



# History Knowledge and Skills Progression at Shakespeare Primary School

EYFS	KS1 N.C	Year 1	Year 2	KS2 N.C	Year 3	Year 4	Year 5	Year 6
Chronology – Similarities and Differences								
Recognising the distinction between present and past in their own and other people's lives through the use of stories		<p>Recognise that their own lives are similar/different from the lives of people in the past.</p> <p>Identify some similarities and differences between ways of life at different times.</p>	<p>Identifying some similarities and differences between their own present and aspects of the past.</p> <p>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events.</p>		<p>Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time</p> <p>Investigate the everyday life of people in the past: looking at food, houses, leisure activities and recognise how they were similar/different to the modern day.</p>	<p>Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport by asking and answering questions.</p>	<p>Describe and make links between main events, situations and changes within and across different periods of time,</p>	<p>Ask and answer questions about changes, similarities and differences and challenge the response.</p> <p>Discuss and debate historical issues acknowledging contrasting evidence and opinions</p>
Chronology – Sequencing the Past								
To know difference between 'then' and 'now'.		<p>Recognise the distinction between past and present.</p> <p>Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years).</p>	<p>Place a few events or objects using a timeline.</p> <p>Use common words and phrases relating to the passing</p>		<p>Identify where people and events fit into a chronological framework by noting connections</p> <p>Begin to explore the scale of History.</p>	<p>Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc.</p>	<p>Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...).</p> <p>*Identifying where periods studied fit into a chronological framework by noting</p>	<p>Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...)</p>

			of time such as before, after, yesterday, past, last year, a long time ago.				connections, trends and contrasts over time. *Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.	Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales
Interpretation of History – Sources and Evidence								
*Ask and answer questions about the past through observing and handling a range of sources.		Use pictures and objects to extract information about the past.  Begin to recognise the different ways we can learn about the past – images, objects, telling stories.  *Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.	Use sources to ask and answer questions about the past.		Use a range of sources or artefacts (written ,visual, oral) to learn more about the past	Understanding that historical knowledge comes from a range of sources.  Look at two versions of the same events identifying how they are similar/different.  Question accuracy of modern depictions of historical events.	Accept, reject and comment on how useful sources are/aren't.  Recognise that some sources may have been produced as propaganda/opinion.	Draw together and analyse a wide range of sources (primary and secondary sources) Challenge the accuracy, validity and usefulness of a range of sources.
Interpretation of History – Historical Significance								
Know about their own life story and how they have changed.		Begin to understand why events being studied are important	Understand why people and events being studied are important.		Ask and answer questions about how and why events and people being studied are significant.	Can ask and answer questions about how and why events/people are significant.	Deepen their understanding that historical knowledge comes from a range of sources.	Recognise that some events and people are more significant than others, and use

			Begin to express preferences and justify them with evidence / facts (eg. Who was the greatest explorer?)			Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt.	Understand that there can be many versions of the same events in history, giving reasons why these may exist	evidence to back-up responses. Understand that historical knowledge comes from a range of sources Make links between historical events, changes and cultures across a range of periods studied
Interpretation of History – Historical Enquiry								
Talk about the lives of people around them.		Ask and answer some historical questions Sort pictures / objects / events into 'old' and 'new'	Carry out a local History Study – Fleetwood.		Construct relevant questions about history and begin to suggest how these might be answered  Understand some of the methods of historical enquiry, how evidence is used to make historical claims	Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between primary and secondary sources	Investigate own lines of enquiry by posing questions to answer.  Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.	Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.