



Knowledge Progression in History

Key Knowledge Area: Chronological understanding						
Throughout their school career, a North Downs pupil will...						
Foundation	Year 1	Year 2	Year 3	Year 4	Year5	Year 6
<p>Begin to talk about the things they did prior to that point e.g. that they got out of bed, had breakfast, got dressed, then came to school. Learn to talk about what they did yesterday, last week or at the weekend</p>	<p>Understand some differences in how people such as Guy Fawkes lived, compared to today.</p> <p>Find out about events beyond living memory that are significant nationally by learning about the build-up to the Gunpowder plot and the problems the plotters tried to overcome.</p> <p>Find out about events beyond living memory that are significant nationally by learning about the Gunpowder plot</p>	<p>Sequence artefacts and events closer together in time.</p> <p>Show where places, people and events fit into a broad chronological framework by placing events on an annotated timeline e.g. the life of Florence Nightingale) and begin to explain why they have placed the items in this sequence.</p> <p>Begin to use dates e.g. 1853 the role of Florence Nightingale in the Crimean War.</p>	<p>Place events, places and artefacts from period studied on a timeline.</p> <p>Develop an increasingly secure chronological knowledge by sequencing and grouping a range of images related to the Stone Age, Bronze Age and Iron Age into the correct periods. To link this timeline with the key events in Ancient Egypt.</p> <p>Begin to use accurate words and phrases to describe events in the past.</p>	<p>Accurately sequence key events, objects and people within Anglo-Saxons, the Romans period using key dates and terms,</p> <p>Begin to provide detailed valid reasons why they have sequenced the events/objects in this way.</p>	<p>Accurately sequence, with increasing independence, many of the significant events and people studied in the Maya Civilisation and Victorian Britain periods.</p> <p>Deepen their chronological knowledge and understanding of historical events by identifying the contrasts and trends over time and impact on Britain today.</p> <p>Use appropriate dates, period labels and terms.</p>	<p>Sequence, with independence, many of the significant events and people within and across the topics covered using appropriate dates, period labels and terms, e.g. the children's evacuation in WWII and the Viking invasion of England.</p> <p>Identify links between this sequence and the events of other periods studied.</p> <p>Develop a deep and secure chronological knowledge and understanding of history, local, British and world.</p>

Key Knowledge Area: Knowledge and understanding of events, people and changes in the past

Throughout their school career, a North Downs pupil will...

Foundation	Year 1	Year 2	Year 3	Year 4	Year5	Year 6
Begin to recognise some differences between the past and present in their own and others' lives.	<p>Recognise some similarities and differences between the past and present.</p> <p>Explore why people did things in the past through drama.</p> <p>Recall some facts from stories about the past.</p>	<p>Find out about people and events in other times. Identify differences between ways of life at different times.</p> <p>Recognise why people did things and why events happened.</p> <p>Recall the main events from a significant time in history</p>	<p>Describe everyday lives of people in time studied (including houses and settlements, culture, some beliefs and attitudes and differences between the rich and poor).</p> <p>Compare life in the period of history studied to our lives today.</p> <p>Use evidence to find out how life many have changed during a time period.</p> <p>Suggest reasons for why there were differences between periods.</p>	<p>Describe key features of past societies and periods (including attitudes, beliefs and everyday lives).</p> <p>Look for links and effects in times studied.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Describe and compare aspects of life for different people in time studied (e.g. men and women).</p> <p>Describe how historical events/periods of time influence life today.</p> <p>Identify changes and links within and across the time periods studied.</p>	<p>Study different aspects of lives of different people - men, women and children and identify how they have changed during a time period.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Explain a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p>

Key Knowledge Area: Historical Terms

Throughout their school career, a North Downs pupil will...

Foundation	Year 1	Year 2	Year 3	Year 4	Year5	Year 6
Begin to recognise the differences between 'old'	Use terms relating to the passing of time: 'old' and 'new',	Develop, a wider vocabulary of historical terms, such as: a long	Use terms related to the period and begin to date events.	Develop use of appropriate subject terminology, such	Record knowledge and understanding of historical	Independently, record knowledge and show a more secure

and 'new' e.g., 'I had this bear when I was a baby'. 'I had this bear for my 4th birthday'. 'This bear was my mummy's when she was little'.	'past' and present'.	time ago, recently, when my were younger, years, decades, centuries. Make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why.	Understand more complex terms such as BC/AD, prehistory, Palaeolithic, Mesolithic and Neolithic (Stone Age) civilisation (Ancient Egypt). Develop use of appropriate subject terminology, such as: pharaoh, mummification, descendants (Ancient Egypt)	as: Invaders (such as Angles, Saxons, Jutes, Frisians, Scots and Picts), gods such as Woden, Frigg, Tiw, Thunor, Eostre. (Anglo-Saxons) Begin to describe historically significant people and events in situations e.g. Julius Caesar and Claudius (Romans)	terminology in a variety of ways, using dates and key terms appropriately. Use relevant vocabulary to show understanding of some of the similarities and differences between different historical periods studied, e.g. social, belief, local, individual.	understanding of historical terminology in a variety of ways, using dates and key terms appropriately. Use relevant vocabulary to give reasons why some events, people or developments are seen as more significant than others. Begin to offer explanations about why people in the past acted as they did.
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Key Knowledge Area: Interpretation of History

Throughout their school career, a North Downs pupil will...

Foundation	Year 1	Year 2	Year 3	Year 4	Year5	Year 6
Talk about historical points of interest such as dinosaurs, knights, castles (as homes) etc and bring this into their play. Begin to observe the difference in clothes, vehicles and homes in stories and talk	Begin to identify different ways that the past is represented. (e.g. photos, stories, adults talking about the past, films)	Able to identify different ways that the past is represented. Compare pictures or photographs of people or events in the past. Recognise why people did things and why some events happened.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness. Describe some	Look at the evidence available. Begin to evaluate the usefulness of different sources. Be aware that different versions of the past may exist and begin to suggest reasons	Compare accounts of events from different sources. (Fact or fiction). Offer some reasons for different versions of events. Explain the role of different causes and	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations fact or fiction and opinion. Understand that the past is

<p>about 'then' and 'now'.</p>		<p>Begin to understand that some of the causes and / or effects are of particular importance, e.g. for the Great Fire of London taking place.</p>	<p>relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Stone Age, Bronze Age and Iron Age.</p>	<p>for this. Discuss and debate the importance of causes and effects for some of the key events and developments within the topics studied, e.g. the impact of the Invaders and understand that the same event can result in both positive and negative effects.</p>	<p>effects of a range of events and developments, e.g. The movement of people from the country to the towns in Victorian times.</p>	<p>represented and interpreted in different ways and give reasons for this. Be aware that different evidence will lead to different conclusions. Independently provide a comprehensive list of valid, detailed reasons why events took place and the effects of those events, e.g. how World War II had an impact on their locality. Order causes and / or effects into a hierarchy of significance and justifying selection.</p>
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Key Knowledge Area: Historical Enquiry

Throughout their school career, a North Downs pupil will...

Foundation	Year 1	Year 2	Year 3	Year 4	Year5	Year 6
<p>Look at baby photographs of their friends and we talk about 'then' and 'now'.</p>	<p>Sort artefacts "then" and "now". Use as wide a range of sources</p>	<p>Sequence a collection of artefacts. Discuss the effectiveness of</p>	<p>Use a range of sources to find out about a period. Observe small</p>	<p>Use evidence to build up a picture of a past event. Choose relevant material to</p>	<p>Begin to identify primary and secondary sources. Use evidence to</p>	<p>Recognise primary and secondary sources. Analyse a range of sources to find</p>

Begin to recognise depth of experience in their families e.g. I am the youngest. Mummy and daddy are older. Nanny and grandad are the oldest.	as possible. Ask and answer questions related to different sources and objects.	sources. Choose and use parts of stories and other sources to show understanding of events. Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?	details in artefacts and pictures. Select and record information relevant to the study. Begin to use textbooks and websites for research. Ask and answer questions about the past and suggest where we might find answers to questions considering a range of sources.	present a picture of one aspect of life in time past. Be aware that different versions of the past may exist and begin to suggest reasons for this. Use textbooks and websites for research. Ask and answer a variety of questions considering aspects of change, cause, similarity and difference and significance.	build up a picture of life in time studied. Select relevant sections of information. Confidently use resources to research. Ask and answer more complex questions about the past, considering key concepts in history.	out about an aspect of time past. Suggest omissions and the means of finding out. Devise, ask and answer more complex questions about the past. Confidently and independently use resources to research. Bring knowledge gathering from several sources together in a fluent account by selecting and organising relevant historical data.
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Key Knowledge Area: Organisation & Communication

Throughout their school career, a North Downs pupil will...

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Start to communicate about things from the past through drawing, drama/role play and discussion.	Begin to communicate ideas about the past through discussions, pictures drawn by children, drama/role play, models and	Communicate ideas about the past through annotated photographs, drama/role play, models, writing and use of timelines.	Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama and models.	Recall, select and organise historical information. Work independently and in groups to display finding	Record and communicate knowledge in different ways. Work independently and in groups showing initiative	Select and organise information to record and present. Use a variety of ways to communicate

	writing (labels, simple recounts, reports).		Start to present ideas based on their own research about a studied period.	and communicate in a variety of ways.	to research and present ideas. Use appropriate historical vocabulary to communicate information.	knowledge and understanding including extended writing. Appropriately use dates and historical terms
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