



Humanities: History Progression of Knowledge & Skills

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Skill	Early Years	Key Stage 1	Key Stage 2
Chronological Knowledge and Understanding	<ul style="list-style-type: none">• Talk about the lives of people around them and their roles in society• Know some similarities and differences between things in the past and draw on their experiences and what has been learned in class• Understand the past through settings, character and events encountered in books read in class and storytelling	<ul style="list-style-type: none">• Similarities and differences between periods.• Children will be aware of the past and use common words and phrases that relate to time: before, after, since; some may begin to have an awareness of the concepts of past and present;• People and events can be fit into a chronological framework whether through a timeline or sequencing events;	<ul style="list-style-type: none">• Children will continue to develop a chronologically secure knowledge of history;• Establish clear narratives within and across periods studies – for example, recognising similarities, differences, influence and significance between Ancient Egypt, Rome, Anglo-Saxons, Vikings and Normans;• Children will note connections, contrasts and trends over time: one connection may be the idea of 'worship' and religion or the difference between crime and punishment; trends could include the concept of monarchy and the power attached to it.

Historical Terms	<ul style="list-style-type: none"> • ‘past’ ‘present’ 	<ul style="list-style-type: none"> • Children should use a wide vocabulary of everyday historical terms such as ‘investigate’, ‘sources’ or ‘artefacts’. 	<ul style="list-style-type: none"> • Develop the appropriate use of historical terms such as: ‘empire’, ‘parliament’ and ‘monarchy’ as well as historical concepts (see below) including: ‘primary and secondary sources’, ‘change and continuity’, ‘cause and consequence’ and ‘similarity, difference and significance’.
Historical Enquiry, Using Evidence and Communicating Ideas	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now drawing on stories • Understand the past through settings and characters 	<ul style="list-style-type: none"> • Choose and use parts of stories and other sources to show understanding of concepts – perhaps linking diaries to Samuel Peeps. Ask and answer questions; • Understand some ways we find out about the past: sources, objects, diaries, letters; 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions; • Understand how knowledge of the past is constructed from a range of sources: primary and secondary – historians and history in the public can influence our knowledge a lot • Construct informed responses by selecting and organising relevant historical information from primary and secondary sources and your own knowledge.
Interpretations of History	<ul style="list-style-type: none"> • Identify different ways in which the past is represented e.g. through toys, pictures, diaries and books. 		<ul style="list-style-type: none"> • Understand that different versions of the past may exist, giving some reason for this e.g. historians write history, they may use different evidence and/or come to different conclusions.
Continuity and change in and between periods	<ul style="list-style-type: none"> • Identify similarities and differences between ways of life at different times, for example, how holiday destinations are different now compared to the Victorian times because we have aeroplanes. 		<ul style="list-style-type: none"> • Describe or make links between events, situations and changes within and across different periods and societies: the idea of crime and punishment, for example, still exists today but the way we ‘punish’ law-breakers is very different.
Cause and consequence	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result: as mentioned above, we go on holiday abroad because we have aeroplanes but the Victorians only had steam trains or boats so were limited. 		<ul style="list-style-type: none"> • Identify and give reasons for, and results of, historical events, situations and changes – understanding that one event may lead to many other events, the Second World War, for example, led to evacuation, rationing and some improved status for women.

Similarity, difference and themes within a period or situation	<ul style="list-style-type: none"> • Make simple observations about different types of people, events and beliefs within a society – Samuel Pepys wore different clothes to us, houses were different in the ‘Great Fire of London’ for example. 		<ul style="list-style-type: none"> • Describe social, cultural, religious and ethnic diversity in Britain and the wider world: the Romans, Vikings and French all invaded Britain at different times – some would have settled here and had families, so Britain always has been a very diverse, multicultural country.
Significance of events and people	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society 	<ul style="list-style-type: none"> • Talk about who was important e.g. in a simple historical account, this could include Rosa Parks because she stood up for what she believed in: racial equality. 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations – World War II was a significant event, for example, because it changed the structures of society such as class divisions and the ways women were viewed and treated.