



St Joseph's Catholic Primary School

History Knowledge Progression

Chronological Knowledge & Understanding

F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to know everyday language related to time</p> <ul style="list-style-type: none"> • Know how to order familiar events • Know main story settings.. • Begin to know about past and present events in their own lives. 	<p>Know everyday language related to time</p> <ul style="list-style-type: none"> • know how to order and sequence familiar events • Know main story settings, events and principal characters. • Know past and present events in their own lives and in lives of family members. 	<p>Begin to develop an awareness of the past</p> <ul style="list-style-type: none"> • Begin to know common words and phrases relating to the passing of time • Begin to know where all people/events studied fit into a chronological framework • Begin to know similarities / differences between periods <p>Children should be able to begin to know the main differences between old and new objects.</p> <p>Children should be able to know how to identify objects from</p>	<p>Have an awareness of the past</p> <ul style="list-style-type: none"> • Know common words and phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework • know how to identify similarities / differences between periods <p>Children should know about the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</p>	<p>Children should appreciate that the early Brits would not have communicated as we do or have eaten as we do.</p> <p>Children should be able to begin to know what life would have been like for the early settlers.</p> <p>Children will understand that Bronze and iron played a major role in the history of Britain.</p> <p>Children should be able to suggest why certain events happened as they did in history.</p> <p>Children understand the process of</p>	<p>Children know that invaders in the past would have fought fiercely, using hand to hand combat.</p> <p>Children know why certain people acted as they did in history.</p> <p>Children know how events from the past have helped shape our lives.</p> <p>Children should appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>Children know that the lives of wealthy people were very different from those of poor people.</p>	<p>Children should know historical events from the different period/s they are studying/have studied.</p> <p>Children know how to make judgements about what they think is fact and fiction using evidence and sources studied.</p> <p>Children should know</p>	<p>Know chronologically knowledge of history</p> <p>Know narratives within and across periods studied</p> <p>Know connections, contrasts and trends over time</p> <p>Children should know the main events from a specific period</p>



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		<p>the past, such as vinyl records, different toys.</p> <p>Children appreciate that some famous people have helped our lives be better today.</p> <p>Children will know that we celebrate certain events, such as bonfire night, because of what happened many years ago.</p> <p>Children know how to put three objects in chronological order (recent history).</p> <p>Children know words and phrases like: old, new and a long time ago.</p> <p>Children know about things that happened when they were little.</p> <p>Children know that a story that is read to them may have</p>	<p>Children should know why Britain has a special history by naming some famous events and some famous people. Children know how their local area was different in the past. Children should be able to recount some interesting facts from an historical event, such as where the 'Fire of London' started.</p> <p>Children should know things that are different in their life from that of people living in the past in Rome.</p> <p>Children know that in the past that wealth affected quality of life.</p> <p>Children should be know how to Identify and describe some of the ways in which the ways of life of children, their families and local</p>	<p>smelting bronze from copper and tin that heralded the end of the Stone Age in Britain.</p> <p>Children will understand how the discovery of iron ore changed the life of Britons.</p> <p>Children will understand famous people who lived at the time of the Iron Age – Boudicca.</p> <p>Children should know events and periods using the words: BC, AD and decade.</p> <p>Children should know events from the past using dates when things happened.</p> <p>Children know how to describe events and periods using the words: ancient and century.</p>	<p>Children know that several different groups have invaded Britain over time.</p> <p>Children should know that people who lived in the past cooked and travelled differently and used different weapons from ours.</p> <p>Children will know that religion influenced way of life in the past and present.</p> <p>Children know how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p> <p>Children should know how to plot recent history on a timeline using centuries.</p> <p>Children know how to place periods of history on a timeline showing periods of time.</p>	<p>how to make comparisons between historical periods; knowing that things that have changed and things, which have stayed the same.</p> <p>Children should appreciate that significant events in history has helped shape different countries.</p> <p>Children know how to explain the role that</p>	<p>in history, explaining the order in which key events happened.</p> <p>Children should know how Britain has had a major influence on world history.</p> <p>Children should learn what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>Children know features of historical</p>
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		<p>happened a long time ago.</p> <p>Children know that some objects belonged to the past.</p> <p>Children know how to retell a familiar story set in the past.</p> <p>Children are able to explain how they have changed since they were born.</p>	<p>communities have changed.</p> <p>Children should know words and phrases like: before I was born, when I was younger.</p> <p>Children know phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning.</p> <p>Children should know and use the words 'past' and 'present' accurately.</p> <p>Children should know a range of appropriate words and phrases to describe the past.</p> <p>Children should know sequence a set of events in chronological order and give reasons for their order</p>	<p>Children know how to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Children know how to use their mathematical knowledge to work out how long ago events would have happened.</p>	<p>Children know how to use their mathematical skills to round up time differences into centuries and decades.</p>	<p>Britain played in the war of 1940.</p> <p>Children should appreciate that significant events in history has helped shape different countries.</p> <p>Children know dates and historical language in their work.</p> <p>Children should be able to draw a timeline with different time periods outlined which show different information,</p>	<p>events and people from past societies and periods they have studied.</p> <p>Children should know the differences and similarities/ changes and continuity between different periods of history.</p> <p>Children know where a period of history fits on a timeline.</p> <p>Children should know</p>
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						such as, periods of history, when famous people lived, etc. Children should know how to use their mathematical skills to work exact time scales and differences as need be.	specific event on a timeline by decade. Children should know features of historical events and people from past societies and periods in a chronological framework.
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Historical Terms (See Vocabulary Progression)

F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Begin to know new vocabulary 	Know and extend vocabulary, especially by grouping and naming, exploring meaning and	Know a wide vocabulary of everyday historical terms	Know a wide vocabulary of everyday historical terms	Know the appropriate use of historical terms	Know the appropriate use of historical terms	Know the appropriate use of historical terms	Know the appropriate use of historical terms



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	sounds of new words.						
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Historical Enquiry

F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to have knowledge about people and show interest in stories</p> <p>Know how to ask simple questions ... in response to stories or events.</p> <p>Begin to know that information can be retrieved</p>	<p>Know about people and show interest in stories</p> <p>Know how to answer 'why' questions ... in response to stories or events.</p> <p>Have knowledge and understand</p>	<p>Begin to know how to ask and answer questions</p> <p>Begin to understand some ways we find out about the past</p> <p>Begin to know how to choose and use parts of stories and other sources to show understanding</p> <p>Children have the knowledge to ask and answer questions about</p>	<p>Know how to ask and answer questions</p> <p>Know some ways we find out about the past</p> <p>Know parts of stories and other sources to show understanding</p> <p>Children know how to find out something about the past by talking to an older person.</p>	<p>Children should know the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Children should be able to use various sources of evidence to answer questions.</p> <p>Children should be able to use various sources to piece together information about a period in history.</p> <p>Children should be able to research a</p>	<p>Children know how to research two versions of an event and say how they differ.</p> <p>Children know how to research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.</p> <p>Children know how to give more than one reason to support an historical argument.</p> <p>Children know how to communicate knowledge and understanding orally and in writing and offer points of view based</p>	<p>Children should be able to test out a hypothesis in order to answer a question.</p> <p>Children should appreciate how historical artefacts have helped us understand more about British lives in the present and past.</p>	<p>Know historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Know how to construct informed responses</p> <p>Know how to select and organise relevant</p>



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<p>from books and computers</p> <p>Know how to record, using marks they can interpret and explain</p>	<p>ing of asking appropriate questions.</p> <ul style="list-style-type: none"> • Know that information can be retrieved from books and computers • Know how to record, using marks they can interpret and explain 	<p>old and new objects.</p> <p>Children know how to spot old and new things in a picture.</p> <p>Children should know how to answer questions using an artefact/ photograph provided.</p> <p>Children should be able to explain about what an object was used for in the past.</p>	<p>Children know how to answer questions by using a specific source, such as an information book.</p> <p>Children know how to research the life of a famous Briton from the past using different resources to help them.</p> <p>Children know how to research about a famous event that happens in Britain and why it has been happening for some time.</p> <p>Children know how to research the life of someone who used to live in the UK using the</p>	<p>specific event from the past.</p> <p>Children should be able to use their 'information finding' skills in writing to help them write about historical information.</p> <p>Children should be able to, through research, identify similarities and differences between given periods in history.</p>	<p>upon what they have found out.</p>		<p>historical information.</p> <p>Children know how to look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>Children know how to identify and explain their understanding of propaganda.</p> <p>Children know how to describe a key event from Britain's past using a range of evidence from different sources .</p>
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			Internet and other sources to find out about them.				
Historical Enquiry 1) Continuity and change in and between periods.							
Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:							
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know how to find patterns.	Know how to look closely at similarities, differences, patterns and change	Know similarities and differences such as here/there and then/now involving situations, people and events. Knowledge of growth, decay and changes over time	Know how to look for identify similarities / differences between ways of life at different times	Knowledge and understanding to broad differences in time such as then/now; before/after. Knowledge of spotting broad differences in place such as here/there and them/us.	Have the knowledge to describe / make links between main events, situations and changes within and across different periods/societies	To know timescales when referring to changes. Knowing dates to people and events. To know different types of change and how the change has taken place Know how to describe / make links	Describe / make links between main events, situations and changes within and across different periods/societies Knowledge of linking aspects of history across a period. Offering comparisons and contrasts across more



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						between main events, situations and changes within and across different periods/societies	than one period of history.
Historical Enquiry 2) Cause and consequence							
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know how to ask a question	Know how to question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result Have some grasp of the feelings of others and simple motives, and make comments about the actions and thoughts of others draw some simple	Know why people did things, why events happened and what happened as a result Know how the feelings of others and simple motives, and make comments about the actions and thoughts of others draw some simple	Know how to draw some conclusions about sources. Knowledge of differences in sources such as between a picture and a photograph. Know how to gather information from two or three sources. Knowledge of grasping the essentials of a whole story, including the significant events	Knowledge of linking cause and effect. Offering a reasonable explanation for some events. Know how to ask a variety of questions, simple deductions and inferences.	Know how to grasping different types of change and how the change has taken place. Using the language of probability when offering reasons and results. Knowledge of explaining a strange attitude or	Knowledge of motives of individuals and groups. Know that the beliefs of others, including some that are conflicting. Know how to use a range of sources in an investigation. Know how to link aspects of history across a period. Know



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		conclusions about sources,	conclusions about sources,	and personalities. Understanding why somebody may have wanted to do something. Understanding what may have happened as a result of an event or action		decision that somebody has made. Showing some grasp of the thoughts and feelings of others. Making inferences about the viewpoints of others. Identifying more than one cause and effect for actions. Offering some reasons for different versions of events	how to compare and contrasts across more than one period of history. Knowledge of historical events, situations, changes
Historical Enquiry 3) Similarity / Difference within a period/situation (diversity)							
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to know same and different	Know about similarities and	Know how to make simple observations about different	Know how to make observations about different	Knowledge and understanding to broad differences in time such as	Have the knowledge to describe / make links between main events, situations and changes	Begin to have the knowledge to describe social, cultural,	Knowledge of social, cultural, religious and ethnic diversity



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	differences between themselves and others, and among families, communities and traditions	types of people, events, beliefs within a society. Know about similarities and differences between themselves and others, and among families, communities and traditions	types of people, events, beliefs within a society	then/now; before/after. Knowledge of spotting broad differences in place such as here/there and them/us.	within and across different periods/societies	religious and ethnic diversity in Britain & the wider world	in Britain & the wider world
Historical Enquiry 4) Significance of events / people							
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know their family and special events. E.g. birthday.	Knowledge of special times or events for family or friends	Knowing how to produce personal/family timelines showing four-to-five key events in a relationship sequence three-to-four events in a story	Knowing who was important eg in a simple historical account Knowing how to produce personal/family timelines showing four-to-five key events in a relationship	To know historically significant people and events Knowledge of what may have happened as a result of an event or action. Know how to sequence five or six objects	Know how to produce timelines and how to sequence seven or eight objects. Knowledge of offering a reasonable explanation for some events.	Know how to produce multi-dimensional timelines. Know how to produce timescales when referring to changes. Know how to use new time terms, e.g.	To know historically significant people and events in situations Knowledge of dates, periods, eras, including terms such as BC, AD.



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			sequence three-to-four events in a story			contemporary. Know how to produce match dates to people and events. Knowledge of different types of change and how the change has taken place.	Sequencing ten objects.
Historical Enquiry 5) Interpretation of History							
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge of event in their memory	Knowledge of events in their living memory	identify different ways in which the past is represented	Know how different ways in which the past is represented	Knowledge of the essentials of a whole story, including the significant events and personalities. Know why somebody may have wanted to do something. Know what may have happened as a result of an event or action	Know how to make comparisons across events and periods. Know how to make simple evaluation of some evidence. Reading and comprehending a range of sources	Knowledge of the language of probability when offering reasons and results. Know how to explain a strange attitude or decision that somebody has made. Know about the viewpoints of others. Knowing how	Knowing that that different versions of the past may exist, giving some reasons for this. Knowing different causes and effects. Knowing the motives of individuals and groups. Know that the beliefs of others, including some



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						to identify more than one cause and effect for actions. Knowing some reasons for different versions of events.	that are conflicting. Know how to use a range of sources in an investigation. Linking aspects of history across a period. Knowing how to compare and contrasts across more than one period of history.
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