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Hollinswood Primary School and  
Nursery

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History Knowledge and Skills  
Progression Grid

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History is the teaching and learning of past events, showing an understanding of why and how things occurred, being able to think critically about the past and challenge ideas using evidence.

## Nursery

<p>Chronology: (When?)</p> <p>I know if something has already happened. I can talk about something I have already done. I know what 'yesterday', 'today' and 'tomorrow' means.  I know what 'after' and 'next' means.</p>	<p>Enquiry: (Questioning)</p> <p>I can ask questions about familiar objects  I can make simple observations about objects in my environment</p>	<p>Interpreting:</p> <p>I can tell stories about familiar objects.  I understand what familiar object means.</p>	<p>Knowledge and causation:</p> <p>I can listen to stories about things that have happened and start to talk about them.  I can listen to stories about the past and talk about them</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Key concept: Chronological understanding:</p> <p>Year Two to introduce: Power (monarchy and how change happens)</p>		<p>Key CONCEPTS:</p> <p>1) Invasion</p> <p>2) Power</p> <p>3) Warfare</p> <p>Settlement</p> <p>Art and culture</p> <p>Religion and Beliefs</p>			
Chronological	I know what <b>yesterday, today</b>	I can place toys on a timeline of	I can begin to sequence	I can place the three periods of the Stone Age on a timeline.	I know what AD and BC means.	I know that events in British history overlap	I can place all events I have studied on a timeline alongside the events I have studied.

<p>knowledge and understanding</p> <p>(When?)</p>	<p>and <b>tomorrow</b> mean.</p> <p>I can say what I did yesterday, today and what I plan to do tomorrow.</p> <p>I know what <b>last/next week</b> means.</p> <p>I can describe what I did last week.</p> <p>I know if something has happened in the <b>past</b>.</p>	<p>the last 100 years.</p> <p>I can order events.</p> <p>I begin to know what within living memory means.</p>	<p>events on a timeline</p> <p>I know timelines are a key part of history.</p> <p>I know what within living memory and beyond living memory means</p>	<p>I know that historians break the Stone Age into three different periods.</p> <p>I know and am secure with the terms within and beyond living memory.</p> <p>I begin to know what AC/BC means</p> <p>I know the dates of Roman invasion into Britain.</p>	<p>I can use key dates related to the Anglo Saxon and Scots invasions.</p> <p>I can talk about and link protests studied within and beyond living memory.</p> <p>I know key dates and can link the ideas of power and invasion on a timeline.</p> <p>I know and can discuss the period labels from the Stone Age to 1066 and the Battle of Hastings.</p> <p>I can show a clear understanding of the difference in years between events and use the terms taught in year three with increased confidence.</p>	<p>with events in the world.</p> <p>I can place key events from the Greek civilisation on a timeline alongside events studied in British history.</p> <p>I can place key events from the Ancient Egyptian civilisation on a timeline alongside events already studied.</p> <p>I can place ancient civilisations on a timeline using the terms AD/BC.</p> <p>I can discuss power and invasion and link these ideas to the Ancient Greek and Egyptian civilisations.</p>	<p>I can use all relevant dates and terms that I have been taught.</p> <p>I can sequence events on a timeline and make links between periods and concepts studied.</p> <p>I recognise the number of years passed between events studied when communicating about history.</p>
<p>Vocabulary linked to chronology</p>	<p>I know the words <b>this morning yesterday, today and tomorrow</b>.</p> <p>I know the word</p>	<p>(See previously taught terms)</p> <p>I know the word <b>age, old, older, young, younger, past and history</b>.</p>	<p>(See previously taught terms)</p> <p>I know the word <b>chronology</b> means when.</p>	<p>(See previously taught terms)</p> <p>I know what <b>hundreds of years ago</b> means.</p> <p>I know what the words <b>neolithic, Palaeolithic,</b></p>	<p>(See previously taught terms)</p> <p>I know and can confidently discuss the words: <b>iron age bronze age archaeologist</b></p>	<p>(See previously taught terms)</p> <p>I know and can use the words: <b>ancient ancientcivilisations/modern civilisations.</b></p>	<p>(See previously taught terms)</p> <p>I know what AD/BC means.</p> <p>I know period labels linked to time studied: <b>era of consolidation, warrior kings, era of European influence.</b></p>

	<p>I know the words: old, older, young and younger.</p> <p>I know the words: past and begin to know the word history.</p>	<p>I know the modern, long ago, many years ago, recently, last term and last week.</p> <p>I know and can use the word within living memory.</p>	<p>I am beginning to know what the words within and beyond living memory mean.</p> <p>I know what the words within and beyond living memory mean.</p>	<p>Mesolithic and Neolithic mean/pre-historic</p>	<p>artefacts</p>	<p>Begin to link and compare events studied using these terms/ancient/modern/beyond living memory</p> <p>I know and can demonstrate what the words: ancient civilisations means.</p>	<p>I can use embedded understanding of how to use adverbials to show the passing of time (either orally or in written work)</p>
<p>Knowledge and understanding of events, causation and change</p>	<p>I know how I have <b>changed</b>.</p> <p>I can describe why things are the same or different.</p>	<p>I know recall details from my life and the lives of significant individuals or ideas of the time studied.</p> <p>I can recognise the difference between past and present in my own and other's lives.</p> <p>I know key events and key changes in my locality.</p> <p>I know and can use the word within living memory.</p>	<p>I know and can recall key dates and facts from the time studied.</p> <p>I begin to know why people did things.</p> <p>I know why events happened and what happened as a result.</p> <p>I can identify differences between ways of life at different times.</p>	<p>I know and can identify and begin to recall key concepts, events and people in the time studied.</p> <p>I know why people may have wanted to do something.</p> <p>I can identify reasons for and results of people's actions.</p> <p>I can give more than one reason why changes occurred</p>	<p>I know and can identify key concepts, events and people in the time studied.</p> <p>I can look for and find links in time studied</p> <p>I can offer a reasonable explanation for some events using evidence.</p> <p>I can use evidence to reconstruct life in time studied</p> <p>I can find links between groups of people in the time studied</p>	<p>I know key dates, concepts, characters and events of time studied.</p> <p>I can study a different aspect of different people e.g. men and women's perspectives.</p> <p>I can begin to compare an aspect of life with the same aspect in another period.</p> <p>I can examine causes and results of great events and the impact on people</p> <p>I can compare an aspect of life with the</p>	<p>I know key dates, concepts, characters and events of time studied.</p> <p>I know what an Oba is and that they were the most powerful leaders in Benin.</p> <p>I can find out about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>I can communicate another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation.</p> <p>I can confidently compare how power and invasions affects people in different times studied.</p>

						same aspect in another period.	
Vocabulary	<p>Know the words: Now After Next</p> <p>Play Games People Places Toys</p> <p>Farms Jobs</p> <p>School Local area</p>	<p>(See previously taught terms)</p> <p>family history Toys Play People Parents Grandparents Age</p> <p>Maps, plans, old, new, modern, road, railway line, fields, colliery, station, mine, foundry Farms, rural</p> <p>Nursing Hospitals Important people health</p> <p>I know the word why and what that means.</p>	<p>(See previously taught terms)</p> <p>I know and can use the words:</p> <p>important person beliefs/ideas Nursing Health Medicine Race</p> <p>because/same/different/change compare</p> <p>settlement/people/protest/living conditions/community</p> <p>British history Monarch King/Kingdom Laws Change</p>	<p>(See previously taught terms)</p> <p>I know what the words:</p> <p>as a result differences/similarities similar/Pre – history/ Palaeolithic Megalithic Neolithic Bronze Age Iron Age Settlement-farming Monument Belief</p> <p>People power As a result Because of... this happened Strike Protest Law and order Soldiers Laws Community Heritage</p>	<p>(See previously taught terms)</p> <p>Raid/invasion/tribe/settlement/immigration/pull and push factors/community/legacy/beliefs/culture/moarchy/achievements/commemorative/historians</p> <p>I know what the words: happened because and the evidence shows mean</p> <p>People power/change social justice people power change community Evidence Heritage Mine workings Colliery Pits</p>	<p>(See previously taught terms)</p> <p>I know phrases like: These changes happened</p> <p>In early civilisations people/religion/beliefs were different to....</p> <p>These two ancient civilisations are similar/different... (Can give reasons linked to aspects of civilisation studied)</p> <p>Achievements/legacy/influential/multi-cultural/world-event/ Pharaoh/King/Power/Kingdom/Empire/Archaeology/Archaeologists shows/tells us/beliefs/culture Egyptologist Settlement Occupation River systems</p>	<p>Secure with previously taught terms:</p> <p>The evidence that these changes happened is (cite sources) The evidence to support this is... (cite sources) Some historians argue; however, others think/argue</p> <p>Slave/empires/power/invasion/king/Obama/Kingdom/government/legacy/slaves/slavery/trade/Atlantic slave trade/war/occupation/power/religion/beliefs/symbols</p> <p>Monarch/power/laws/order/legacy/tyranny/church/state/British/trade/civil war/parliament/government/gender/propaganda/images of power/symbols (Unit two and three are linked in year six)</p>

			Explain: The Fire of London happened because.....	Romanisation/Invasion /Artefacts/Monarchy Emperor/Empire/ Government/Trade/Ri ots/Britannia/Reinforc ements /Voyage/Posti ng/Savage/Celtic/Indig enous people/Slave labour Occupation/ Invasion Hadrian's wall	Chapel industry  Invasion/power  Monarchy/Tribes/La w and order/King/Kingdom /settlement/invasion /power/native/occu py/church/state/ raid/migration/empi re/turning point/trade/voyage	Trade Slaves Achievements/legacy/	
Historical Enquiry	I can find out about the past from stories	I can find answers to simple questions about the past from sources of information e.g. artefacts  I begin to know what sources of information are.	I can use a source, observe or handle sources to answer questions about the past based on simple observations  I begin to how to select information from a secondary source.	I can handle primary sources, make simple observations about them and ask simple questions related to them.  I can ask questions about a source that linked to the time studied  I know how to select information from a secondary source.  I can begin to use primary sources to find out about the past.	I can use evidence to build up a picture of a past event  I can use the library and internet for research and select relevant information  I can use my knowledge from an object or picture to build up a picture of the past  I know a wider variety of primary and secondary sources and can ask questions about them  I can ask a variety of questions about a source and use this	I can recognise and use primary and secondary sources  I can talk about how an object, picture or artefact tells us more about life during a period.  I can ask a variety of questions that link to what I already know.  I can bring knowledge together using several sources.	I can use primary and secondary sources with increased confidence to build up a picture of the past.  I can use a range of sources to find out about an aspect of time past.  I can talk about a source and link this to prior knowledge.  I can suggest different sources I can use to find out answers to enquires e.g. internet research, books or primary sources.  I can bring knowledge gathered from several sources together in a fluent account

					to understand the time studied		
Vocabulary	<ul style="list-style-type: none"> <li>New/old</li> <li>Same/different</li> <li>Ask questions:</li> </ul> <p>Who? What? When? How?</p>	<p>(See previously taught terms)</p> <p>Who? What? When? Where? How? Artefact non-fiction Source /book/non-fiction</p>	<p>(See previously taught terms)</p> <p>Source Looking closely Witness/eye-witness Fact/fiction Note take</p>	<p>(See previously taught terms)</p> <p>Key/reliable, eyewitness</p> <p>Begin to know the terms: Secondary source/primary source fact/fiction, record/note take,</p> <p>infer/predict (reading domain link)</p> <p>Analyse/collect information</p>	<p>(See previously taught terms)</p> <p>Know the terms secondary source/primary source is where information/knowledge comes from.</p> <p>Know and show more confidence using the terms secondary/primary source/fact/fiction, infer Skim and scan/retrieve/analyse/ evaluate</p>	<p>(See previously taught terms)</p> <p>Can begin to express a choice of how to check sources using the terms secondary/primary sources. Confident explaining: primary/secondary sources. Use sources when making an argument.</p> <p>Infer/predict/analyse/ weigh up</p> <p>Skim and scan/ Retrieve/ evaluate</p>	<p>(Secure with previously taught terms)</p> <p>Can select or confidently use primary and secondary sources to fact check/retrieve information and challenge arguments.</p> <p>Choose primary/secondary sources to conduct research Make an argument using the terms source/primary and secondary source Fact/fiction/checked/infer/predict/analyse/judgement/account Skim and scan, retrieve, evaluate</p>
Historical interpretation	<p>I can describe why things are the same or different.</p> <p>I can describe something that happened in the past.</p>	<p>I can compare adults talking about the past – how reliable are their memories are</p> <p>I can use stories to encourage children to distinguish between fact and fiction.</p>	<p>I can talk about pictures or photographs of people or events in the past.</p> <p>I can compare two versions of a past event.</p> <p>I can recognise the difference between stories and factual accounts.</p>	<p>I can discuss interpretations of the past.</p> <p>I can discuss the reliability of photographs and sources</p> <p>I begin to know that artefacts from history can be interpreted in different ways.</p>	<p>I know that artefacts from history can be interpreted in different ways.</p> <p>I can discuss how reliable sources are</p> <p>I can begin to evaluate the usefulness of different sources e.g. stories, artefacts and human remains.</p>	<p>I can offer reasons for different versions of the past.</p> <p>I can discuss the reliability of a source, fact check and give my own opinion.</p> <p>I can compare accounts and discuss how to check facts and information.</p>	<p>I can offer reasons why different versions of past events exist and use the correct historical vocabulary when discussing this e.g. bias in sources</p> <p>I can check information using different primary and secondary sources.</p> <p>I can discuss the reliability of a source, fact check and offer an informed opinion using evidence.</p>

Vocabulary	Same/different Past/Stories True/False	(See previously taught terms) True/untrue Fact/fiction Story/truth	(See previously taught terms) Stories/fact/ Fact/fiction Compare Reliable/fiction  Truth/fact/fiction/untrue Witness/reliable Key/reliable eyewitness Fact/fiction Diary- check- reliable Key events	(See previously taught terms) Photographs/sketches/drawings Fact/fiction Compare Reliable/fiction Truth/fact/fiction/untrue Witness/reliable <b>Source</b>	(See previously taught terms) Artefacts/check/true/evidence  I know this source is...(true/untrue/unreliable), reliable, useful source, untrustworthy source.  Begin to refer to secondary/primary source/fact/fiction	(See previously taught terms) Check sources using the terms secondary/primary sources.  Begin to show confidence explaining: primary/secondary sources using taught terms such as reliable/unreliable/untrustworthy  Refer to secondary/primary source/fact/fiction	(Secure with previously taught terms) Challenge accounts using the terms taught previously.  Choose primary/secondary sources and discuss reliability.  Make an argument using the terms source and maintain an argument using words such as/unreliable/reliable/fact/fiction/untrustworthy/reliable account/