

## SCC Progression of Skills and Knowledge

### History



EYFS History		
Nursery	Understanding the world	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>
Reception	Understanding the world	<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Comment on images of familiar situations in the past.</li> </ul>
ELG	Understanding the world	Past and present
		<ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>

KS1 History Progression of Knowledge and Skills				
Historical interpretations	Historical investigations	Chronological understanding	Knowledge and understanding of events, people and changes	Presenting, organising and communicating
	<b>Year 1</b>		<b>Year 2</b>	
	<p>Children should understanding some of the ways in which we find out about the past and identify different ways in which it is represented:</p> <ul style="list-style-type: none"> <li>• observe and use pictures, photographs and artefacts to find out about the past</li> </ul>		<p>Children should understanding some of the ways in which we find out about the past and identify different ways in which it is represented:</p> <ul style="list-style-type: none"> <li>• observe and use pictures, photographs and artefacts to find out about the past</li> <li>• start to compare two versions of a past event</li> <li>• start to use stories or accounts to distinguish between fact and fiction</li> <li>• explain that there are different types of evidence and sources that can be used to help represent the past</li> </ul>	

<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events:</p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask simple questions about the past</li> <li>• Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations</li> </ul>	<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events:</p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask simple questions about the past</li> <li>• Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations</li> <li>• Choose and select evidence and say how it can be used to find out about the past</li> </ul>
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework:</p> <ul style="list-style-type: none"> <li>• Sequence artefacts and events that are close in time</li> <li>• Sequence pictures from different periods</li> <li>• Describe memories and changes that have happened in their own lives</li> <li>• Use words and phrases such as: old, new earliest, latest, past, present, future century, new, newest, old, oldest, modern, before, after to show the passing of time</li> </ul>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework:</p> <ul style="list-style-type: none"> <li>• Sequence artefacts and events that are close in time</li> <li>• Sequence pictures from different periods</li> <li>• Describe memories and changes that have happened in their own lives</li> <li>• Use words and phrases such as: old, new earliest, latest, past, present, future century, new, newest, old, oldest, modern, before, after to show the passing of time</li> <li>• Order dates from earliest to latest on simple timelines</li> </ul>
<p>Pupil should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events:</p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between the past and the present</li> <li>• Identify similarities and differences between ways of life in different periods</li> <li>• Know and recount episodes from stories and significant events in history</li> <li>• Understand that there are reasons why people in the past acted as they did</li> <li>• Describe significant individuals from the past</li> </ul>	<p>Pupil should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events:</p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between the past and the present</li> <li>• Identify similarities and differences between ways of life in different periods</li> <li>• Know and recount episodes from stories and significant events in history</li> <li>• Understand that there are reasons why people in the past acted as they did</li> </ul> <p>Describe significant individuals from the past</p>
<p>Pupils should use a wide vocabulary of everyday historical terms:</p> <ul style="list-style-type: none"> <li>• Show an understanding of historical terms</li> <li>• Talk write and draw about things from the past</li> <li>• use drama/role play to communicate knowledge about the past</li> </ul>	<p>Pupils should use a wide vocabulary of everyday historical terms:</p> <ul style="list-style-type: none"> <li>• Show an understanding of historical terms</li> <li>• Talk write and draw about things from the past</li> <li>• use drama/role play to communicate knowledge about the past</li> <li>• use historical vocabulary to retell simple stories about the past</li> </ul>

**KS2 History**  
**Progression of Knowledge and Skills**

<b>Historical interpretations</b>	<b>Historical investigations</b>	<b>Chronological understanding</b>	<b>Knowledge and understanding of events, people and changes</b>	<b>Presenting, organising and communicating</b>	<b>Substantive concepts and historical vocabulary</b>	<b>Continuity and change; cause and consequences; similarities and differences</b>	<b>Historical significance</b>
	<b>Year 3</b>		<b>Year 4</b>		<b>Year 5</b>		<b>Year 6</b>

Children should understand how our knowledge of the past is constructed from a range of sources:

- Look at more than two versions of the same events or story in history and identify differences
- Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different

Pupils should understand how our knowledge of the past is constructed from a range of sources.

**Children can:**

- a** find and analyse a wide range of evidence about the past;
- b** use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;
- c** consider different ways of checking the accuracy of interpretations of the past;
- d** start to understand the difference between primary and secondary evidence and start to question its reliability;
- e** know that people in the past represent events or ideas in a way that may be to persuade others;
- f** continue to develop their understanding of how historians and others investigate the past.

Pupils should understand how our knowledge of the past is constructed from a range of sources.

**Children can:**

- g** find and analyse a wide range of evidence about the past;
- h** use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;
- i** consider different ways of checking the accuracy of interpretations of the past;
- j** start to understand the difference between primary and secondary evidence and start to question its reliability;
- k** show an awareness of the concept of propaganda;
- l** know that people in the past represent events or ideas in a way that may be to persuade others;
- m** continue to develop their understanding of how historians and others investigate the past.

	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <ul style="list-style-type: none"> <li>• Use a range of primary and secondary sources to find out about the past</li> <li>• Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information</li> <li>• Gather more detail from sources such as maps to build up a clearer picture of the past</li> <li>• Regularly address and sometimes devise own questions to find answers about the past</li> <li>• Begin to undertake their own research</li> </ul>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <ul style="list-style-type: none"> <li>• Use a range of primary and secondary sources to find out about the past</li> <li>• Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information</li> <li>• Gather more detail from sources such as maps to build up a clearer picture of the past</li> <li>• Regularly address and sometimes devise own questions to find answers about the past</li> </ul> <p>Begin to undertake their own research</p>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>• use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>• select relevant sections of information to address historically valid questions and</li> </ul>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>• select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>• investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>
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			<p>construct detailed, informed responses;</p> <ul style="list-style-type: none"> <li>investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>	
	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p> <ul style="list-style-type: none"> <li>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time</li> <li>Understand that a timeline can be divided into BC and AD</li> </ul>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p> <ul style="list-style-type: none"> <li>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time</li> </ul> <p>Understand that a timeline can be divided into BC and AD</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>accurately use dates and terms to describe historical events;</li> <li>understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>

	<p>Children should note connections, contrasts and trends over time</p> <ul style="list-style-type: none"> <li>• Note key changes over a period of time and be able to give reasons for those changes</li> <li>• Find out about the everyday lives of people in time studied compared with our lives today</li> <li>• Explain how people and events in the past have influenced life today</li> <li>• Identify key features, aspects and events of the time studied</li> <li>• Describe connections and contrasts between aspects of history, people, events and artefacts</li> </ul>	<p>Children should note connections, contrasts and trends over time</p> <ul style="list-style-type: none"> <li>• Note key changes over a period of time and be able to give reasons for those changes</li> <li>• Find out about the everyday lives of people in time studied compared with our lives today</li> <li>• Explain how people and events in the past have influenced life today</li> <li>• Identify key features, aspects and events of the time studied</li> </ul> <p>Describe connections and contrasts between aspects of history, people, events and artefacts</p>	<p>Pupils should note connections, contrasts and trends over time.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>• use appropriate historical terms such as culture, religious, social, economic and political when describing connections, contrasts and trends over time;</li> <li>• describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>	<p>Pupils should note connections, contrasts and trends over time.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>• use appropriate historical terms such as culture, religious, social, economic and political when describing connections, contrasts and trends over time;</li> <li>• describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>
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	<p>Pupils should develop the appropriate use of historical terms</p> <ul style="list-style-type: none"> <li>• Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms</li> <li>• Present, communicate and organise ideas about the past using models, drama, role play, and different genres of writing including letters recounts, poems, adverts, diaries, posters and guides</li> <li>• Start to present ideas based on their own research about a studied period</li> </ul>	<p>Pupils should develop the appropriate use of historical terms</p> <ul style="list-style-type: none"> <li>• Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms</li> <li>• Present, communicate and organise ideas about the past using models, drama, role play, and different genres of writing including letters recounts, poems, adverts, diaries, posters and guides</li> <li>• Start to present ideas based on their own research about a studied period</li> </ul>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written narratives;</li> <li>• plan and present a self-directed project or research about the studied period.</li> </ul>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written narratives;</li> <li>• plan and present a self-directed project or research about the studied period.</li> </ul>
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	<p>Pupils should develop the appropriate use of historical terms. Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• build on prior knowledge to start to gain further understanding of substantive concepts;</li> <li>• understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</li> </ul>	<p>Pupils should develop the appropriate use of historical terms. Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• build on prior knowledge to start to gain further understanding of substantive concepts;</li> <li>• understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</li> </ul>	<p>Pupils should develop the appropriate use of historical terms. Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;</li> <li>• start to recognise that some concepts, such as technology, will be different across different periods of history;</li> <li>• continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</li> </ul>	<p>Pupils should develop the appropriate use of historical terms. Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;</li> <li>• start to recognise that some concepts, such as technology, will be different across different periods of history;</li> <li>• continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</li> </ul>
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	<p>Pupils should understand historical concepts, such as continuity and change.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• identify key things that stayed the same between periods;</li> <li>• identify key things that changed between periods;</li> <li>• start to explain the impact of some changes that have happened throughout different periods of time;</li> <li>• identify that there are reasons for continuities and changes across periods of time and explain some of these;</li> <li>• start to understand that there are times in history when change happens suddenly.</li> </ul> <p>Pupils should understand historical concepts, such as cause and consequence.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• understand that a cause is something directly linked to an event and not just something that happened before it;</li> <li>• start to understand that there are short and long-term causes of events;</li> </ul>	<p>Pupils should understand historical concepts, such as continuity and change.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• identify key things that stayed the same between periods;</li> <li>• identify key things that changed between periods;</li> <li>• start to explain the impact of some changes that have happened throughout different periods of time;</li> <li>• identify that there are reasons for continuities and changes across periods of time and explain some of these;</li> <li>• start to understand that there are times in history when change happens suddenly.</li> </ul> <p>Pupils should understand historical concepts, such as cause and consequence.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• understand that a cause is something directly linked to an event and not just something that happened before it;</li> <li>• start to understand that there are short and long-term causes of events;</li> </ul>	<p>Understand historical concepts, such as continuity and change.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• identify why some changes between different periods of time have had more significant consequences than others;</li> <li>• understand and describe in some detail the main changes to an aspect of a period in history.</li> <li>• start to categorise some types of changes into political, economic, social and technological;</li> </ul> <p>Pupils should understand historical concepts, such as cause and consequence.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• examine in more detail the short and long-term causes of an event being studied;</li> <li>• begin to understand that historians may not agree on the main causes of an event;</li> </ul>	<p>Understand historical concepts, such as continuity and change.</p> <ul style="list-style-type: none"> <li>• explain why some periods in history may have had more changes (e.g post-war Britain) and some may have had more continuity;</li> <li>• start to categorise some types of changes into political, economic, social and technological;</li> <li>• understand and describe in some detail the main changes to an aspect of a period in history.</li> </ul> <p>Pupils should understand historical concepts, such as cause and consequence.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• examine in more detail the short and long-term causes of an event being studied;</li> <li>• understand that one event can have multiple consequences that impact on many countries and civilisations;</li> </ul>
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	<ul style="list-style-type: none"> <li>explain a series of directly related events that happened in the lead up to a historical event;</li> <li>begin to understand that historical events create changes that have consequences;</li> <li>understand that a consequence is something that happens as a direct result of something else;</li> <li>understand that historical events have consequences that sometimes last long after the event is over.</li> </ul> <p>Pupils should understand historical concepts, such as similarity and difference.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs;</li> <li>identify and give some examples of how life was similar in the past.</li> </ul>	<ul style="list-style-type: none"> <li>comment on the importance of the different causes for some key events;</li> <li>explain a series of directly related events that happened in the lead up to a historical event;</li> <li>begin to understand that historical events create changes that have consequences;</li> <li>understand that a consequence is something that happens as a direct result of something else;</li> <li>understand that historical events have consequences that sometimes last long after the event is over.</li> </ul> <p>Pupils should understand historical concepts, such as similarity and difference.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs;</li> <li>identify and give some examples of how life was similar in the past.</li> </ul>	<ul style="list-style-type: none"> <li>understand that one event can have multiple consequences that impact on many countries and civilisations;</li> <li>understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War;</li> </ul> <p>Pupils should understand historical concepts, such as similarity and difference.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>explain and give varied examples of how life was similar and different in the past;</li> <li>explain and give examples to show that things may have been different from place to place at the same time;</li> <li>start to give reasons for these similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War;</li> <li>address and devise historical questions about cause and consequence.</li> </ul> <p>Pupils should understand historical concepts, such as similarity and difference.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>explain and give varied examples of how life was similar and different in the past;</li> <li>explain and give examples to show that things may have been different from place to place at the same time;</li> <li>start to give reasons for these similarities and differences.</li> </ul>
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	<p>Pupils should understand historical concepts, such as historical significance.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past;</li> <li>understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;</li> <li>identify historically significant people and events from a period of history and give some more detail about what they did or what happened.</li> </ul>	<p>Pupils should understand historical concepts, such as historical significance.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past;</li> <li>understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;</li> <li>identify historically significant people and events from a period of history and give some more detail about what they did or what happened.</li> </ul>	<p>Understand historical concepts, such as historical significance.</p> <ul style="list-style-type: none"> <li>identify a range of historically significant people and events from different periods of history and explain why they were significant;</li> <li>identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</li> </ul>	<p>Understand historical concepts, such as historical significance.</p> <ul style="list-style-type: none"> <li>start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally;</li> <li>identify a range of historically significant people and events from different periods of history and explain why they were significant;</li> <li>identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</li> </ul>
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