



Manor Primary School  
History Progression of Knowledge Overview

History Progression Of Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Chronological Understanding</b></p>	<p>Place events and objects in chronological order Sequence events in their life Use common words and phrases relating to the passing of time (eg, old, new, young, days, months, years, before, after, a long time ago, past) 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</p>	<p>Chronological understanding by placing events, people and objects in chronological order Use common words and phrases relating to the passing of time (eg, before, after, a long time ago, past, recently, now, later) and everyday historical terms. Use past and present when orally telling others about an event</p>	<p>Place events, people and changes into correct periods on a simple 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.</p>	<p>Place events, people and changes into correct periods, using spacing to represent the passing of time on timelines. Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade, 21<sup>st</sup> century, 19<sup>th</sup> century, 20<sup>th</sup> century.</p>	<p>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.</p>	<p>To 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,</p>



						AD, Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.
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<p><b>Knowledge and Understanding of events, people and changes in the past</b></p>	<p>Children will be able to tell the difference between past and present in their own and other peoples lives Children will recognise why people did things, why events happened and what happened as a result. Pupils should be taught to identify different ways in which the past is represented. To know and recount parts of stories about the past</p>	<p>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</p>	<p>Children will use evidence to describe the past . Children will begin to explore characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past. Children will be able to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied. They will show these changes on a timeline Children will begin to describe and make small links between the main events, situations and changes within and across the</p>	<p>Children will know about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes, changes and experiences of men, women and children in the past. Children will 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</p>	<p>Children will 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.</p>	<p>Choose reliable sources of factual evidence to describe and identify changes in periods, events, cultures, and people studied Children will 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</p>



			different periods and societies studied.	importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Children will describe and make links between how the main events, situations and changes and across the different periods and societies studied affect life today	Give some causes and consequences of the main events, situations and changes in the periods studied	contrasts, frame historically-valid questions and create their own structured accounts, including written narratives and analyses, giving own reasons backed up with evidence
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<b>Historical Interpretation and Enquiry</b>	Children are beginning to talk about the reliability of a source by comparing adults talking about the past – How reliable are their memories? Distinguish between fact and fiction through the use of stories 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	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 (stories, eye-witness accounts, pictures/photographs, artefacts, historic	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 Know how to find out about the events, people and changes studied from an appropriate range of sources of	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	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 Know that people can present events or ideas in ways that persuade others. Draw comparisons and differences from	Accurately use dates and historical vocabulary to describe the periods studied. 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



	questions, using books, pictures and stories.	buildings/visits to museums/galleries/sites, ICT). Generate own questions about the past., e.g. What was it like for a ...? What happened in the past? How long ago did ... happen?	information, including ICT-based sources, databases, pictures and photographs, music, artefacts, historic buildings and educational visits. To ask and answer questions, and to select and record information relevant to the focus of the enquiry. E.g. How did people...? What did people do for...?	buildings and educational visits to collect information about the past. Ask questions such as 'What was it like for a... during...?' Suggest sources of evidence from a selection provided to use to help answer questions	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	interpreted in different ways and form their own opinions about historical events from a range of sources. To know and understand evidence is propaganda, opinion or misinformation and that this affects interpretations of history
<b>History Progression of Knowledge</b>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Organisation and Communication</b>	Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking) Use and be given a range of opportunities to develop oracy skills through communicating in a variety of different ways. These could include, talking in	Communicate knowledge through: Discussions, role play/drama 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	Communicate their knowledge through drama/role play, model making, timelines. Present findings about the past using speaking, writing, ICT and drawing skills. Use dates and terms with increasing accuracy Discuss different ways of presenting	Recall, select and organise historical information. Use dates and historical vocabulary (monarch, settlement, invader) to describe the periods studied. Communicate their knowledge and understanding of history in a variety of ways [for example, speaking, maths	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. Use and be given a range of opportunities	Create their own organised and clearly structured accounts, including written narratives and analyses. Recall, select and organise historical information from several sources in a fluent account. Communicate their knowledge and understanding of



	<p>small groups and to the class.</p> <p>Discuss, be curious and challenge themselves through effective questioning and listening skills</p> <p>Refer to voice 21 for further ideas.</p>	<p>different ways. These could include, talking in small groups and to the class.</p> <p>Discuss, debate, be curious and challenge themselves through effective questioning and listening skills</p> <p>Refer to voice 21 for further ideas.</p>	<p>information for different purposes</p> <p>Use and be given a range of opportunities to develop oracy skills through communicating in a variety of different ways. These could include, talking in small groups and to the class.</p> <p>Discuss, debate, be curious and challenge themselves through effective questioning and listening skills</p> <p>Refer to voice 21 for further ideas.</p>	<p>(data/statistics), drama, drawing, writing, by using ICT].</p> <p>Discuss the most appropriate way to present information, realising that it is for an audience.</p> <p>Use and be given a range of opportunities to develop oracy skills through communicating in a variety of different ways. These could include, talking in small groups and to the class.</p> <p>Discuss, debate, be curious and challenge themselves through effective questioning and listening skills</p> <p>Refer to voice 21 for further ideas.</p>	<p>to develop oracy skills through communicating in a variety of different ways. These could include, talking in small groups and to the class.</p> <p>Discuss, debate, be curious and challenge themselves through effective questioning and listening skills</p> <p>Refer to voice 21 for further ideas.</p>	<p>history in a variety of ways [for example, drawing, writing, computing].</p> <p>Present information in the most appropriate way (e.g. written explanations/tables and charts/labelled diagrams)</p> <p>Use and be given a range of opportunities to develop oracy skills through communicating in a variety of different ways. These could include, talking in small groups and to the class.</p> <p>Discuss, debate, be curious and challenge themselves through effective questioning and listening skills</p> <p>Refer to voice 21 for further ideas.</p>
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