



Semley History: Progression of knowledge and skills EYFS to Year 6

Semley History : Progression of knowledge and skills at EYFS (from Development Matters 2021)

Children in reception will be learning to:	Examples of how to support this:
Comment on images of familiar situations in the past.	<p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>
Compare and contrast characters from stories, including figures from the past.	<p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</p> <p>Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</p> <p>Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes.</p> <p>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>

Semley History: Progression of knowledge and skills at KS1

	Year 1	Year 2
KS1 National Curriculum Objectives: Key Concepts: Key Individuals: Key events:	Changes in living memory (linked to aspects of national life where appropriate) Lives of significant historical figures , including comparison of those from different periods Significant local people Eg – Bonfire night, events of local importance	Changes in living memory (linked to aspects of national life where appropriate) Lives of significant historical figures , including comparison of those from different periods Significant local people Eg – Bonfire night, events of local importance
Chronological Understanding	Sequence events in their own life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence artefacts closer together in time - check with reference book Sequence photographs from different periods of their life Describe memories of key events in their own lives
Range and depth of historical knowledge	Recognise the difference between past and present in their own and others' lives Know and recount episodes from stories about the past	Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times
Interpretations of history	Distinguish between fact and fiction through use of stories Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories
Historical inquiry	Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
Organisation and communication	Communicate their knowledge through: Discussion, drawing picture, drama / role play, making models, writing, using ICT...	Communicate their knowledge through: Discussion, drawing picture, drama / role play, making models, writing, using ICT...

Semley History: Progression of knowledge and skills at LKS2

		Year 3	Year 4
KS2 National Curriculum Objectives:	Key Areas:	<p>British History - Stone Age to Iron Age Britain, including:</p> <ul style="list-style-type: none"> - Hunter gatherers and early farmers - Bronze age religion, technology and travel - Iron age hill forts - <p>Broader history study – A local history study eg:</p> <ul style="list-style-type: none"> - A depth study linked to a studied period - A study over a period of time - A post 1066 study of relevant local history 	<p>British History – Roman Empire and impact on Britain</p> <ul style="list-style-type: none"> - Julius Caesar’s attempted invasion - Roman empire and successful invasion - British resistance eg – Boudicca - Romanisation of Britain <p>Broader history study – Earliest ancient civilisations</p> <ul style="list-style-type: none"> - Ancient Sumer, Indus Valley, Ancient Egypt or Shang Dynasty of Ancient China
Chronological Understanding		Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from period studied on a timeline Use terms related to the period and begin to date events Understand more complex terms eg - BC/AD
Range and depth of historical knowledge		Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something	Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events
Interpretations of history		Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museums, cartoons etc	Look at the evidence available Begin to evaluate the usefulness of different sources Use and compare textbooks and different historical resources
Historical inquiry		Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Use the library and internet for research	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research
Organisation and communication		Communicate their knowledge through: Discussion, drawing picture, drama / role play, making models, writing, using ICT...	Recall, select and organise historical information Communicate their knowledge and understanding .

Semley History: Progression of knowledge and skills at UKS2

		Year 5	Year 6
KS2 National Curriculum Objectives:	Key Areas:	<p>British History – Anglo Saxons and Vikings, including:</p> <ul style="list-style-type: none"> - <i>Roman withdrawal from Britain; Scots invasion</i> - <i>Invasions, settlements and kingdoms</i> - <i>Viking invasions; Danegald</i> - <i>Edward the confessor</i> <p>Broader history study – Ancient Greece ie:</p> <ul style="list-style-type: none"> - <i>A study of Greek life and achievements and their influence on the western world</i> 	<p>British History – An extended period study eg:</p> <ul style="list-style-type: none"> - <i>The changing power of the monarchs</i> - <i>Significant turning points in British history</i> - <i>Crime and punishment</i> - <i>Leisure</i> <p>Broader history study – Non-European society eg:</p> <ul style="list-style-type: none"> - <i>Islamic civilisation including Baghdad</i> - <i>Mayan civilisation</i> - <i>Benin (West Africa)</i>
Chronological Understanding		<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on timeline in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>
Range and depth of historical knowledge		<p>Study different aspects of different people; differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of lie with the same aspect in another period</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>
Interpretations of history		<p>Compare accounts of events from different sources; fact and fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>
Historical inquiry		<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and identify means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>
Organisation and communication		<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>