

## Killigrew History Knowledge & Skills Progression



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<p>Remembers and talks about more recent important events in their own experience.</p> <p>Knows the difference between past and present events in their own lives.</p>	<p>Remembers and talks about significant events in their own experience.</p> <p>Talks about past events in their own lives and the lives of family members.</p> <p>Know some reasons why people's lives were different in the past.</p>	<p>Uses common words and phrases relating to the passing of time.</p> <p>Sequences a growing number of events in their own life.</p> <p>Sequences 3 or 4 artefacts from different time periods (toys)</p>	<p>Sequences the timeline of a significant national event (GFOL).</p> <p>Orders a simple timeline (one linked to living memory, one linked to the time studied and two other significant events)</p>	<p>Sequencing time periods studied on a more complex timeline.</p> <p>Understands the basics of the terms BC/AD.</p> <p>Begins to understand magnitude of time.</p> <p>Use dates and terms related to the unit of study and passing of time.</p>	<p>Place significant taught events artefacts and historical figures on a timeline using dates.</p> <p>Understands that events on a timeline can occur concurrently.</p> <p>Extends understanding of the magnitude of time.</p> <p>Understands the concept of change over time.</p> <p>Place artefacts, events and historical figures on a timeline using dates.</p>	<p>Understands that events on a timeline can occur concurrently and in different locations.</p> <p>Orders significant taught events chronologically.</p> <p>Is able to explain the difference in time between significant events.</p> <p>Identify periods of rapid change in history and contrast them with periods of relatively little change.</p>	<p>Places current study on a timeline in relation to other studies from previous years.</p> <p>Use relevant dates and terms to compare and contrast significant events.</p> <p>Explore the concept of continuity and change over time and represent these on a timeline.</p>
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

<p><b>Range and depth of knowledge</b></p> <p><u>Key themes</u></p> <p><i>Similarity and difference.</i></p> <p><i>Everyday lives - clothes, toys, artefacts, education, homes/settlements, rich/poor, jobs, transport</i></p> <p><i>Religion and beliefs (special stories)</i></p> <p><i>Significant historical figures</i></p> <p><i>Historical terms</i></p> <p><i>Significant events</i></p>	<p>Can spot some similarities and differences between objects and places.</p> <p>Talks about similarities and differences in relation to people and places (home and school)</p> <p>With prompting, talks about special times (celebrations) in their own life and the lives of family members.</p> <p>Talks about familiar jobs and occupations.</p>	<p>Looks closely at similarities and differences between objects and places.</p> <p>Talks about similarities and differences in relation to places, people, and events.</p> <p>Recognises and describes special times, stories or events in their own life and the lives of family members.</p> <p>Uses a growing range of words linked to special times, stories and events.</p> <p>Talks about a more diverse range of jobs and occupations.</p> <p>Recognises famous people in living memory.</p>	<p>Explains how to identify that an object and clothing comes from the past.</p> <p>Identifies similarities and differences from living memory</p> <p>Uses words linked to the past.</p> <p>Explores the use of objects from the past and how their use is different today.</p> <p>Explores the different occupations from the past linked to the time period studied.</p> <p>Researches a significant historical figure from the past.</p>	<p>Identifies differences between places and buildings in the past and in the present</p> <p>Recognises why people did things, why events happened in a certain order and what happened as a result.</p> <p>Uses words linked to the past both orally and in writing.</p> <p>Identify differences between everyday ways of life at different times in the past (including previously learnt information) compared to the present.</p> <p>Researches a significant historical figure from the past.</p>	<p>Finds out about everyday lives of people in the time period studied (including occupations from the past).</p> <p>Explores the use and value of objects from the past and how they were used in different occupations.</p> <p>Uses a growing range of words linked to the past.</p> <p>Recognises how language and communication has changed over time.</p> <p>Explores the historical, religious and current significance of special places in the past.</p> <p>Identifies the reasons for and results of</p>	<p>Uses evidence to reconstruct everyday life in time studied.</p> <p>Explores the implications of a hierarchical ruling system on society and everyday lives.</p> <p>Explores and describes the historical, religious and current significance of special places in the past.</p> <p>Identifies the key features and events of time studied.</p> <p>Explores the influence of religion and belief on events from the past.</p> <p>Uses words and phrases linked to the past in a contextually appropriate way.</p>	<p>Uses evidence to reconstruct several aspects of everyday life in wider time period studied</p> <p>Explores several significant historical figures from the past and their continued and lasting influence.</p> <p>Examines the causes and results of significant events and the impact on people.</p> <p>Compare life within a given time period (early and late times)</p> <p>Explores the historical, religious and current significance of special places in the past.</p>	<p>Find out about beliefs, behaviour and characteristics of people from the past in order to reconstruct many aspects of everyday life.</p> <p>Compare and contrast the roles of men and women in the past compared to the present (including occupations)</p> <p>Recognises how different methods of language and communication have changed the course of history.</p> <p>Compare beliefs and behaviour with another time period studied.</p> <p>Explores the historical significance of key locations in the past.</p>
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	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Historical Interpretation and Enquiry</b>	<p>Ask questions about aspects of their world within their direct experience.</p> <p>Listens and responds to stories from</p>	<p>Comments and ask questions about several aspects of their world.</p> <p>Re-tells some familiar stories from the past, and asks questions related to the story.</p>	<p>Talks about different ways to find out about the past.</p> <p>Recognises why people did things, why events happened and what happened as a result.</p> <p>Identifies differences between ways of life at different times.</p>	<p>Compares two versions of a past event and decides which is more historically valid.</p> <p>Explains why a particular source of information was valuable.</p>	<p>Identifies and give reasons for different ways in which the past is represented.</p> <p>Distinguishes between the validity of different sources to</p>	<p>Uses current images and maps to extract and interpret information about the landscape in the past.</p> <p>Uses evidence to build up a picture of a past event</p>	<p>Identifies primary and secondary sources</p> <p>Compares accounts of events from several different sources including fact and fiction.</p>	<p>Recognises primary and secondary sources</p> <p>Links a wide range of sources (diaries, pictures, photos, artefacts, off-site visit information and</p>

	the past.  Answers questions about the stories they have heard.		Compares pictures or photographs of people or events in the past.	Compares and describes pictures or photographs of people or events in the past.  Discusses the reliability of photos, accounts and stories.  Draws conclusions about why people in the past may have acted in a certain way.	compare different versions of the same story.  Looks at various representations of the time period to support an accurate interpretation. Observe small details in artefacts, photos and pictures.  Select and record information relevant to the study.  Use the library and internet for supported research.	Observes artefacts and objects to make inferences about an historical time period.  Identifies the most valuable textbooks and online resources to present a picture of one aspect of life in time past.	Start to explore the concept of reporting bias and offer some reasons for different versions of events.  Use maps and illustrations to infer information and link this to what has been learnt already.  Selects relevant sections of information to summarise learning.  Uses the library and internet for research with increasing confidence.	ICT) to critically assesses how conclusions were made.  Consider ways to check the accuracy of interpretations.  Explain how different evidence will lead to different conclusions.  Consider the implications of unconscious bias and possible omissions to evidence.  Confidently use the library and internet for extended research.
	<b>Early Years</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
<b>Communicating knowledge through...</b>	Discussion Questions Drawing Role play Early writing and labelling	Discussion Drawing pictures Drama/role play Making models Writing Using ICT Populating a timeline Ordering cards and images Re-telling stories using shared story maps Labelling diagrams		Discussion and debate Sketching accurate representations Drama/role play Making models using different materials Writing across a range of genres Using ICT to research and present information Drawing and populating a timeline Ordering cards and images		Discussion and debate Sketching accurate colour representations Drama/role play/ conscience alley Making models using self-selected and contextually appropriate materials Writing across a range of genres and viewpoints Using ICT to research and present information in different ways Drawing and populating an extended timeline Ordering cards and images		

				Re-telling stories using shared story maps Labelling diagrams	Re-telling stories using detailed story maps Labelling diagrams		
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<p><b>Local history – whose footsteps are you walking in?</b></p> <p><b>A focus on settlement change through history</b></p>	<p><i>Exploring familiar historical places in their immediate locality i.e. buildings in St Albans.</i></p> <p><i>For reception, using topic specific vocabulary to describe i.e. cathedral</i></p>	Changes to a structure over time (St Alban’s Cathedral).	The infrastructure of settlements in medieval times (medieval Tring).	The location and infrastructure of Celtic settlements (Verlamion on the River Ver (St Albans)).	<p>The location and development of Verulamium.</p> <p>How the city’s infrastructure was established and the position and location of Roman roads.</p>	<p>Hertfordshire in the early Middle Ages.</p> <p>Comparing and contrasting Anglo Saxon town planning with Roman infrastructure.</p> <p>Offa and the St Alban’s Abbey. The importance of Watling Street.</p>	<p>Local History: Letchworth and Welwyn: post war new town planning and its impact on the society we live in.</p> <p>Hatfield: air aircraft manufacture in the second world war.</p>