



Progression of concepts, knowledge and skills: History

Overview of Concepts	Early Years	Key Stage 1	Key Stage 2
Chronological understanding	Use everyday language related to time. Order and sequence familiar events	Develop awareness of the past. Use common words and phrases related to the passing of time. Know where people and events studied fit into a chronological framework.	Continue to develop a chronologically secure knowledge of history. Establish clear narratives within and across periods studied
Cultural, ethnic and religious diversity	Know about similarities and differences between themselves and others, and among families, communities and traditions.	Make simple observations about different types of people, events, beliefs within a society.	Describe social, religious and ethnic diversity in Britain and the wider world.
Change and Continuity	Look closely at similarities, differences, patterns and change. Develop an understanding of growth, decay and changes over time.	Identify similarities/differences between ways of life at different times.	Describe / make links between main events, situations and changes within and across different societies / periods.
Cause and Consequence (reason and result)	Question why things happen and give explanations.	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, and results of, historical events, situations and changes
Historical significance	Recognise and describe times or events for families or friends.	Talk about who was important, e.g. in a simple historical account	Identify historically significant people and events in situations, and justify their reasons
Historical interpretation		Identify different ways in which the past is represented.	Understand that different versions of the past may exist, giving some reasons for this.

By the end of KS1 children will have:

Developed the following historical concepts:	Developed the following skills:	Have gained the following knowledge:
<p>Chronological understanding: Develop awareness of the past. Use common words and phrases related to the passing of time. Know where people and events studied fit in to a chronological framework.</p> <p>Cultural, ethnic and religious diversity Make simple observations about different types of people, events, beliefs within a society.</p> <p>Change and Continuity Identify similarities and differences between ways of life at different times</p> <p>Cause and Consequence (reason and result) Recognise why people did things, why events happened and what happened as a result</p> <p>Historical Significance Talk about who was important, e.g. in a simple historical account</p> <p>Historical Interpretation Identify different ways in which the past is represented.</p>	<p>Chronological Understanding Put 3 objects in chronological order (recent history)</p> <p>Talk about things that happened when they were little and how they have changed.</p> <p>Retell a familiar story set in the past</p> <p>Use phrases/words: before, after, past, present, then, now, before I was born.</p> <p>Use past / present correctly</p> <p>Sequence a set of events in chronological order and give reasons for their order.</p> <p>Historical Enquiry Ask and answer questions about old/new objects (using artefact or photograph)</p> <p>Give a plausible explanation about what an object was used for.</p> <p>Talk to an older person to find out something about the past.</p> <p>Use a specific source e.g. book, to answer a question.</p> <p>Use different resources to research e.g. about a famous event or person</p> <p>Research the life of someone who used to live in their area using internet and other sources</p>	<p>Objects from the past are sometimes different to now. Identify the main differences between old and new objects.</p> <p>Understand that we have a queen who rules us and that Britain had had a king or queen for many years</p> <p>Appreciate that some famous people have helped our lives be better today</p> <p>Recognise that we celebrate certain events e.g. Bonfire Night because of events in the past</p> <p>Recount the life of someone famous from Britain, giving attention to earlier/later events.</p> <p>Explain how their local area was different in the past</p> <p>Recount interesting facts about a historical event e.g. where the Fire of London started</p> <p>Explain the meaning of 'Parliament'</p> <p>Compare their life and their grandparents and give examples of things that are different.</p> <p>Name famous events and famous people that make British history special</p>

By the end of Lower Key Stage 2 children will have:

Developed the following historical concepts:	Developed the following skills:	Have gained the following knowledge:
<p>Chronological understanding: Continue to develop a chronologically secure knowledge of history. Establish clear narratives within and across periods studied</p> <p>Cultural, ethnic and religious diversity Make simple observations about different types of people, events, beliefs within a society. Describe social, religious and ethnic diversity in Britain and the wider world.</p> <p>Change and Continuity Describe / make links between main events, situations and changes within and across different societies / periods</p> <p>Cause and Consequence (reason and result) Identify and give reasons for, and results of, historical events, situations and changes</p> <p>Historical Significance Identify historically significant people and events in situations, and justify their reasons</p> <p>Historical Interpretation Understand that different versions of the past may exist, giving some reasons for this.</p>	<p>Chronological Understanding Describe events using: BC, AD, decade, ancient, century</p> <p>Use dates to describe events</p> <p>Use a timeline within a specific time to order events</p> <p>Use mathematical knowledge to work out how long ago events happened</p> <p>Plot recent history on a timeline using centuries.</p> <p>Place periods of history on a timeline showing periods of time.</p> <p>Use mathematical skills to round up differences into decades and centuries.</p> <p>Historical Enquiry Recognise the role of archaeologists in helping us understand the past.</p> <p>Research an event using a variety of sources.</p> <p>Through research identify similarities and differences between given periods of history</p> <p>Research two versions of an event and say how they differ.</p> <p>Research what it was like for a children in a given period and use photographs and illustrations to present their findings</p> <p>Give more than one reason to support an argument</p> <p>Offer a point of view based on their research, communicating knowledge orally and in writing.</p>	<p>Appreciate that early Brits would not have communicated or eaten as we do.</p> <p>Recognise that Britain has been invaded by several different groups over time</p> <p>Understand that invaders used hand to hand combat</p> <p>Begin to picture what life would be like for early settlers.</p> <p>Suggest why certain events happened and certain people acted as they did</p> <p>Explain how events from the past shape our lives.</p> <p>Understand that wars have happened from a very long time ago and are associated with invasion, conquering or religious differences.</p> <p>Recognise differences in cooking, travel and weapons in the past to now.</p> <p>Recognise that lives of wealthy were very different to the poor.</p> <p>Appreciate how items found from the past help to build an accurate picture of how people lived.</p>

By the end of Upper Key Stage 2 children will have:

Developed the following historical concepts:	Developed the following skills:	Have gained the following knowledge:
<p>Chronological understanding: Continue to develop a chronologically secure knowledge of history. Establish clear narratives within and across periods studied</p> <p>Cultural, ethnic and religious diversity Make simple observations about different types of people, events, beliefs within a society. Describe social, religious and ethnic diversity in Britain and the wider world.</p> <p>Change and Continuity Describe / make links between main events, situations and changes within and across different societies / periods</p> <p>Cause and Consequence (reason and result) Identify and give reasons for, and results of, historical events, situations and changes</p> <p>Historical Significance Identify historically significant people and events in situations, and justify their reasons</p> <p>Historical Interpretation Understand that different versions of the past may exist, giving some reasons for this.</p>	<p>Chronological Understanding Use dates and historical language in their work</p> <p>Draw a timeline with different time period outlined to show different information e.g. when famous people lived</p> <p>Use mathematical skills to work exact time scales and differences.</p> <p>Place a specific event on a timeline by decade.</p> <p>Historical Enquiry Place features of historical events and people from past societies in a chronological framework.</p> <p>Test out a hypothesis in order to answer a question</p> <p>Appreciate how historical artefacts have helped us understand more about British lives in the past</p> <p>Look at two different versions and say how an author may be attempting to persuade or give a specific viewpoint. Identify and explain their understanding of propaganda</p> <p>Describe an event from Britain's past using a range of evidence from different sources.</p>	<p>Describe historical events from periods they have studied/are studying</p> <p>Make comparisons between periods – things that have changed/things that have stayed the same</p> <p>Appreciate the role of Parliament in making decisions.</p> <p>Understand how crime and punishment has changed over the years</p> <p>Summarise the main events from a specific period in history, explaining the order in which events happened.</p> <p>Summarise ways in which Britain has had a major influence on world history</p> <p>Summarise what Britain may have learnt from other countries and civilisations in the past and recently.</p> <p>Describe features of historical events and people from past societies.</p> <p>Recognise and describe differences and similarities/ changes and continuity between different periods of time.</p>

Progression of Historical Experiences

	Artefacts	Visitors	Drama	Creative (Art, DT, Music)
EYFS	Opportunities to compare old and new within living memory, through discussion and play.	Meet an older adult who can talk about their childhood experiences more than 50 years ago and meet people who have a role in their community e.g. police officer. Provide opportunities for discussion, question and answer.	Role play using old and new artefacts from the school artefact collection.	Understand the past through settings, characters and events encountered when singing nursery rhymes.
KS1	Handle artefacts from a period they are studying, including viewing them at Topsham Museum or RAMM.	Visit from a parent or member of the local community to talk about their links to a historical event they are studying.	Access a dramatic experience of a historical event (<i>e.g. working on the Golden Hind or visit from Samuel Pepys actor in character.</i>)	Walk around Topsham to draw and record historic buildings, including viewing the model of Topsham (1900) at Topsham Museum.
Lower KS2	Meet and see the work of an archeologist. Understand the process and undertake their own simulated archeological dig.	Meet and see the work of an archeologist.	Create a dramatic event (<i>e.g. reenacting a Celtic raid on the Topsham Roman fortlet.</i>)	Make a replica object e.g. catapult or used replica tools to create
Upper KS2	Curate their own time capsule of 'artefacts' that tell the historical narrative of our time or a time they are studying.	Conduct an interview. Meet members of our community or groups with links to the historical period studied with contrasting accounts. (<i>e.g. World War 2 evacuee.</i>)	Experience an immersive historical experience (<i>e.g. 'Now Press Play' to recreate a historical event or a historical reenactment on location such as Powderham Castle Victorian Household</i>)	Learn and perform a historical dance (<i>e.g. Tudor dance</i>) Research and make food from a historical period (<i>e.g. for a Tudor Banquet</i>)

