



## Hemblington History Knowledge and Skills Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To investigate and interpret the past	Talk about some things that can be observed and question why.	Observe or handle evidence and find answers to questions about the past.	Observe and handle evidence to ask questions and find answers about the past.	Begin to use evidence to ask questions and find out answers about the past.	Use evidence to ask questions and find answers to questions about the past.	Begin to use sources of evidence to draw conclusions on information about the past.	Use sources of evidence securely to draw conclusions on information about the past.
	Starting to ask simple questions about people or events from within living memory.	Ask questions about the past.	Ask questions about the past, such as: what was ___ like for people? What happened? How long ago was ___?	Begin to suggest suitable sources of evidence for historical enquiries.	Suggest suitable sources of evidence for historical enquiries.	Begin to select suitable sources of evidence, giving reasons for these selections.	Select suitable sources of evidence, giving reasons for these selections.
	Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event.	Use artefacts, pictures and stories to help find out about the past.	Use artefacts, pictures, stories and online sources to find out about the past.	Begin to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Begin to use sources of information to form testable hypotheses about the past.	Use sources of information to form testable hypotheses about the past.
		Identify some of the different ways the past has been represented.	Identify some of the different ways the past has been represented.	Begin to describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Analyse a wide range of evidence in order to justify claims about the past.	Seek out and analyse a wide range of evidence in order to justify claims about the past.



## Hemblington History Knowledge and Skills Progression Document

				Begin to suggest causes and consequences of some of the main events and changes in history.	Suggest causes and consequences of some of the main events and changes in history.	Begin to understand that no single source of evidence gives us the answer to questions about the past.	Understand that no single source of evidence gives us the answer to questions about the past.
				Begin to study different examples of propaganda in history.	Show an awareness of what propaganda is and examples from history.	Begin to show an awareness of propaganda and how historians must understand the social context of evidence studied.	Show an awareness of propaganda and how historians must understand the social context of evidence studied.
To build an overview of world history	Begin to talk about famous historical events.	Describe local historical events.	Describe historical events.	Begin to give a broad overview of life in Britain from ancient until medieval times.	Give a broad overview of life in Britain from ancient until medieval times.		
	Begin to talk about famous people from the past.	Describe significant local people from the past.	Describe significant people from the past.	Begin to compare some of the times studied with those of other areas of interest around the world.	Compare some of the times studied with those of other areas of interest around the world.	Begin to give a broad overview of life in Britain from the Iron Age to 1066.	Give a broad overview of life in Britain from the Iron Age to 1066.
		Begin to recognise that there are reasons why people in the past acted as they did.	Recognise that there are reasons why people in the past acted as they did.	Begin to describe the social, ethnic, cultural or religious diversity of past society.	Describe the social, ethnic, cultural or religious diversity of past society.	Begin to compare some of the times studied with those of the other areas of interest around the world.	Compare some of the times studied with those of the other areas of interest around the world.



## Hemblington History Knowledge and Skills Progression Document

				Begin to describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Begin to compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children, with other time periods and areas of interest around the world.	Compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children, with other time periods and areas of interest around the world.
				Begin to describe changes that have happened in the locality of the school throughout history.	Describe changes that have happened in the locality of the school throughout history.	Begin to identify continuity and change in the history of the locality of the school.	Identify continuity and change in the history of the locality of the school.
To understand chronology	Talk about how old some historical artefacts may be. Talk about old photographs from their lives.	Place events and artefacts in order on a timeline. Talk about key events from own lives in chronological order.	Place events and artefacts in order on a timeline; sequence photographs, etc. from different time periods of their life and describe memories of key events in their lives.	Place events, artefacts and historical figures from the time studied on a timeline using dates relating to the passage of time, beginning to use the terms BC and AD.	Place events, artefacts and historical figures from period studies on a timeline using terms related to the period and begin to date events and understand more complex terms, e.g. BC and AD.	Begin to describe the main changes in a period of history, using terms such as: social, religious, political, technological and cultural.	Describe the main changes in a period of history, using terms such as: social, religious, political, technological and cultural.



## Hemblington History Knowledge and Skills Progression Document

	Talk about items and photographs using words such as older and newer.	Begin to label timelines with words such as past, present, older and newer.	Label timelines with words such as past, present, older and newer.	Begin to understand the concept of change over time, representing this along with evidence on a timeline.	Understand the concept of change over time, representing this along with evidence on a timeline.	Begin to understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.	Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.
	Talk about things that have happened in the past in their own lives.	Recount changes that have occurred in their own lives.	Use dates where appropriate.	Begin to use dates and terms to describe events.	Use dates and terms to describe events.	Use dates and terms to describe events.	Use dates and terms accurately when describing events.
							Identify periods of rapid change in history and contrast them with times of relatively little change.
To communicate historically	Talk about things that happened yesterday, at the weekend, last week, etc.	Use words and phrases such as: a long time ago, when my parents/ carers were children, to describe the passing of time.	Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries, to describe the passing of time.	Begin to use appropriate historical vocabulary to communicate, including: dates, time period, change, chronology.	Confidently use appropriate historical vocabulary to communicate, including: dates, time period, change, chronology.	Begin to use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, century, decade.	Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, continuity, century, decade, legacy.



## Hemblington History Knowledge and Skills Progression Document

			Show an understanding of a nation and a nation's history.	Use literacy, numeracy and computing skills to communicate information about the past.	Use literacy, numeracy and computing skills to a good standard to communicate information about the past.	Use a range of literacy, numeracy and computing skills to an excellent standard in order to communicate information about the past.	Select appropriate methods of literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
			Begin to show an understanding of concepts such as monarchy, parliament and democracy.	Begin to show an understanding of concepts such as civilisation, monarchy, parliament and democracy, and war and peace.	Show an understanding of concepts such as civilisation, monarchy, parliament and democracy, and war and peace.	Begin to use original ways to present historical information and ideas.	Use original ways to present historical information and ideas.