



GREENVALE PRIMARY SCHOOL  
Progression of Knowledge and Skills



**HISTORY**

Early Years: Physical Development & Expressive Art and Design & Communication

**3 & 4-year-olds will be learning to:**

**Understanding the world**

- Begin to **make sense** of their own life-story and family's history.

**Children in Reception will be learning to:**

**Understanding the world**

- **Comment** on images of familiar situations in the past.
- **Compare and contrast** characters from stories, including figures from the past.

**ELG:**

**Understanding the world - Past and present**

- **Talk** about the lives of people around them and their roles in society.
- **Know** some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- **Understand** the past through settings, characters and events encountered in books read in class and storytelling.



**GREENVALE PRIMARY SCHOOL**  
**Progression of Knowledge and Skills**



**History**

**Historical Interpretations**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children should <b>understand</b> some of the ways in which we find out about the past and <b>identify</b> different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a start to <b>compare</b> two versions of a past event;</li> <li>b <b>observe</b> and <b>use</b> pictures, photographs and artefacts to find out about the past;</li> <li>c start to <b>use</b> stories or accounts to distinguish between fact and fiction;</li> <li>d <b>explain</b> that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>		<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a <b>look</b> at more than two versions of the same event or story in history and identify differences;</li> <li>b <b>investigate</b> different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>		<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a <b>find and analyse</b> a wide range of evidence about the past;</li> <li>b <b>use</b> a range of evidence to offer some clear <b>reasons</b> for different interpretations of events, linking this to factual understanding about the past;</li> <li>c <b>consider</b> different ways of checking the accuracy of interpretations of the past;</li> <li>d start to <b>understand</b> the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>e <b>show</b> an awareness of the concept of propaganda;</li> <li>f <b>know</b> that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>g begin to <b>evaluate</b> the usefulness of different sources.</li> </ul>	



HISTORY

Historical Investigations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children should <b>ask and answer</b> questions, using other sources to show that they know and <b>understand</b> key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a <b>observe</b> or handle evidence to ask simple questions about the past;</li><li>b <b>observe</b> or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li><li>c <b>choose and select</b> evidence and say how it can be used to find out about the past.</li></ul>		<p>Pupils should regularly <b>address</b> and sometimes <b>devise</b> historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should <b>construct</b> informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a <b>use</b> a range of sources to find out about the past;</li><li>b <b>construct</b> 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>c <b>gather</b> more detail from sources such as maps to build up a clearer picture of the past;</li><li>d regularly <b>address</b> and sometimes devise own questions to find answers about the past;</li><li>e begin to <b>undertake</b> their own research.</li></ul>		<p>Pupils should regularly <b>address</b> and sometimes <b>devise</b> historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should <b>construct</b> informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"><li>a <b>recognise</b> when they are using primary and secondary sources of information to investigate the past;</li><li>b <b>use</b> 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;</li><li>c <b>select</b> relevant sections of information to address historically valid questions and construct detailed, informed responses;</li><li>d <b>investigate</b> their own lines of enquiry by posing historically valid questions to answer.</li></ul>	



HISTORY

Chronological Understanding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should <b>develop</b> 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"><li>a <b>sequence</b> artefacts and events that are close together in time;</li><li>b <b>order</b> dates from earliest to latest on simple timelines;</li><li>c sequence pictures from different periods;</li><li>d <b>describe</b> memories and changes that have happened in their own lives;</li><li>e <b>use</b> 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 continue to <b>develop</b> 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"><li>a <b>sequence</b> 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>b <b>understand</b> that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li></ul>		<p>Pupils should continue to <b>develop</b> 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"><li>a <b>order</b> an increasing number of significant events, movements and dates on a timeline using dates accurately;</li><li>b accurately <b>use</b> dates and terms to describe historical events;</li><li>c <b>understand and describe</b> in some detail the main changes to an aspect in a period in history;</li><li>d <b>understand</b> how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li></ul>	



GREENVALE PRIMARY SCHOOL



HISTORY

Knowledge and Understanding of Events, people and changes in the past

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should <b>identify</b> similarities and differences between ways of life in different periods.</p> <p>Children should <b>choose and use</b> parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a <b>recognise</b> some similarities and differences between the past and the present;</li> <li>b <b>identify</b> similarities and differences between ways of life in different periods;</li> <li>c <b>know and recount</b> episodes from stories and significant events in history;</li> <li>d <b>understand</b> that there are reasons why people in the past acted as they did;</li> <li>e <b>describe</b> significant individuals from the past.</li> </ul>		<p>Children should <b>note</b> connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a <b>note</b> key changes over a period of time and be able to give reasons for those changes;</li> <li>b <b>find</b> out about the everyday lives of people in time studied compared with our life today;</li> <li>c <b>explain</b> how people and events in the past have influenced life today;</li> <li>d <b>identify</b> key features, aspects and events of the time studied;</li> <li>e <b>describe</b> connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>		<p>Pupils should <b>note</b> connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a <b>identify</b> and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>b <b>use</b> appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li>c <b>examine</b> causes and results of great events and the impact these had on people;</li> <li>d <b>describe</b> the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>	