

Trinity Road Primary School Knowledge Progression Document

History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Use everyday language related to time.</p> <p>Recognise, remember and describe special times and significant events, in the past and present, in their own experiences and that of family and friends.</p> <p>Talk about how they and people they know change over time.</p> <p>Sequence events in stories and in their own day.</p> <p>Understand that some things from the past are different or no longer exist.</p>	<p>Know that a timeline shows the order of events. Where all people/events studied fit chronologically in time.</p> <p>Identify similarities / differences between homes and transport in the past and present day.</p> <p>Use common words and phrases relating to the passing of time and relevant to the topic studied.</p>	<p>Order significant events, people and movements and dates on a timeline: Roman invasion of Britain, Anglo-Saxon and Viking invasions of Britain, Mayans, Egyptians and the Iron Age.</p> <p>Identify similarities / differences between transport and homes within periods of time including: Romans, Anglo-Saxons, Vikings, Mayans and present day.</p> <p>Use vocabulary connected to the measuring of time e.g. <i>century, AD/BC</i>.</p>	<p>Order significant events, movements and dates in history: Windrush, King Henry VIII and the Tudors, WW2, golden age of Baghdad, the witch trials</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations. Establish clear narratives within and across periods studied.</p> <p>Note connections, contrasts and trends over time.</p> <p>Identify similarities / differences between homes within periods of time including: WW2, post-war, Tudors</p> <p>Use a wider range of vocabulary connected to the measuring of time e.g. <i>era, decade and millennia</i>.</p>			
Historical Enquiry and Interpretation	<p>Ask and answer how and why questions to help them understand and discuss the past.</p> <p>Use historical language such as old, new, past, present.</p> <p>Recognise and discuss some similarities and differences</p>	<p>Ask questions about sources and artefacts.</p> <p>Name sources from the past that historians use to find information.</p> <p>Find answers by looking at historical sources including text, photographs and diaries.</p> <p>Carry out simple selection and sorting activities with a given question to answer.</p> <p>Make observations and guesses about what is happening.</p> <p>Ask further questions about things they want to know.</p> <p>Use a wide vocabulary of everyday historical terms.</p>	<p>Use a range of sources including documents, artefacts, databases and historical buildings.</p> <p>Name primary and secondary sources.</p> <p>There are different accounts of history</p> <p>How to use observations and inference to interpret sources.</p>	<p>Identify key questions for their own lines of enquiry and select a range of appropriate sources relevant to answer the key question.</p> <p>Consider reliability when drawing conclusions about what they have found out.</p> <p>Give clear reasons why there may be different accounts of history</p> <p>Develop the appropriate use of historical terms</p>			

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	<p>between things in the past and now. Use a range of different sources to find information about the past.</p>			
Significant Events, People and Periods of Time	<p>Talk about past and present experiences, events in their own lives and in the lives of family members and in response to things that have been read in class. Talk about significant events in their own experience. Identify significant people in their lives and understand and talk about their roles in society.</p>	<p>Key facts relating to significant individuals and events. Know about the impact of significant individuals and events including: Great Fire of London, Marconi and the invention of radio, Ernest Shackleton, Queen Victoria, Mary Anning</p>	<p>Key facts relating to significant individuals, events, periods of time and civilisations and know the impact of these including: Egyptian civilisation, Cleopatra, Romans, Julius Caesar</p>	<p>Key facts relating to significant individuals, events, periods of time and civilisations and know the impact of these including: WW2, Churchill, windrush, WW2, Henry VIII and the Tudors</p>
Local History	<p>Talk about how the school and the local area have changed over time.</p>	<p>The name of a local castle. Identify houses from different periods in their local area and discuss similarities and differences. Marconi and the invention of radio.</p>	<p>The impact that the Romans had on Colchester. Name features that have remained the same in Colchester in the present.</p>	<p>How to use local sources to investigate about their local area.</p>