



Lawrence View Primary School

History

Knowledge and Skills Progression Grids.

**Bold knowledge/skills- Historian Knowledge and skills- (chronology, historical interpretation, Enquiry and organisation and communication) to be taught alongside all range and depth of Historical Knowledge statements*

History: EYFS and Key Stage 1

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Chronology	Historical Interpretation	Historical Enquiry	Organisation and Communication	Range and Depth of Historical Knowledge			
				Within living memory	Beyond living memory	Lives of significant people	Local history
Sequencing events in chronological order and using the appropriate vocab.	Describe, analyse, evaluate, and create an explanation of past events.			Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Significant historical events, people and places in their own locality
EYFS F1	<ul style="list-style-type: none"> Uses everyday language related to time such as now, next, today. 	<ul style="list-style-type: none"> Uses everyday language related to ageing. 	<ul style="list-style-type: none"> Be curious about people and show interest in stories 	<ul style="list-style-type: none"> Start to explain own knowledge. 	<ul style="list-style-type: none"> Know that some things have happened and talk about these events. Talk about things that are going to happen. 		
EYFS F2	<ul style="list-style-type: none"> Know what has happened in their life in the past. Talk about events that happened in school or at home in their recent past. 	<ul style="list-style-type: none"> Uses everyday language related to time such as now, next, today, tomorrow, yesterday Order and sequence familiar events. 	<ul style="list-style-type: none"> Be curious about people and show interest in stories Answer 'how' and 'why' questions...in response to stories or events 	<ul style="list-style-type: none"> Explain own knowledge and understanding asking appropriate questions Know that information can be retrieved from books and computers 		<ul style="list-style-type: none"> Know that Guy Fawkes lived long ago before their grandparents were born. Know that we celebrate bonfire night because Guy 	

	<ul style="list-style-type: none"> • Make predictions and talk about things that are going to happen in the future. • Develop an understanding of growth, deterioration and changes over time. 	<ul style="list-style-type: none"> • Describe main story settings, events and principal characters Talk about past and present events in their own lives and/or in lives of family members 		<ul style="list-style-type: none"> • Record using marks they can interpret and explain 			Fawkes tried to kill the king.	
Year 1	<ul style="list-style-type: none"> • Sequence events or objects in chronological order. • Organise artefacts by age. 	<ul style="list-style-type: none"> • Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) 	<ul style="list-style-type: none"> • Asks questions related to objects and historical sources • Finds answers to simple questions about the past using information sources 	Class display/ museum annotated photographs ICT	<ul style="list-style-type: none"> • Know that the toys their grandparents played with were different to their own • Organise a number of artefacts by age • Know what a number of older objects were used for • Know the main differences between their school days and that of their grandparent- <i>Focus life in the 1960s.</i> 			<ul style="list-style-type: none"> • Know the name of a famous person, or a famous place, close to where they live- • Be able to describe changes in the local area over time. Know how the local area is different to the way it used to be a long time ago • Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc. Focus Local study Eastwood.
Year 2	<ul style="list-style-type: none"> • Sequence artefacts closer together in time • Sequence events • Sequence photos etc 	<ul style="list-style-type: none"> • Compare pictures or photographs of people or events in the past • able to identify different ways to represent the past. 	<ul style="list-style-type: none"> • Uses a source-observe or handle, to answer simple questions about the past • Uses a source to ask questions e.g. why, what, 	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode		<ul style="list-style-type: none"> • Know about an event or events that happened long ago, even before their grandparents were born. • Know what we use today instead of a 	<ul style="list-style-type: none"> • Know about a famous person from outside the UK and explain why they are famous- <i>Neil Armstrong</i> 	

	<ul style="list-style-type: none"> from different periods of their life Describe memories of key events in lives 		<ul style="list-style-type: none"> who, how, where? Begin to assess the effectiveness of sources 			<ul style="list-style-type: none"> number of older given artefacts Know that children's lives today are different to those of children a long time ago- <i>Fire of London</i> 		
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History: Key Stage 2

CHRONOLOGY		Historical Interpretation	Historical Enquiry	Organisation	Range and Depth of Historical Knowledge.		
					Stoneage to 1066	Beyond 1066	LOCAL STUDY
					<ul style="list-style-type: none"> Stone age to Iron age Romans Anglo-Saxons Vikings 	<ul style="list-style-type: none"> An aspect of theme that takes pupils beyond 1066 	<ul style="list-style-type: none"> A local study that could extend beyond 1066
Year 3	<ul style="list-style-type: none"> Place the time studied on a time line Sequence events or artefacts Use dates related to the passing of time. 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources and evaluate their usefulness Look at representations of the period – museum 	<ul style="list-style-type: none"> Uses a range of sources, observing small details e.g. internet, library, artefacts and visits to collect information about the past Asks and answers questions such as: How did people...? What did people do for...? Suggest sources of evidence to use to help to answer questions. Select and record information relevant to the study 	<ul style="list-style-type: none"> Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode 	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age. Know the main differences between the stone, bronze and iron ages Know what is meant by 'hunter-gatherers' 		
Year 4	<ul style="list-style-type: none"> Place events from period studied on a time line Use terms related to the period and 	<ul style="list-style-type: none"> Look at the evidence available. Begin to evaluate the usefulness of different sources. 	<ul style="list-style-type: none"> Begins to use evidence to build up a picture of a past event Asks and answers questions such as: 	<ul style="list-style-type: none"> Select data and organise it into a data file to answer historical questions Know the period in which the study is set 	<ul style="list-style-type: none"> Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain 		

	<ul style="list-style-type: none"> begin to date events. Understand more complex terms e.g. BCE/AD 	<ul style="list-style-type: none"> Use of sources- text books and historical knowledge. 	<ul style="list-style-type: none"> What was it like for a.. during? Use and suggest sources of evidence to build up a picture of a past event to help answer a variety of questions e.g. library and internet Choose relevant material to present a picture of one aspect of life within the study 	<ul style="list-style-type: none"> Display findings in a variety of ways Work independently and in groups. 	<ul style="list-style-type: none"> helped to advance British society. Know how there was resistance to the Roman occupation and know about Boudica Know about at least one famous Roman emperor. 		
Year 5	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Know and sequence key events of time studied Use relevant terms and periods labels Relate current studies to previous studies Make comparisons between different times in history 	<ul style="list-style-type: none"> Compare accounts of events from different sources. Fact or fiction. Offer some reasons for different versions of events. 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied select relevant sections of information. Confident use of library, e-learning, research 	<ul style="list-style-type: none"> Fit events into a display sorted by theme time. Use appropriate terms, matching dates to people and events. Record and communicate knowledge in different forms- work. Independently and in groups showing initiative 	<ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 Know about how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Use a time line to show when the Anglo-Saxons were in England 		
Year 6	<ul style="list-style-type: none"> Place current study on time line in relation to other studies. Use relevant dates and terms Sequence up to ten events on a time- line. 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. 	<ul style="list-style-type: none"> Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathering from several sources 	<ul style="list-style-type: none"> Select aspect of study to make a display. Use a variety of ways to communicate knowledge and understanding including extended writing. Plan and carry out individual investigations 	<ul style="list-style-type: none"> Know where the Vikings originated from and show this on a map. Know that the Vikings and Anglo-Saxons were often in conflict. Know why the Vikings frequently won battles with the Anglo-Saxons 	<ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework 	<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time. Focus- Industrial

		<ul style="list-style-type: none"> Confident use of the library etc. for research 	together in a fluent account.			<ul style="list-style-type: none"> know how Britain has had a major influence on the world. 	revolution and Local study Coal mining.
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History: Key Stage 2

Range and Depth of Historical Knowledge.

ANCIENT ANCIENTS (approx. 3000 years ago)		CIVILIZATIONS from 1000 years ago	ANCIENT GREECE
Cover each of and then choose one to look at in depth: <ul style="list-style-type: none"> Ancient Egypt Ancient Sumer Indus Valley Shang Dynasty 		<ul style="list-style-type: none"> Choose one of: <ul style="list-style-type: none"> Mayans Islamic Civilizations Benin Civilization 	<ul style="list-style-type: none"> Greek life and influence on the Western world
Year 3	<ul style="list-style-type: none"> Know about, and name, some of the advanced societies that were in the world around 3000 years ago Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty- Focus-Ancient Egypt (2022 onwards) 		
Year 4	<ul style="list-style-type: none"> Know about, and name, some of the advanced societies that were in the world around 3000 years ago Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty- Focus- Ancient Egypt (2022-23 only) 		<ul style="list-style-type: none"> Know some of the main characteristics of the Athenians and the Spartans Know about the influence the gods had on Ancient Greece Know at least five sports from the Ancient Greek Olympics (2023-24 onwards)
Year 5		<ul style="list-style-type: none"> Know about the impact that one of the following ancient societies had on the world: the Benin civilization Know why they were considered an advanced society in relation to that period of time in Europe. 	
Year 6			

(Adapted from Focus education assessing a Knowledge Rich Curriculum)