



Brookfield Primary School - History Progression of skills and knowledge

This document has been designed to show how we cover historical knowledge and skills across our school. Content will be taught within topics.

Year Group	Chronological awareness	Knowledge and understanding	Historical Contexts	Organise, evaluate and communicate information
Early Years	- To use words related to time. - Begin to make sense of their own life-story and family's history. To know that someone's age is the time since they were born. To know that they started life as a baby but have since grown and changed. To know that some people are older than others. To know that parents are older than children and grandparents are older than parents. To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year).	- Talk about the lives of people around them and their roles in society. - Understand the past through settings, characters and events encountered in books read in class and storytelling. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. To know that in fairytales kings/queens are usually important, powerful people who rule over others.	- To know about similarities and differences between themselves and others, and among families, communities and traditions. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. To recognise some interests and achievements from their own lives and the lives of their families and friends.	To remember and talk about significant events in their own experiences.
Year 1	- Sequence events in your life on a timeline. - Sequence 3 or more artefacts from different periods of time - Match objects to people of different ages. To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. To know that beyond living memory is more than 100 years ago.	- Answer simple questions about the past by using different sources of information e.g. artefacts. To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.)	- Use stories to help distinguish the difference between fact and fiction. - Compare adults talking about the past – how reliable are their memories? To know some achievements and discoveries of significant individuals (e.g. explorers).	- Recognize the difference between the past and the present. - Know and recount episodes from stories from the past.
Year 2	- Sequence objects that are closer together in time frame. - Sequence photographs from different periods of your life. - Describe memories of key events in your life. To know that events in history may last different amounts of time. To know a decade is ten years.	- Use a source – observe and handle sources to answer questions about the past using observation skills. To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel). To know the legacy and contribution of some inventions (e.g. flight).	- Compare 2 versions of a past event. - Compare pictures of photographs of people/events in the past. - Discuss reliability of photos/accounts and stories. To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).	- Recognize why people did things, why events happened and what happened as a result. - Identify differences in ways of life at different times.

Year 3	- Place the time studied on a timeline. - Use dates and terms related to the period you're studying and the passing of time. - Sequence several events and/or artefacts. To know that history is divided into periods of history e.g. ancient times, middle ages and modern. To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. To know that BC means 'before Christ' and is the term used to date the years before Jesus was born. To know that AD means Anno Domini and can be used to show years from the year 1AD. To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age. To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.	- Use a range of sources to find out about a period. - Observe small details in artefacts and pictures. - Select and record information relevant to your study. - Begin to use the library and the internet to research. To understand the development of groups, kingdom and monarchy in Britain. To know who became the first ruler of the whole of England.	- Identify and give reasons for how the past is represented in different ways. - Compare different versions/accounts of the same event. - Look at different representations of your time period e.g. museum exhibits, photographs, artefacts from time period. To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse.	- Find out about the everyday lives of people in the time studied. - Compare with our life today. - Identify reasons for and the results of people's actions. - Understand why people may have wanted to do something
Year 4	- Place the time studied on a timeline. - Use dates and terms related to the period you're studying and the passing of time. - Sequence several events and/or artefacts. - Start to use and understand the terms B.C/A.D. To know that history is divided into periods of history e.g. ancient times, middle ages and modern. To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. To know that BC means 'before Christ' and is the term used to date the years before Jesus was born. To know that AD means Anno Domini and can be used to show years from the year 1AD. To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.	- Use evidence to build up a picture of a past event. - Choose a relevant material to show an aspect of life in your study. - Ask a variety of questions about your period of study. - Use the library and internet for research. To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration.	- Look at different sources of evidence about your time period. - Begin to evaluate the usefulness of different sources. - Use reference books and your own historical knowledge. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlement created tensions and problems. To know that settlements changed over time.	- Use evidence to describe life in your chosen time period. - Identify key features and events from your chosen study. - Look for links and effects in your chosen time studied. - Offer a reasonable explanation of why events happened.

	- To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age. - To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. - To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. - To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled			
Year 5	- Know and sequence the key events from your period of study. - Use relevant terms and period labels e.g. Tudors, Vikings. - Make comparisons between different periods of the past. - Use and understand the terms B.C/A.D. To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century).	- Begin to identify primary and secondary sources. - Use evidence to build up a picture of a past event. - Select relevant sections of information. - Use the library and internet for research with increasing confidence. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires.	- Compare accounts of events written by different sources. - Offer some reasons for different versions of the same event. To understand how the monarchy exercised absolute power. To understand the process of democracy and parliament in Britain. To understand that different empires have different reasons for their expansion.	- Study different aspects of different people e.g. differences in the roles of men and women. - Examine the causes and effects of events and the effects they had on people. - Compare how life changed from the beginning to the end of the period you have been studying. - Compare an aspect of life from your chosen study to that of another period of time.
Year 6	- Know a sequence the key events from your period of study. - Use relevant terms and period labels e.g. Tudors, Vikings. - Sequence up to 10 different events on a timeline. - Use and understand the terms B.C/A.D. To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century). To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians.	- Recognise primary and secondary sources. - Use a range of sources to find out about an aspect of time past. - Bringing knowledge collected from different sources together into a fluent account of an aspect of the past. To know about the diverse experiences of the different groups coming to Britain over time.	- Link sources and work out how conclusions have been reached. - Consider ways of checking the accuracy of different interpretations of events. - Be aware that different evidence will lead to different conclusions. - Confidently complete historical research using the library and the internet. To understand that migrants come from different parts of the world. To understand there are increasingly complex reasons for migrants coming to Britain.	- Find out about beliefs and behaviours of people recognizing that not everyone feels the same way about events. - Compare beliefs and behaviours with another time studied. - Write another explanation about the cause and consequences of a past event using evidence to support your argument. - Know the key dates, events and people of the period of time studied.
*Topic related vocabulary is developed and shared on topic pyramids Progressional and appropriate to year groups. ** Presentation methods are set appropriate to year groups.				