

Chronology						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to understand that that things happened before they were born.</p> <p>Organise events into groups of 'Before they were born' or 'After they were born'.</p>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects.</p> <p>Use a timeline to place important events.</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Recount changes in my own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>Use a timeline to place important events.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>
<p>Vocabulary: History, historian, today, the present, day, long ago, yesterday, the past, memory, tomorrow, the future, month, lifetime,</p>	<p>Vocabulary: old, new, now, then, yesterday, living memory, modern, remembers, century, long ago, very old</p>	<p>Vocabulary: Chronological order, era, period, before I was born, earlier, before, after, now, then</p>	<p>Vocabulary: Chronological order, era, period, Anachronism, BCE, CE, BC, AD millennium,</p>	<p>Vocabulary: Anachronism, continuity,</p>	<p>Vocabulary: Movements Significant changes Legacy</p>	<p>Vocabulary: Tradition, empire, culture,</p>



Mytchett Primary Academy - History Knowledge and Skills Progression



Knowledge and Understanding of Events, People and Changes in the Past						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listen and engage with pictures, stories, artefacts and accounts from the past.</p> <p>Recognise, through the use of examples from real life and books that there are many different types of family.</p> <p>Discuss people within the community and their roles.</p>	<p>Recall some facts about people/events before living memory.</p> <p>Say why people may have acted the way they did.</p>	<p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p>	<p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Use evidence to describe buildings and their uses of people from the past.</p>	<p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p>	<p>Study different aspects of life of different people – differences between men and women.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	<p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p> <p>Compare and contrast ancient civilisations.</p>
<p>Vocabulary:</p> <p>Similarities, differences, artefact, Parent, grand parent, great-grand-parent, old</p>	<p>Vocabulary:</p> <p>Grandparent's time, remembers, mechanical, houses, memories, celebrate, events,</p>	<p>Vocabulary:</p> <p>Impact, sequence, when grandparents were young, when I was young</p>	<p>Vocabulary:</p> <p>Sources, importance, impact, change, continuity, first hand evidence, second hand evident, oral history</p>	<p>Vocabulary:</p> <p>Historical argument Advanced Developments Religious differences Shape our lives Way of life</p>	<p>Vocabulary:</p> <p>Monarchy, execution, nation, divorce, male heir, legislation, different experiences,</p>	<p>Vocabulary:</p> <p>Alliance, morale, attitudes, represent, stereotype, attitudes,</p>



Mytchett Primary Academy - History Knowledge and Skills Progression



Historical Enquiry						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Visit a local area that has historical significance.</p> <p>Look at objects, texts and pictures of events that occurred in the past.</p>	<p>Identify different ways in which the past is represented.</p> <p>Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"</p> <p>Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.</p>	<p>Identify different ways in which the past is represented.</p> <p>Ask questions about the past.</p> <p>Use a wide range of information to answer questions.</p> <p>Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.</p> <p>Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library, e-learning for research.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Use this evidence to build up a picture of a past event.</p> <p>Ask a variety of questions.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathering from several sources together in a fluent account.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>



Mytchett Primary Academy - History Knowledge and Skills Progression



Organisation and Communication						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Look at texts, images and listen to oral stories that help to develop an understanding of the past and present.</p> <p>Share pictures, artefacts and accounts to explain how we know it comes from the past or present.</p>	<p>Sort events or objects into groups (i.e. then and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past.</p> <p>Talk, write and draw about things from the past.</p>	<p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Select data and organise it into a data file to answer historical questions.</p> <p>Know the period in which the study is set.</p> <p>Display findings in a variety of ways.</p> <p>Work independently and in groups.</p>	<p>Plan and present a self-directed project or research about the studied period.</p> <p>Use appropriate terms, matching dates to people and events.</p> <p>Record and communicate knowledge in different forms.</p> <p>Work independently and in groups showing initiative.</p>	<p>Select aspect of study to make a display.</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p> <p>Plan and carry out individual investigations.</p>
<p>Vocabulary: Past, present</p>	<p>Vocabulary: Plastic, wood, metal, mechanical, photograph Similar, important, simple, different, artefact.</p>	<p>Vocabulary: Before After Democracy</p>	<p>Vocabulary: Significance, this suggests, could be, effects, importance,</p>	<p>Vocabulary: Picture of the past Point of view Recent history</p>	<p>Vocabulary: Comparison Accurate Specific features</p>	<p>Vocabulary: Summarise Viewpoint Significant persuade</p>



Mytchett Primary Academy - History Knowledge and Skills Progression



Areas of Study						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Families, how there are there are many different families.</p> <p>Familiar situations and how they looked in the past (Schools, shops, and transport)</p> <p>People within the community</p>	<p>Changes within living memory of how toys have advanced over the years.</p> <p>The moon landing, which is an event beyond living memory that is significant globally.</p> <p>The study of Helen Keller.</p> <p>The study of early flight and Samuel Cody as a significant historical event, person and place in our own locality.</p>	<p>The changing power of monarchs by exploring Great Britain's Queens.</p> <p>The Gun Powder Plot which is an event beyond living memory that is significant.</p> <p>The life of Samuel Pepys as a comparison of how life was in 1666 compared to today.</p> <p>A study of the Great Fire of London.</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and as an in depth study of Ancient Egypt.</p>	<p>The Roman Empire and its impact on Britain, through the resistance by Boudicca.</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the Mayans.</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>A study of crime and punishment in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>A study of World War II as a significant turning point in British history.</p>
<p>Vocabulary: Community Transport Family</p>	<p>Vocabulary: Toys, materials, plastic Wood, cloth, robot, mechanical.</p>	<p>Vocabulary: The Tudors, The Stuarts, Parliament, Guy Fawkes, Diary, plotters, parliament, monarch, reign</p>	<p>Vocabulary: Neolithic, civilisation, resistance, Bronze Age, Iron Age, hieroglyphics, dynasty, Pharaoh</p>	<p>Vocabulary: Invasion, revolt, empire, tribe, conquest, legacy, codex, hieroglyphics</p>	<p>Vocabulary: Invader, settlement, runes, rule, conquer, democracy, philosophy</p>	<p>Vocabulary: British Empire Multi-cultural Mono-cultural</p>

Historical Interpretation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to stories about fictional and non-fictional characters from a range of cultures and times.	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.	Explore the idea that there are different accounts of history. Distinguish between different sources and evaluate their usefulness.	Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others.	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Compare accounts of events from different sources. Fact or fiction, and give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.	Link sources and work out how conclusions were arrived at and then evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Vocabulary: Fiction Non-fiction Who?	Vocabulary: Artefact Famous Object Photograph Picture	Vocabulary: Eye-witness Local area Locality Research Source Impact	Vocabulary: Evidence Excavate Finding skills information First-hand evidence Second-hand evidence	Vocabulary: Accurate Aspect Availability Historical argument Picture of the past Point of view Suggests	Vocabulary: Hypothesis, interpretation, propaganda, extent of change, turning point, to weigh up both sides, on one hand, however, first-hand evidence, second-hand evidence, this source suggests, reliable, impact, effects. Consequences, significance, my conclusion is that...	Vocabulary: Continuity, interpretations, major influence, persuade, view point, infer, this source suggests...the source omits to mention... I can infer that...The purpose... My conclusion is that... To weigh up both sides