



Bledlow Ridge School Skills and Knowledge Progression

History



Early Years

Understanding The World (Past and Present)
<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles within society. • Know some similarities and differences between things in the past and now, drawing upon their own experiences and what has been read in class. • Comment upon images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

Understanding The World						
Reception	Key Stage One		Key Stage Two			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk about past and present events in their own lives and in the lives of family members.	Children should show some understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: <ul style="list-style-type: none"> • Introduce comparing two versions of a past event. • Begin to observe and use pictures, photographs and artefacts to find out about the past. • Introduce using stories or accounts 	Children should show a secure understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: <ul style="list-style-type: none"> • Start to compare two versions of a past event. • Observe and use pictures, photographs and artefacts to find out about the past. • Start to use stories or accounts to distinguish between fact and fiction. 	Children should begin to show an understanding of how our knowledge of the past is constructed from a range of sources. Children can: <ul style="list-style-type: none"> • Begin to investigate different accounts of historical events and start to explain some of the reasons why the accounts may be different. Pupils should begin to address historically valid questions about change, cause, similarity and	Children should have a secure understanding of how our knowledge of the past is constructed from a range of sources. Children can: <ul style="list-style-type: none"> • look at more than two versions of the same event or story in history and identify differences. • Investigate a range of different accounts of historical events and be able to explain some of the reasons why the accounts may be different. • Pupils should regularly address 	Children should begin to show an understanding of how our knowledge of the past is constructed from a range of sources. Children can: <ul style="list-style-type: none"> • find a wide range of evidence about the past. • Use some evidence to offer some reasons for different interpretations of events, making some links to factual understanding about the past. start to understand the difference between primary 	Children should show a secure understanding of how our knowledge of the past is constructed from a range of sources. Children can: <ul style="list-style-type: none"> • find and analyse a wide range of evidence about the past • use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past • consider different ways of checking



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	<p>to distinguish between fact and fiction.</p> <ul style="list-style-type: none"> Identify that there are different types of evidence and sources that can be used to help represent the past. <p>Children should begin to 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"> Explain that there are different types of evidence and sources that can be used to help represent the past. <p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p>	<p>difference, and significance.</p> <p>Children should start to construct informed responses that involve some thoughtful selection and organisation of relevant historical information.</p>	<p>and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>and secondary evidence</p> <ul style="list-style-type: none"> start to identify that people in the past represent events or ideas in a way that may be to persuade others consider the usefulness of different sources. <p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should start to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> recognise when they are using primary and secondary sources of information to investigate the past begin to use a range of different 	<p>the accuracy of interpretations of the past</p> <ul style="list-style-type: none"> start to understand the difference between primary and secondary evidence and the impact of this on reliability show an awareness of the concept of propaganda know that people in the past represent events or ideas in a way that may be to persuade others begin to evaluate the usefulness of different sources. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. <p>Children should construct informed responses that involve thoughtful selection and organisation of</p>
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					<p>sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <ul style="list-style-type: none">• start to select relevant sections of information to address historically valid questions and construct detailed, informed responses• start to investigate their own lines of enquiry by posing historically valid questions to answer.	<p>relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none">• show a secure recognition of when they are using primary and secondary sources of information to investigate the past• use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites• select relevant sections of information to address historically valid questions and construct detailed, informed responses• investigate their own lines of enquiry by posing historically valid questions to answer.
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Chronological Awareness						
<u>Reception</u>	<u>Key Stage One</u>		<u>Key Stage Two</u>			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children talk about past and present events in their own lives and in the lives of family members.</p>	<p>Pupils should start to develop an awareness of the past, using some common words and phrases relating to the passing of time. They should start to understand how people and events fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> • begin to sequence artefacts and events that are close together in time • begin to order dates from earliest to latest on simple timelines • begin to sequence pictures from different periods • describe memories and changes that have 	<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> <p>Children can:</p> <ul style="list-style-type: none"> • sequence artefacts and events that are close together in time • order dates from earliest to latest on simple timelines • sequence pictures from different periods • describe memories and changes that have happened in their own lives 	<p>Pupils should start to develop a chronologically secure knowledge and understanding of British, local and world history, establishing some narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> • start to sequence 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 • start to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<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>Children can:</p> <ul style="list-style-type: none"> • 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 • understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<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>Children can:</p> <ul style="list-style-type: none"> • continue order an increasing number of significant events, movements and dates on a timeline • use dates and terms to describe historical events • start to understand and describe the main changes to an aspect in a period in history • start to understand how some historical events/periods 	<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>Children can:</p> <ul style="list-style-type: none"> • securely order an increasing number of significant events, movements and dates on a timeline using dates accurately • accurately use dates and terms to describe historical events • understand and describe in some detail the main changes to an aspect in a period in history



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<p>happened in their own lives</p> <p>Children should use words and phrases such as:</p> <ul style="list-style-type: none"> • Timeline • Today • Tomorrow • Yesterday • Time order • Earliest / latest <ul style="list-style-type: none"> • Before / after • Past / present / future • Century • New - newest • • Old - oldest • Modern • After 	<p>Children should also use words and phrases such as:</p> <ul style="list-style-type: none"> • Calendar • Chronological • Era • Past • Present • Future • Periods • Century 	<p>Children should also use words and phrases such as:</p> <ul style="list-style-type: none"> • Ancient • Pre-history • BC (Before Christ) • AD (Anno Domini) • Chronological 	<p>Children should also use words and phrases such as:</p> <ul style="list-style-type: none"> • Century • Decade 	<p>occurred concurrently in different locations</p> <p>Children should continue to use and secure words and phrases learnt previous year groups</p>	<ul style="list-style-type: none"> • understand how some historical events/periods occurred concurrently in different locations. <p>Children should continue to use and secure words and phrases learnt previous year groups</p>
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Knowledge and Understanding of Events, People and Changes in the Past						
<u>Reception</u>	<u>Key Stage One</u>		<u>Key Stage Two</u>			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children talk about past and present events in their own lives and in the lives of family members.</p>	<p>Pupils should start to identify similarities and differences between ways of life in different periods. Children should use parts of stories and other sources to show some knowledge and understanding of key features of events. Children can:</p>	<p>Pupils 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</p>	<p>Children should start to note connections, contrasts and trends over time. Children can:</p> <ul style="list-style-type: none"> • start to note key changes over a period of time and be able to give reasons for those changes 	<p>Children should note connections, contrasts and trends over time. Children can:</p> <ul style="list-style-type: none"> • note key changes over a period of time and be able to give reasons for those changes 	<p>Pupils should start to note connections, contrasts and trends over time. Children can:</p> <ul style="list-style-type: none"> • start to identify and note connections, contrasts and trends over time in 	<p>Pupils should note connections, contrasts and trends over time. Children can:</p> <ul style="list-style-type: none"> • identify and note connections, contrasts and trends over time in the everyday lives of people



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<ul style="list-style-type: none"> ● start to recognise some similarities and differences between the past and the present ● start to identify similarities and differences between ways of life in different periods ● start to recount episodes from stories and significant events in history ● start to understand that there are reasons why people in the past acted as they did ● describe significant individuals from the past. 	<p>features of events. Children can:</p> <ul style="list-style-type: none"> ● recognise some similarities and differences between the past and the present ● identify similarities and differences between ways of life in different periods ● know and recount episodes from stories and significant events in history ● understand that there are reasons why people in the past acted as they did ● describe significant individuals from the past. 	<ul style="list-style-type: none"> ● start to find out about the everyday lives of people in time studied compared with our life today ● start to explain how people and events in the past have influenced life today ● start to identify key features, aspects and events of the time studied ● start to describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<ul style="list-style-type: none"> ● find out about the everyday lives of people in time studied compared with our life today ● explain how people and events in the past have influenced life today ● identify key features, aspects and events of the time studied ● describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>the everyday lives of people</p> <ul style="list-style-type: none"> ● start to use appropriate historical terms such as culture, religious, social, economic and political when describing the past ● start to examine causes and results of great events and the impact these had on people ● start to describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. 	<ul style="list-style-type: none"> ● use appropriate historical terms such as culture, religious, social, economic and political when describing the past ● examine causes and results of great events and the impact these had on people ● describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
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Presenting, Organising and Communicating						
<u>Reception</u>	<u>Key Stage One</u>		<u>Key Stage Two</u>			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk about past and present events in their own lives and in the lives of family members.	Pupils should start to use a wide vocabulary of everyday historical terms. Children can:	Pupils should use a wide vocabulary of everyday historical terms. Children can:	Pupils should start to develop the appropriate use of historical terms. Children can: ● use and understand	Pupils should develop the appropriate use of historical terms. Children can: ● use and understand	Pupils should develop the appropriate use of historical terms. Children can: ● start to know and show a good	Pupils should develop the appropriate use of historical terms. Children can: ● know and show a good understanding



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	<ul style="list-style-type: none">• show an understanding of historical terms• talk and draw about things from the past• use historical vocabulary to retell simple stories about the past• use drama/role play to communicate their knowledge about the past.	<ul style="list-style-type: none">• show an understanding of historical terms• talk, write and draw about things from the past• use historical vocabulary to retell simple stories about the past• use drama/role play to communicate their knowledge about the past.	<p>appropriate historical vocabulary to communicate information</p> <ul style="list-style-type: none">• start to 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• use drama and role play to start to present ideas based on their own research about a studied period.	<p>appropriate historical vocabulary to communicate</p> <ul style="list-style-type: none">• 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• start to present ideas based on their own research about a studied period.	<p>understanding of historical vocabulary including abstract terms</p> <ul style="list-style-type: none">• start to present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports• start to plan and present a self-directed project or research about the studied period.	<p>of historical vocabulary including abstract terms</p> <ul style="list-style-type: none">• present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports• plan and present a self-directed project or research about the studied period.
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