



History Knowledge and Skills Progression Map

Year group/Expected level	Historical understanding to be taught	Chronological understanding	Historical interpretations	Historical enquiry	Historical skills
Nursery <i>Please refer to the EYFS planning for key themes and to the EYFS Statutory Framework for the 7 Areas of Learning and Development Matters for the Early Learning Goals.</i> <i>Full details of the EYFS Curriculum can be found in the EYFS Folder under Curriculum.</i>	In Nursery children are being introduced to the concept of time through stories and daily routines such as looking at the calendar, learning the days of the week and understanding ‘today’, ‘yesterday’ and ‘tomorrow’.	Talking about family and birthdays, when children were babies etc helps them to begin to make sense of their own life-story and family’s history. (UW)*		Talk about what they see, using a wide vocabulary (UW)*	Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. (CL)* Understand ‘why’ questions (CL)*
The Early Years Foundation Stage (EYFS) Learning and Development has seven Areas of Learning and 17 Early Learning Goals: • Communication and Language (CL) ➤ Listening, Attention and Understanding ➤ Speaking • Personal, Social and Emotional Development (PSED) ➤ Self-Regulation ➤ Managing Self ➤ Building Relationships		• Physical Development (PE) ➤ Gross Motor Skills ➤ Fine Motor Skills • Literacy (L) ➤ Comprehension ➤ Word Reading ➤ Writing • Mathematics (M) ➤ Number ➤ Numerical Patterns		• Understanding The World (UW) ➤ Past and Present ➤ People, Culture and Communities ➤ The Natural World • Expressive Art and Design (EAD) ➤ Creating with Materials ➤ Being Imaginative and Expressive	
Key progressive vocabulary linked specifically to historical terms and language: Old, new, today, tomorrow, yesterday, days of the week					

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Reception <i>Please refer to the EYFS planning for key themes and to the EYFS Statutory Framework for the 7 Areas of Learning and Development Matters for the Early Learning Goals. Full details of the EYFS Curriculum can be found in the EYFS Folder under Curriculum</i>	In Reception children are building on the understanding and concepts about past, present and future that were introduced in Nursery. Children are working towards the Early Learning Goals (ELGs) through themed planning. The ELGs are highlighted in blue for ease of reference	Describe events in some detail. (CL) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.(L) Name and describe people who are familiar to them. (UW) Comment on images of familiar situations in the past.(UW)	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.(CL) <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)</i> <i>Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW)</i> Comment on images of familiar situations in the past. (UW)	Compare and contrast characters from stories, including figures from the past. (UW) Talk about members of their immediately family and community. (UW) Understand ‘why’ questions being on Nursery knowledge. (CL) <i>Talk about the lives of people around them and their roles in society. (UW)</i>	Connect one idea or action to another using a range of connectives(CL)
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Key progressive vocabulary linked specifically to historical terms and language: Now, first, last week, before, long time ago, before you were born, young.			Progression in the development of historical thinking and analytical skills: Recognise, Identify, Describe, Observe		

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Year 1 <i>Please refer to the curriculum and theme overview document and the knowledge organisers.</i> <i>For further information please see National Curriculum programme of study for History.</i>	<u>Autumn Term</u> Guy Fawkes/The Gunpowder Plot - Who was Guy Fawkes? - What did he plot to do? - Gunpowder plot (1605) - Houses of Parliament - King James (1566-1625) <u>Spring Term</u> Growing up in Victorian Times - Queen Victoria (1819 – 1900) - The lives of children in Victorian times - What sort of jobs would children do? - The workhouse - Victorian toys (toy soldiers made from tin or lead, clockwork animals & trains, dolls made of china dressed in lace, rocking horses. Poor children would make their own toys from whittling wood or play hop-scotch, skipping with a piece of old rope and make their own balls from rags and old cloth) - Victorian kitchens	Sequence up to three events/objects in chronological order on a timeline. Label timelines with pictures, words or phrases. Speak about changes that have happened in their own lives. Speak about how things have changed since my parents or grandparents were children. Begin to use dates to talk about people.	Begin to understand that the past can be represented in a number of different ways. (e.g. photos, stories, adults talking about the past).	Begin to show some understanding of how people find out about the past. Begin to show some understanding of how evidence is collected and used to make historical facts. Ask questions such as: What was it like for people? What happened? How long ago? Answer questions by using different sources, such as an information book or pictures. Record their learning in different ways e.g. timelines (3D with objects/ sequential pictures) drawing drama/role play and writing (reports, labelling, simple recount).	Answer basic questions using a range of artefacts, photographs and pictures. Talk about the different ways that the past is represented. Recount interesting facts from an historical event they have studied. Talk about some important people from the past and begin to identify how their actions changed the way we do things today. Begin to recognise that there are reasons why people in the past acted as they did. Begin to find out more about a significant person from the past and carry out some research on them. Begin to recognise that some forms of evidence are more reliable than others when finding out about the past. Begin to show an understanding of concepts such as; monarchy and parliament when learning about historical events

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Year 1 Contd.	<u>Summer Term</u> Edward Wilson (1872-1912) - Famous explorer - Exploration of Antarctica - Heroic Age of Antarctic exploration - Captain Scott (1868-1912) - Expedition (1901-1904)				
Key Progressive Generic History Vocabulary: Now, then, order, sequence, artefact, same, different, past, present, future, time. Study Unit Specific Vocabulary – in addition so that stated in the Historical Knowledge column: Aut: Tunnels, barrels, plot, gunpowder, plot. Spr: clockwork toys, whittling wood, lace, hop-scotch, cooking on open fires, monarchy. Sum: exploration, expedition, artist, scientist, discovery.		Progression in the development of historical thinking and analytical skills: Select Categorise Classify		End of learning sequence questions (Review and Reflect) Aut: Why did Guy Fawkes want to blow up the Houses of Parliament? Why did the gunpowder plot fail? Spr: What was life like for Victorian children? What was the Victorian Workhouse? Sum: What part of the world did Edward Wilson explore? What was Edward Wilson most famous for?	

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Year 2 <i>Please refer to the curriculum and theme overview document and the knowledge organisers.</i> <i>For further information please see National Curriculum programme of study for History.</i>	<u>Autumn Term</u> Christopher Columbus (1451-1506) -He became a famous Italian explorer and navigator -As a young boy he always wanted to be a sailor - Sailed the Atlantic Ocean -Columbus believed the earth was round and that he could find a quicker route to China and India -King Ferdinand and Queen Isabella of Spain paid for his voyage -90 crew members and three ships: The Nina, The Pinta and The Santa Maria set sail under Columbus’s command. - Explored and discovered the Americas -4 voyages <u>Spring Term</u> The Great Fire of London (1666) - Started in a bakery in Pudding Lane (Thomas Farriner) - Destroyed 13,200 houses and 87 places of worship - Long, dry summer, suffering from a drought - Houses were built close together, made from wood which helped the fire to spread - Samuel Pepys’ diary	Place events or artefacts they have studied in order on a timeline. Label timelines with pictures, words or phrases and give reasons for their order. Make connections between long- and short-term time scales. Begin to use dates and common words/phrases to talk about people or events from the past. Connect learning of significant historical figures or events to others that they have learnt about before.	Begin to identify some of the different ways in which the past is represented. Compare pictures or photographs of people or events in the past and be able to identify different ways to represent the past.	Understand and talk about how people find out about the past. Demonstrate an understanding of how evidence is collected and used to make historical facts. Ask questions such as: What was it like for people? What happened? How long ago? Answer questions by using a specific source, such as an information book. Research the life of a significant person from the past using different resources to help me. Begin to convey an awareness and understanding of the past in a variety of different ways e.g. reports, diaries, letters and recounts.	Ask and answer basic questions using a range of artefacts, photographs and pictures. Describe historical events using everyday historical terms. Describe significant people from the past and talk about what they did and why. Begin to explain the causes of an historical event and what the consequences were. Begin to explain the impact that significant events from the past have had on the way we live today. Talk about the similarities and differences between two different time periods. Explain how local people or events in history have changed things nationally or internationally. Choose and use parts of stories or other sources to show an understanding of events or people from the past.

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Year 2 Contd.	Summer Term Florence Nightingale (1820-1910) - Crimean war (1853-1856) - Pioneer in nursing - Transformed hospitals, led nursing classes and organised equipment and medical supplies - Cared for wounded soldiers - Lady with the lamp - Mary Seacole (1805-1881)				Explain how the lives of significant people have contributed to national and international achievements e.g. Florence Nightingale. Recognise that some types of evidence is more reliable than others. Demonstrate an understanding of key historical concepts around studied topics such as; monarchy, parliament, democracy, war and peace when talking about historical people
Key Progressive Generic History Vocabulary: Important, event, era, significant, compare, contrast, before, after, memory, describe, recall, facts, historical, chronological order, sequence, replica, source, reason. Study Unit Specific Vocabulary – in addition so that stated in the Historical Knowledge column: Aut: Age of discovery, vessel, continent, voyage, monarchs, expedition, route, exploration, journey, crew, hunger, thirst, disease, maritime explorer, trading ships Spr: Burning, River Thames, Tower of London, King Charles II, cart and smoke Sum: Nursing, injured, equipment, wounded soldiers, war.		Progression in the development of historical thinking and analytical skills: Sequence Compare and contrast Recall Reason/Speculate	End of learning sequence questions (Review and Reflect) Aut: Where/what did Christopher Columbus discover? What were the names of his three ships for his first most famous voyage across the Atlantic? Spr: How did the Great fire of London start? Why did it spread so quickly? Sum: What war was Florence Nightingale involved in? How did Florence Nightingale become known as the Lady with the lamp?		

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Year 3 <i>Please refer to the curriculum and theme overview document and the knowledge organisers.</i> <i>For further information please see National Curriculum programme of study for History.</i>	<u>Autumn Term</u> Stone Age - Prehistoric period (3.4 million years ago) where stone was widely used to make tools - Stonehenge - Cave paintings - Cave dwellings - Hunter gatherers <u>Spring Term</u> Bronze Age – Iron Age - Bronze Age (1,200 to 550 BCE) - Farmers, crops and animals - Used tools and weapons made of bronze - Mud hut dwellings - Iron Age (750 – 43 BCE) - Used tools and weapons made from iron - Change in clothing. Difference between Bronze and Iron Age clothing is more sophisticated e.g. linen as opposed to animal skins - Roundhouse dwellings - Hill forts - Village life	Use dates and historical terms to describe events. Use a timeline within a specific period in history to set out the order things may have happened. Recognise and quantify the different time periods that exist between different groups that settled in Britain. Place events, artefacts and significant historical figures on a timeline using dates. Begin to understand the concept of change over time, representing this, along with evidence, on a timeline.	Identify some of the different ways in which the past is represented. Begin to distinguish between different sources and evaluate their usefulness.	Begin to use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiry. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Begin to recognise how important archaeologists are in helping us understand more about what happened in the past. Begin to use research skills when finding out facts about the time period I am studying.	Begin to devise historically valid questions about change, cause, similarity, difference, and significance when looking at historical artefacts. Begin to understand that our knowledge of the past is constructed from a wide range of sources and that some sources are more reliable than others. Demonstrate an understanding of why certain historical events happened as they did. Begin to describe why certain people acted as they did and attribute those actions to the period of history. Understand how some historical events occurred concurrently in different parts of the world e.g. Ancient Egypt & Prehistoric Britain.

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Year 3 Contd.	<u>Summer Term</u> The Ancient Egyptians - What was it like to live in ancient Egypt 5000 years ago? - Ancient civilisation – what does this mean? - Where is Egypt? - Pyramids - Pharaohs - Mummies			Begin to compare and contrast different forms of evidence in my research. Begin to research what it was like for specific people e.g. children, during the time period studied. Demonstrate an awareness and understanding of the past in a variety of different ways e.g. reports, diaries, letters and recounts. Communicate knowledge and understanding through discussions, writing, annotations and drama.	Begin to compare some of the periods studied with those of other areas of interest around the world. Begin to describe the social, cultural and religious diversity of past societies. Begin to describe the characteristic features of the past, including; beliefs, attitudes and experiences of men, women and children. Begin to talk about the causes and consequences of some of the main events and changes in history and explain how they have helped shape our lives today.
Key Progressive Generic History Vocabulary: Chronological order, sequence, decade, century, time period, time-line, evidence, ancient, modern, remains replica, influence, archaeology, remains, similarities, differences Study Unit Specific Vocabulary – in addition so that stated in the Historical Knowledge column: Aut: BC (Before Christ,) AD (Anno Domini) BCE (Before Common Era) CE (Common Era) , Stonehenge, pottery, clay, hieroglyphics, tools, stone, flint Spr: Roundhouse, Skara Brae, ancient settlement, nomadic, hunting, fishing, harvesting wild food, metal, weapons Sum: Ruins, ancient, civilization, River Nile, Tutankhamun, North Africa, stone tombs.			Progression in the development of historical thinking and analytical skills: Compare and contrast Summarise Synthesise Explain	End of learning sequence questions (Review and Reflect) Aut: Why was it called the Stone Age? What was life like in the Stone Age? Spr: What were the main differences between the Stone Age and the Bronze Age? What dwellings did Iron Age people in Britain typically live in? Sum: What was the role of the pharaoh? What part did the River Nile play in the success of ancient Egypt?	

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Year 4 <i>Please refer to the curriculum and theme overview document and the knowledge organisers</i> <i>For further information please see National Curriculum programme of study for History.</i>	<u>Autumn Term</u> The Romans - Who were the Romans? - Why did they invade Britain? - How many times did Julius Caesar try to invade Britain? - Came to Britain approximately 2000 years ago - Legacy of the Romans in Britain today e.g. calendar, roads, forts, city of Bath - Roman architecture e.g. Colosseum	Use dates and historical terms to describe events Use a timeline within a specific time in history to set out the order things may have happened. Recognise and quantify the different time periods that exist between different groups that settled in Britain.	Identify the different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness.	Use evidence to ask questions and find answers to questions about the past. Find suitable sources of evidence for historical enquiry. Use a range of evidence for historical enquiry in order to gain a more accurate understanding of history. Recognise how important archaeologists are in helping us understand more about what happened in the past. Refine research skills when finding out facts about the time period I am studying. Compare and contrast different forms of evidence. Research what it was like for men, women and children in a given period from the past and use different forms to present findings.	Devise historically valid questions about change, cause, similarity, difference, and significance when looking at historical artefacts. Understand that our knowledge of the past is constructed from a wide range of sources and that some sources are more reliable than others. Describe why certain people acted as they did and attribute those actions to the period of history. Explain the causes and consequences of some of the main events and changes in history and explain how they have helped shape our lives today. Compare periods studied with those of other areas of interest around the world. Describe the social, ethnic, cultural and religious diversity of past societies.
	<u>Spring Term</u> Mayan Civilisation - Mayan civilization began 1500 BCE - Mayan artwork and sculptures (carvings) - Mayan pyramids and palaces - Aztec gold - Astronomers – studied the stars - Developed calendars - Agriculture - farmers - Elaborate head dress - What was life like as a Mayan? - Mayan Mathematics	Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline.			

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Year 4 Contd.	<u>Summer Term</u> History of Communication - Primitive times - Petroglyphs - Pictograms - Ideograms - Writing - Early scripts - Alphabet - Storytelling - Telegraph – Samuel Morse - Landline telephone – Alexander Graham Bell - Phonograph - Radio and television - Mobile telephone - Computers and Internet - Pony Express – America 1860.			Present recalled or selected information in a variety of ways and begin to use historically appropriate terms.	Describe the characteristic features of the past, including; ideas, beliefs, attitudes and experiences of men, women and children. Begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Key Progressive Generic History Vocabulary: Evidence, revolutionary, impact, investigate, accurate accounts, influence, culture, historical enquiry, Study Unit Specific Vocabulary – in addition so that stated in the Historical Knowledge column: Aut: Empire, invasion, battle, culture, forts, defending, census, gladiators, chariot racing. Spr: Hieroglyph writing, Mayan calendar, indigenous group, Yucatan city of Maya pan, maize, beans, squash, cassava, jewellery, Sum: Invention, discovery, hieroglyphics, modern, technology, databases, diagrams, internet, Morse code, transmitting messages, delivery of mail/information, experiment, sound waves.		Progression in the development of historical thinking and analytical skills: Demonstrate understanding Empathise Reach informed conclusions Make reasoned judgements		End of learning sequence questions (Review and Reflect) Aut: What did the Romans do for us? (legacy) What was it like to be a Roman soldier? Spr: Where and when did the Maya live? What made the Mayans ahead of their time? Sum: Who was Alexander Graham Bell? How have forms of communication evolved over time?	

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Year 5 <i>Please refer to curriculum and theme overview document and the knowledge organisers.</i> <i>For further information please see National Curriculum programme of study for History.</i>	<u>Autumn Term</u> Anglo-Saxons/Vikings/Normans - Who were the Anglo-Saxons and what were they known for? - How did the Anglo-Saxon war with the Vikings start? - King Alfred the Great (848-899) - Who were the Vikings? - Danelaw - Norman invasion - 1066 Battle of Hastings - Edward the Confessor - William Duke of Normandy <u>Spring Term</u> Ancient Greece - What was life like in Ancient Greece? - Mythology & legends - Greek gods,: Zeus, Hades, Poseidon, Athena, Artemis, Apollo - Festivals and games - Athens and Sparta - Philosophers (Socrates, Aristotle, Plato) - Homer (Iliad and Odyssey)	Use dates and historical terms with increasing accuracy and scope when describing events. Place significant features of historical events and people from past societies and periods in a self-constructed chronological framework. Create timelines which outline the development of specific features, such as; communication, weaponry, transport, etc. Describe the main changes in a period of history and begin to use terms such as; social, religious and cultural. To develop a greater understanding of the concepts of continuity and change over time, representing them, along with evidence, on a timeline.	Develop a secure awareness and understanding of the different ways in which the past has been represented and interpreted. Begin to recognise that some sources are more historically accurate than others.	Devise historical questions about the period being studied. Seek out and analyse range of evidence in order to justify claims about the past. Begin to understand that no single source of evidence gives full and accurate answers to questions about the past. Appreciate how historical artefacts have helped us understand more about lives in the past. Use different sources of evidence to deduce information about the past.	Answer and ask historical questions, using information and evidence that has been carefully considered and selected. Understand how our knowledge of the past is constructed from a range of sources and identify and distinguish between the validity and usefulness of various sources. Demonstrate an awareness of why historians must understand the social context of evidence studied. Describe with detail any historical event from the different periods they have studied. Make comparisons and contrasts between historical periods by identifying things that have changed and things which have stayed the same. Appreciate that significant events/people in history have helped shape the country we live in today. Compare, contrast and make connections between historical periods studied in previous year groups.

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Year 5 Contd.	<u>Summer Term</u> Shakespeare and Tudor life - Who was Shakespeare and what was he famous for? - What was Tudor life like? (Building on from Year 2 study of the Great Fire of London) - What were schools like in Tudor Britain? - Compare rural and city life in Tudor times - Queen Elizabeth I was the last member of the Tudor family to rule England. - Understand the influence of Shakespeare on the development of the English language -Globe Theatre	Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline. Make connections and contrasts between different time periods studied and discuss trends over time.		Select suitable sources of evidence, giving reasons for choices. Give reasons to support an historical argument. Present recalled or selected information in a variety of ways using appropriate historical terms, matching dates to people and events.	Describe in increasing detail; the social, ethnic, cultural and religious diversity of past societies and begin to make connections with other periods of history. Describe in increasing detail the characteristic features of the past, including; inventions and ideas that have developed over time. Explain how some aspects of history/historical events still have an impact on our world today. Discuss and debate beliefs, attitudes and experiences of men, women and children through the ages e.g. role of Viking children.
Key Progressive Generic History Vocabulary: Symbolism, mythology, tradition, archive, relevance, lines of enquiry, conflict, concepts, democracy, influence. Legacy, philosophy. Study Unit Specific Vocabulary –in addition so that stated in the Historical Knowledge column: Aut: Settlers, invasion, wealth, monasteries, riches, battle, kingdom, skilled seafarers, Scandinavia, centuries. Spr: Conquer, mythology, legend, inherited, amphora, culture, civilisation. Sum: Plays, theatre, playwright, Elizabethan, costumes, audience.		Progression in the development of historical thinking and analytical skills: Elaborate Generalise Justify Apply Evaluate		End of learning sequence questions (Review and Reflect) Aut: Who were the Anglo-Saxons and the Vikings and why did they invade and settle in Britain? Why was the Battle of Hastings a significant event in British History? Spr: What gifts did the Ancient Greeks give to the world? Can you name some Greek Gods and Goddesses? Sum: What were schools like in Tudor times? What was William Shakespeare famous for?	

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Year 6 <i>Please refer to curriculum and theme overview document and knowledge organisers.</i> <i>For further information please see National Curriculum programme of study for History.</i>	<u>Autumn Term</u> WW2 - 1 September 1939 – 2 September 1945 - Allies and Axis powers - Advancements in warfare - Atomic bomb - What was life like in Britain during WW2? - Rationing - Children during WW2 - Evacuation <u>Spring Term</u> History of Buckingham Palace - London residence of the UK monarchy - Who was the first Royal to live in Buckingham Palace? (Link to Year 1 unit of study on Victorian Britain) - Inside Buckingham Palace - Location of Buckingham Palace - Queen Elizabeth II - Ceremonies held at the palace - Beefeaters, changing of the guard, sentries protecting and guarding the monarchs.	Use dates and historical terms accurately in describing events. Place features of historical events and people from past societies and periods in a self-devised chronological framework. Create timelines which outline the development of a variety of features from previous studies such as; medicine, communication, weaponry, transport, dwellings etc. Describe the main changes in a period of history using terms such as; social, religious, political, technological and cultural. Identify periods of rapid change in history and contrast them with times of relatively little change. Compare advancements in warfare between WWI and WWII.	Demonstrate an understanding that aspects of the past have been represented and interpreted in different ways. Link sources and work out how conclusions were arrived at and consider ways of checking the accuracy of interpretations.	Devise historical questions about change, cause, similarities and differences, and significance relating to the period being studied. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Understand how a wide range of historical artefacts have helped us understand more about lives in the past. Use a wide range of sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices.	Answer and ask historical questions with informed responses/questions that involve thoughtful selection and organisation of relevant historical information with children being able to give reasons for the choices they have made. Understand how our knowledge of the past is constructed from a range of sources and identify and distinguish between the validity and usefulness of a wide range of sources. Appreciate why historians must understand the social context of evidence studied. Describe with increasing detail any historical event from the different periods they have studied. Recall how and why significant events in history have helped shape the country we live in today.

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Year 6 Contd.		Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Explain the chronology of different time periods (local, British and world history) and how they relate to one another. Make connections between different time periods studied through discussion and record key points over time.		Give a wide range of reasons to support historical arguments. Identify and explain an understanding of propaganda. Produce structured work, including extended writing, making appropriate use of dates and terms.	Give a broad overview of how life in Britain has changed over the years, linking this to key events around the world. Describe and demonstrate an understanding of the connections, contrasts and trends when looking at the social, ethnic, cultural or religious diversity of past society, including; ideas, beliefs, attitudes and experiences of men, women and children. Describe and explain how some aspects of history/historical events which still have an impact on our world today e.g. Armistice Day.
Key Progressive Generic History Vocabulary: Primary source, secondary source, local, regional, national and international history, cause and consequence, interpretation, opinion, cultural, economic, military, social history, theory, propaganda Study Unit Specific Vocabulary – in addition so that stated in the Historical Knowledge column: Aut: Allies, Axis powers, blitz, atomic bomb, evacuation, conscript, rationing, holocaust. Spr: Architecture, architect, John Nash, Queen Victoria, monarchy, ceremonial palace, sovereign.			Progression in the development of historical thinking and analytical skills: Critique Analyse Hypothesise Debate	End of learning sequence questions (Review and Reflect) Aut: What were the causes of WW2? What was D-Day? Spr: Who was the first monarch to live in Buckingham Palace? What is the role of Buckingham Palace in modern day society?	