



Knowledge, Skills and Vocabulary Progression (KSV) HISTORY

Teaching and Learning area HISTORY

What should an age-related pupil know and be able to do in each year group?

Bold-Fundamental Knowledge
Highlight - Cross curricular link

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Compare and contrast characters from stories, including figures from the past for example Guy Fawkes, St George. Begin to make sense of their own life-story and family's history. Remember and talk	Sequence some events or 2 related objects in order Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past	Recount changes in own life over time Puts 3 people, events or objects in order using a given scale. Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.	Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.	Uses words and phrases: century, decade, BC, AD, after, before, during. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Names and places dates of significant events from	Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors,	Uses timelines to place events, periods and cultural movements from around the world. Uses timelines to demonstrate changes and developments in culture, technology, religion and society. Uses these key periods

	about past and present events for example, birthdays, bonfire celebrations, religious celebrations, visits, holidays, family events (new siblings). Sequence pictures to show time order e.g. lifecycles.				past on a timeline.	Stuarts, Victorians, era, period. Identifies changes within and across historical periods	as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it
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							correctly on a timeline
Vocabulary	Change Community Family Older People Today Past present yesterday younger Celebration	Old New Young Day Months Event Past Sequence	Recently Before After Now Later Past Present	Timeline AD BC Century Decade	Century decade BC AD 21 st century 19 th and 20 th centuries	National International Historical Century Decade AD BC Tudors Stuarts Victorians Era	BC AD Romans Anglo-Saxons Tudors Stuarts Georgians Victorians Today Social Religious Political Technological Cultural
Knowledge and understanding of past events, people and changes in the past	Comment on images of familiar situations in the past. Identify and talk about people around them and their roles in society. Know some similarities and	Tell the difference between past and present in own and other people's lives	Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant event in history.	Uses evidence to describe past: <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i>	Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main	Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of

	differences between things in the past and now (such as traditions, technology own experiences) Recall some important narratives, characters and figures from the past encountered in books read in class Know some similarities and differences between different religious and cultural communities in this country.		Uses evidence to explain reasons why people in past acted as they did	<i>Buildings and their uses</i> <i>People's beliefs and attitudes</i> <i>Things of importance to people</i> <i>Differences between lives of rich and poor</i> Uses evidence to find out how any of these may have changed during a time period. Shows changes on a timeline Describes similarities and differences between people, events and objects.	and children from the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect life today.	events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied	people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor Identifies how any of above may have changed during a time period. Gives own reasons why changes may have occurred, backed up with evidence.
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							Shows identified changes on a timeline. Describes similarities and differences between some people, events and objects studied. Describes how some changes affect life today. Makes links between some features of past societies.
Vocabulary	Celebration, change, community, family, older, order, people, sequence. younger	Past Present	Differences Significant Evidence	Settlements Culture Leisure Beliefs Attitudes Rich	Settlements Culture Leisure Beliefs Attitudes Rich/wealthy	Social Cultural Religious Ethnic Diversities Societies	Settlements Culture Leisure Beliefs Attitudes Period

				Poor Period Similarities Differences Settlers Settlement	Poor Period Similarities Differences	Impact Influence Legionaries	Similarities Differences Social Cultural Religious Ethnic Diversities Societies Impact Influence World History Changes Continuity Persuade
Historical interpretation	Creates own representations of events in their lives. Listen to and recall simple stories about historical events such as Remembrance Day, Bonfire Night, religious festivals and celebrations.	Begins to identify and recount some details from the past from sources (eg. pictures, stories)	Looks at primary and secondary sources such as books, pictures, eye-witness accounts, photos, artefacts, buildings, visits and internet. Understands why some people in the past did things.	Looks at 2 versions of same event and identifies differences in the accounts.	Gives reasons why there may be different accounts of history.	Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in

						events or ideas in ways that persuade others	different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
Vocabulary	Celebration, change, community, family, older, people, today, past, present, yesterday, younger	Compare Fact Fiction	Accuracy Artefacts Compare Events Past Reliability	Accuracy Artefacts Compare Conflict Differences Distinguish Events Opinion Past Reliability	Accounts Differences Evaluate Evidence Research Similarities Sources Study	Accounts Beliefs Compare Contrast Cultural Differences Events Explain Explore Fact Fiction Industrialisation Judicial Persuade	Accuracy Conclusions Evidence Fact Fiction Interpret Misinterpretation Opinions Plausible

Historical enquiry	Understand the past through settings, characters, events encountered in books	Finds answers to simple questions about the past from sources of information (eg. pictures, stories)	Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?'	Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past.	Identifies and uses different sources of information and artefacts.
	Listen and make comments about what they have heard and ask questions to clarify their understanding		Estimates the ages of people by studying and describing their features.	Suggests sources of evidence to use to help answer questions.	Asks questions such as 'what was it like for a during?'	Chooses reliable sources of evidence to answer questions.	Evaluates the usefulness and accurateness of different sources of evidence.
	Explore and talk about photographs that are of interest to them such as book characters or family members.				Suggests sources of evidence from a selection provided to use to help answer questions.	Realises that there is often not a single answer to historical questions.	Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.

Vocabulary	Why, find out, different, what.	Accurate Artefacts Past Sources	Artefacts Sources	Artefacts Observe Period Research Sources	Aspects Evidence Material Past Question Research Time	Analyse Archive Charitable Communicate fundraiser media opinion organise philanthropist presentation primary recall sources verbal viewpoint	Accounts Artefacts Dates Media Omission primary sources secondary sources structure terms testimonies time
Organisation and communication	Talk about what they see using a wide vocabulary. Ask questions to find out information and describe events in some detail.	Shows knowledge and understanding about the past in different ways (eg. role play, drawing, and writing, talking).	Describes objects, people and events. Writes own date of birth. Writes simple stories or recounts about the past. Draws labelled diagrams and	Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy. Discusses different ways of presenting information for	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information,	Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately.	Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most

			writes about them to tell others about people, events and objects from the past	different purposes.	realising that it is for an audience. Uses subject specific words such as monarch, settlement, and invader.	Chooses most appropriate way to present information to an audience	appropriate way (eg written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.
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