

Procedural Knowledge Progression in History

Procedural Knowledge Progression: Chronological Knowledge & Understanding					
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Appreciate that events happened before they were born.</p> <p>Begin to use some common words and phrases, relating to the passing of time.</p> <p>Understanding chronology, for example, ordering three items/events chronologically.</p>	<p>Develop an awareness of the past.</p> <p>Use common words and phrases, relating to the passing of time</p> <p>Know where all people/events studied, fit into a chronological framework</p> <p>Identify similarities/ differences between periods. (concepts)</p>	<p>Develop a chronological understanding of history.</p> <p>Examine clear narratives, within and across, periods studied.</p> <p>Make connections over time, and begin to understand that there are contrasts and trends over time.</p>	<p>Develop a chronological understanding of history</p> <p>Examine clear narratives, within and across, periods studied</p> <p>Make connections over time, and begin to understand that there are contrasts and trends over time.</p>	<p>Develop a chronologically secure knowledge of history.</p> <p>Identify clear narratives, within and across, periods studied.</p> <p>Explore and identify connections, contrasts and trends over time.</p>	<p>Continue to develop chronologically secure knowledge of history.</p> <p>Establish clear narratives, within and across, periods studied.</p> <p>Note connections, contrasts and trends over time.</p>

Procedural Knowledge Progression: Historical Terms					
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Begin to use common words relating to the past</p>	<p>Use a wide vocabulary of everyday historical terms</p>	<p>Continue to develop the appropriate use of historical terms and vocabulary relating to the passage of time, (continuing to use descriptive vocabulary/terms – see Y3) and beginning to use technical vocabulary (for example, AD and BC)</p>	<p>Continue to develop the appropriate use of historical terms and vocabulary relating to the passage of time, (continuing to use descriptive vocabulary/terms – see Y3) and beginning to use technical vocabulary (for example, AD and BC)</p>	<p>Continue to develop the appropriate use of historical terms and vocabulary relating to the passage of time, (using technical vocabulary/terms (for example, BCE, CE and 20th century for 1945) and beginning to use conceptual terms</p>	<p>Further develop the appropriate use of historical terms and vocabulary relating to the passage of time, (using conceptual vocabulary/terms such as: change, continuity, sequence, duration, period and chronology)</p>

Procedural Knowledge Progression: Historical Enquiry - Using Evidence / Communicating Ideas

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Begin to ask and answer questions.</p> <p>Begin to find out about the past.</p> <p>Choose and use parts of stories to show understanding (of concepts).</p>	<p>Understand some ways we find out about the past.</p> <p>Choose and use parts of stories, and other sources, to show understanding (of concepts).</p>	<p>Address and begin to devise historically valid questions.</p> <p>Explore and discuss a range of sources, (and how they inform our understanding of the past).</p> <p>Construct informed responses, by examining relevant historical information.</p>	<p>Address and begin to devise historically valid questions.</p> <p>Explore and discuss a range of sources, (and how they inform our understanding of the past).</p> <p>Construct informed responses, by examining relevant historical information.</p>	<p>Regularly address and sometimes devise historically valid questions.</p> <p>Begin to understand how knowledge of the past is constructed, from a range of sources.</p> <p>Construct informed responses, by selecting relevant historical information.</p>	<p>Regularly address and devise historically valid questions.</p> <p>Understand how knowledge of the past is constructed, from a range of sources.</p> <p>Construct informed responses, by selecting and organising relevant historical information.</p>

Procedural Knowledge Progression: Interpretations of History

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify different ways in which the past is represented through stories.	Identify different ways in which the past is represented.	Understand that different versions of the past may exist.	Understand that different versions of the past may exist.	Understand that different versions of the past may exist, giving some reasons for this.	Further understand that different versions of the past may exist, giving some reasons for this.

Procedural Knowledge Progression: Historical Concepts

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Continuity and change (in and between periods) <i>Begin to Identify similarities / differences between ways of life at different times.</i></p> <p>Cause and consequence –</p>	<p>Continuity and change (in and between periods) <i>Identify similarities / differences between ways of life at different times</i></p> <p>Cause and consequence –</p>	<p>Continuity and change (in and between periods) <i>Describe main events, situations and changes within different periods/societies</i></p> <p>Cause and consequence –</p>	<p>Continuity and change (in and between periods) <i>Describe main events, situations and changes within different periods/societies</i></p> <p>Cause and consequence –</p>	<p>Continuity and change (in and between periods) <i>Begin to describe / make links between main events, situations and changes, within and across, different periods/societies</i></p>	<p>Continuity and change (in and between periods) <i>Describe / make links between main events, situations and changes, within and across, different periods/societies</i></p>

<p><i>Begin to recognise why people did things, why events happened, and what happened as a result</i></p> <p>Similarity / Difference (within a period/situation (diversity)) – <i>Begin to make simple observations about different types of people, events, beliefs within a society</i></p> <p>Significance (events/people) <i>Begin to talk about who was important, for example, in a simple historical account</i></p>	<p><i>Recognise why people did things, why events happened, and what happened as a result</i></p> <p>Similarity / Difference (within a period/situation (diversity)) – <i>Make simple observations about different types of people, events, beliefs within a society</i></p> <p>Significance (events/people) <i>Talk about who was important, for example, in a simple historical account</i></p>	<p><i>Identify reasons for and results of historical events.</i></p> <p>Similarity / Difference (within a period/situation (diversity)) – <i>Explore social, cultural, religious and ethnic diversity in Britain, and the wider world</i></p> <p>Significance (events/people) – <i>Identify historically significant people and events in situations, and begin to understand their importance.</i></p>	<p><i>Identify reasons for and results of historical events.</i></p> <p>Similarity / Difference (within a period/situation (diversity)) – <i>Explore social, cultural, religious and ethnic diversity in Britain, and the wider world</i></p> <p>Significance (events/people) – <i>Identify historically significant people and events in situations, and begin to understand their importance.</i></p>	<p>Cause and consequence – <i>Identify and give reasons for and results of, historical events, situations and changes</i></p> <p>Similarity / Difference (within a period/situation (diversity)) – <i>Identify social, cultural, religious and ethnic diversity in Britain, and the wider world</i></p> <p>Significance (events/people) – <i>Identify historically significant people and events in situations, and understand the significance of these within history.</i></p>	<p>Cause and consequence – <i>Further identify and give reasons for and results of, historical events, situations and changes</i></p> <p>Similarity / Difference (within a period/situation (diversity)) – <i>Describe social, cultural, religious and ethnic diversity in Britain, and the wider world</i></p> <p>Significance (events/people) – <i>Identify historically significant people and events in situations, and understand the significance of these within history, in terms of (being remembered, revealing, remarked upon, resonant and resulting in change).</i></p>
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Key Vocabulary

KS1	LKS2	UKS2
century, continuity, invention, artefact, change, discovery, explorer, present, local, yesterday, past, church, significance, long ago, museum, chorology, parliament	AD (Anno Domini) , agriculture, ancient civilisations, BC (Before Christ), Bronze Age, calendar, causation, conquest, democracy, diversity, Emperor, empire, Gods/Goddess, hunter-gather, impact, invasion, Iron Age, legacy, myths and legends, nomad, oral history, peasant, Prehistory, primary evidence, republic, settler, secondary evidence, Stone Age, trade	Aristocracy, B.C.E (Before Common Era), C.E (Common Era), Christianity, civilisations, colony, court, Dark Ages, decade, emigrant, execution, global, international, interpretation, Islam, migration, monarchy, monastery, propaganda, rebellion, revolt, sacrifice, slave, torture, traitor, treason