making simple observations about a source or artefact. ✚ Using sources to show an understanding of historical concepts
Year 3 Year 4	<ul style="list-style-type: none"> ✚ Using a range of sources to find out about a period. ✚ Using evidence to build up a picture of a past event. ✚ Observing the small details when using artefacts and pictures.
Year 5 Year 6	<ul style="list-style-type: none"> ✚ Recognising primary and secondary sources. ✚ Using a range of sources to find out about a particular aspect of the past. ✚ Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.

Historical

Birth to three Nursery Reception	<ul style="list-style-type: none"> ✚ Beginning to identify different ways to represent the past
Year 1 Year 2	<ul style="list-style-type: none"> ✚ Recognising different ways in which the past is represented (including eye-witness accounts). ✚ Comparing pictures or photographs of people or events in the past.
Year 3 Year 4	<ul style="list-style-type: none"> ✚ 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. ✚ Evaluating the usefulness of different sources. Independently using textbooks to gain historical knowledge.
Year 5 Year 6	<ul style="list-style-type: none"> ✚ Comparing accounts of events from different sources. ✚ Suggesting explanations for different versions of events. ✚ Evaluating the usefulness of historical sources. ✚ Identifying how conclusions have been arrived at by linking sources. ✚ Developing strategies for checking the accuracy of evidence. ✚ Addressing and devising historically valid questions. ✚ Understanding that different evidence creates different conclusions.