



# Oakfield Primary School Progression in Knowledge in History

Year group	Chronology, knowledge and understanding of History	Continuity and change (during and between periods)	Diversity (with a period)	Cause and consequence	Significance	Using and understanding sources of evidence	Understanding historical interpretation	Communicating ideas in History/ vocabulary	Enquiry
Nursery	To begin to know that there are people older and younger than them. To begin to know the terms 'today, yesterday and tomorrow'.					To begin to know and look at objects belonging to people/animals etc and comment on their purpose.	To begin to know how to retell a simple event that has happened to them.	To begin to use simple terms for time. Eg: 'later, soon'	To begin to know how to ask a simple question. To begin to know how to wait for a response to a question they have asked.
Reception	To begin to know how to make comments about things from the past. E.g. Features, events, features and themes. To begin to know how to sequence a few events. To begin to know how to use a number of time terms such as; now, then, day, week, month, year, yesterday, past, old, new.	To begin to know what the terms similarities and differences mean. To begin to know how to look closely at similarities, differences, patterns and change.				To begin to know what an artefact is. To begin to know how to sort artefacts old and new. To begin to know how to ask and answer questions related to different objects.	To begin to know how to recount a simple event, verbal and written. To begin to know how to represent their own ideas, thought and feelings.	To begin to know how to show ideas through talk, drawing and emerging writing. To begin to know how to use everyday language relating to time.	To begin to know how to talk about changes. To begin to know how to answer how and why questions about their experiences and in response to stories and events.



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	To begin know of changes in their own lifetime (personal timeline).								
<b>Year 1</b>	<p>To know how to describe some features, events, people and themes from the past.</p> <p>To know how to sequence a few events, objects or pieces of information on a timeline.</p> <p>To know how to use a wider range of time terms including recently, before, after, now, later.</p> <p>To know how to use past and present when describing events.</p>	<p>To know how to point out some similarities and differences between aspects of their life's and the lives of people in the period they are learning about (within living memory).</p> <p>To know how to explain how they have changed since they were born.</p>	<p>To know how to identify some similarities and some differences between the way of life of different people at the time being studied.</p> <p>To know how to give examples of things that were different when my grandparents were born.</p>	<p>To know how to make some comments about why people did things, why events happened and what happened as a result of these.</p>	<p>To know how to talk about someone famous, who was born or lived near their town.</p> <p>To know why there is a monument to a famous person or event in a town centre.</p>	<p>To know how to pick out information about the past from sources like pictures, objects and stories.</p> <p>To know how to spot old and new things in a picture.</p> <p>To know how to find out about things about the past by talking to an older person.</p>	<p>To know how to talk about some of the different ways that the past is recorded or represented.</p> <p>To know how to name some sources which tell us about the past.</p>	<p>To know how to make labelled drawings, tables, write sentences, speak, use drama and use ICT to show ideas.</p> <p>To know how to use words and phrases before, after, past, present, then and now.</p> <p>To know how to give examples of things that were different when my grandparents were children.</p>	<p>To know how to ask and answer questions about old and new objects, using phrases like old, new and a long time ago.</p>
<b>Year 2</b>	<p>To know how to talk or write about features, events, people and themes from the past, including some details.</p>	<p>To know how to point out similarities and differences between aspects of their lives and the lives of</p>	<p>To know how to describe similarities and differences between people e.g. rich and poor and</p>	<p>To know how to pick out reasons for people's actions and events and results of</p>	<p>To know how to point out which people were historically important.</p> <p>To know how to explain how</p>	<p>To know how to use information from more than one source.</p> <p>To know how to research the life of a famous person</p>	<p>To know how to identify which sources (from a selection) are likely to be the most useful for a task.</p>	<p>To know how to present their findings about the past using speaking, writing, maths (data handling),</p>	<p>To know how to answer questions using a range of sources (books, internet,</p>



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	To know place events, objects, themes and people from their history topic on a timeline.	people in the period they are learning about (beyond living memory).	to know events and beliefs in the period of history being studied.	these.	some people have helped us lead better lives. To know how to recount the life of somebody famous from Britain who lived in the past. To know how to explain what they did earlier and what they did later in their life.	from the past using different sources of evidence. To know how to explain what an object from the past might have been used for.		ICT, drama and drawing skills.	photos, objects etc.)
<b>Year 3</b>	To know how to talk or write about the past including detail; to know how to make connections with features of other periods studied. To know how to place a number of events, objects, themes and people	To know about changes in the historical period being studied and to know how to describe these.	To know how to describe similarities and differences between some people, events and beliefs in the period of history being studied. To know and understand	To know how to suggest reasons for and the results of peoples actions and events.	To know how to suggest which people were historically important.	To know how to compare different sources of evidence about a person, object, events or change in history and to know how to point out some similarities and differences. To know what	To know the difference between a primary and secondary source. To know how to identify primary and secondary sources of evidence. To know and	To know how to, in written work, organise answers well, state conclusions, give reasons for ideas, use some dates and historical terms.	To know how to select and record information relevant to the study. To know how to ask and answer questions.



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	<p>from topics studied on a timeline.</p> <p>To know how to use some dates and historical period terminology.</p> <p>To understand the term chronological.</p> <p>To begin to know how to place historical periods studied in chronological order.</p> <p>To begin to know how to us: century, decade, BC (BCE) and AD (CE).</p>		<p>some of the differences between Stone, Bronze and Iron ages.</p>			<p>people learnt from Stone Age paintings. To know what a typical day would look like for a Stone Age man, woman or child and know how to describe these.</p>	<p>explain how Stone Age people hunted for their food and what they ate.</p> <p>To know what people learnt from historical sources.</p>		
<b>Year 4</b>	<p>To know how to talk or write about the past, include detail; include ideas which show some understanding of what some things were like before and after this at local, national and world levels.</p> <p>To know how to</p>	<p>To know and describe changes within and between periods and society's learnt about.</p> <p>To know and appreciate how our locality today has been shaped by what happened in the past.</p>	<p>To know and describe similarities and differences in society, culture and religion in Britain at local and national levels.</p> <p>To know and summarise how Britain may</p>	<p>To know how to give reasons for and results of historical events, situations and changes.</p>	<p>To know and suggest which people, causes and consequences of change are more important.</p> <p>To know and talk about at least 3 things that the Romans did for</p>	<p>To know and be able to comment upon the usefulness and accuracy of different sources of evidence.</p> <p>To know what people learnt from historical sources.</p> <p>To know and explain how historical items</p>	<p>To know and compare sources of evidence to help them identify reliable information.</p>	<p>To know and be able to write answers that are well rounded and organised with clear conclusions and supported by evidence (from many sources) and reasons.</p> <p>To know how to</p>	<p>To know how to use research skills to find answers about specific historical questions about our locality.</p> <p>To know how to research</p>



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	<p>place historical periods studied in chronological order.</p> <p>To know how to use dates and historical period terms accurately.</p> <p>To know and develop the use of: BC (BCE) and AD (CE).</p>		<p>have learnt from other countries and civilisations (historically and more recently).</p>		<p>our country.</p> <p>To know and explain why the Romans needed to build forts in this country.</p> <p>To know and understand that Rome was a very important place and many decisions were made there.</p> <p>To know about the lives of at least 2 famous Romans.</p>	<p>and artefacts can be used to build up a picture of life in the past.</p>		<p>make good use of dates and historical terms.</p> <p>To know and be able to talk about the impact that one of these periods of history had upon the world.</p>	<p>what it was like for children in a given period of history and present their findings to an audience.</p>
<b>Year 5</b>	<p>To know how to talk and write about the past with good detail; putting ideas in context (chronological and scale).</p> <p>To begin know how to use a timeline to sequence local, national and international events as well as historical periods.</p>	<p>To know how to make some links between events, situations and changes within and between events, situations and changes within and between different periods and societies and describe these.</p> <p>To know some of</p>	<p>To know how to suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world and describe these.</p>	<p>To know how to explain suggestions when giving reasons for and results of historical events, situations and changes.</p>	<p>To know how to explain which causes and consequences are most significant.</p> <p>To know how an event or events have shaped our lives today and know how to explain this.</p> <p>To know how the lives of wealthy people</p>	<p>To know and suggest some reasons why there are different counts and interpretations of the past.</p> <p>To know that the Greeks were responsible for the birth of the Olympics.</p> <p>To know that the Greeks Gods were an important part</p>	<p>To know how to explain an evaluation of particular pieces of information and particular sources.</p>	<p>To know how to select, organise and use relevant information to produce structures work, making appropriate use of dates and terms.</p> <p>To describe events from the past using dates from when things</p>	<p>To know about the struggle between the Athenians and the Spartans.</p>



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	<p>To know how to use historical periods as reference points.</p> <p>To know how to draw a timeline of different historical periods showing key historical events or lives of significant people.</p>	<p>the things that the Greeks gave the world and explain these.</p>			<p>were different from the lives of poorer people and know how to explain this.</p>	<p>of Greek culture.</p>		<p>happened.</p>	
<b>Year 6</b>	<p>To know how to talk and write about the past, giving overviews as well as detailed accounts noting connections, contrasts and trends over time.</p> <p>To know how to place features of historical events and people from the past societies and the period in a chronological framework.</p> <p>To know how to summarise the main events from a period of history,</p>	<p>To know how to point out trends as well as links between events, situations and changes within and between different periods of societies over long arcs of time.</p> <p>To know how to describe how crime and punishment has changed over a period of time.</p> <p>To know how to research in order to find similarities and</p>	<p>To know how to explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies.</p>	<p>To know how to analyse and explain reasons for and results of historical events, situations and changes.</p>	<p>To know how to explain the significance of different causes and consequences.</p> <p>To know how to summarise how Britain has had a major influence on the world.</p> <p>To know how to explain how the lives of wealthy people are different from the lives of poorer people.</p> <p>To know that</p>	<p>To know how to take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) and to know how to evaluate its accuracy and usefulness.</p>	<p>To know how to discuss how and why different arguments and interpretations of the past have been constructed.</p>	<p>To know how to use a variety of ways to communicate knowledge and understanding including extended writing.</p>	<p>To know how to use a range of sources to find out about an aspect of time passed.</p> <p>To know how to suggest emissions and the methods of finding this out.</p> <p>To know how to bring knowledge gathered together into a fluent</p>



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	explaining the order of events and what happens.	differences between periods of history.			many of the early civilisations gave much to the world.				account.
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