

Bledlow Ridge School Skills and Knowledge Progression History



Early Years

Understanding The World (Past and Present)

- Talk about the lives of people around them and their roles within society.
- Know some similarities and differences between things in the past and now, drawing upon their own experiences and what has been read in class.
- Comment upon images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

	Understanding The World									
	Key Sta	age One	Key Stage Two							
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
Children talk	Children should	Children should	Children should	Children should	Children should	Children should				
about past	show some	show a secure	begin to show an	have a secure	begin to show an	show a secure				
and present	understanding of	understanding of	understanding of	understanding of	understanding of	understanding of				
events in their	some of the ways in	some of the ways in	how our knowledge	how our knowledge	how our knowledge	how our knowledge				
own lives and	which we find out	which we find out	of the past is	of the past is	of the past is	of the past is				
in the lives of	about the past and	about the past and	constructed from a	constructed from a	constructed from a	constructed from a				
family	identify different	identify different	range of sources.	range of sources.	range of sources.	range of sources.				
members.	ways in which it is	ways in which it is	Children can:	Children can:	Children can:	Children can:				
	represented.	represented.	Begin to	 look at more than 	●find a wide range	 find and analyse 				
	Children can:	Children can:	investigate different	two versions of the	of evidence about	a wide range of				
	 Introduce 	 Start to compare 	accounts of	same event or story	the past.	evidence about the				
	comparing two	two versions of a	historical events and	in history and	 Use some 	past				
	versions of a past	past event.	start to explain	identify differences.	evidence to offer	use a range of				
	event.	 Observe and use 	some of the reasons	Investigate a	some reasons for	evidence to offer				
	 Begin to observe 	pictures,	why the accounts	range of different	different	some clear reasons				
	and use pictures,	photographs and	may be different.	accounts of	interpretations of	for different				
	photographs and	artefacts to find out		historical events and	events, making	interpretations of				
	artefacts to find out	about the past.	Pupils should begin	be able to explain	some links to factual	events, linking this				
	about the past.	 Start to use 	to address	some of the reasons	understanding about	to factual				
	 Introduce using 	stories or accounts	historically valid	why the accounts	the past.	understanding about				
	stories or accounts	to distinguish	questions about	may be different.	start to understand	the past				
		between fact and	change, cause,	 Pupils should 	the difference	 consider different 				
		fiction.	similarity and	regularly address	between primary	ways of checking				



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	to distin		 Explain that there 	difference, and	and sometimes	and secondary	the accuracy of
		n fact and	are different types of	significance.	devise historically	evidence	interpretations of the
	fiction.		evidence and		valid questions	 start to identify 	past
		fy that there	sources that can be	Children should start	about change,	that people in the	start to
		erent types of	used to help	to construct	cause, similarity and	past represent	understand the
	evidenc	e and	represent the past.	informed responses	difference, and	events or ideas in a	difference between
		that can be		that involve some	significance.	way that may be to	primary and
	used to		Children should ask	thoughtful selection		persuade others •	secondary evidence
	represe	nt the past.	and answer	and organisation of	Children should	consider the	and the impact of
			questions, using	relevant historical	construct informed	usefulness of	this on reliability
		n should	other sources to	information.	responses that	different sources.	• show an
		ask and	show that they know		involve thoughtful		awareness of the
		questions,	and understand key		selection and	Children should	concept of
		ther sources	features of events.		organisation of	regularly address	propaganda
		that they			relevant historical	and sometimes	 know that people
	know ar				information.	devise historically	in the past represent
		and key				valid questions	events or ideas in a
	features	s of events.				about change,	way that may be to
						cause, similarity and	persuade others
						difference, and	begin to evaluate
						significance.	the usefulness of
						Children should start	different sources.
						to construct	Pupils should
						informed responses	regularly address
						that involve	and sometimes
						thoughtful selection	devise historically
						and organisation of relevant historical	valid questions
						information.	about change,
						Children can:	cause, similarity and difference, and
						• recognise when	significance.
						they are using	significance.
						primary and	Children should
						secondary sources	construct informed
						of information to	responses that
						investigate the past	involve thoughtful
						begin to use a	selection and
						range of different	organisation of
						range of unferent	organisation of



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		sources to collect	relevant historical
		evidence about the	information.
		past, such as	Children can:
		ceramics, pictures,	show a secure
		documents, printed	recognition of when
		sources, posters,	they are using
		online material,	primary and
		pictures,	secondary sources
		photographs,	of information to
		artefacts, historic	investigate the past
		statues, figures,	use a wide range
		sculptures, historic	of different evidence
		sites	to collect evidence
		start to select	about the past, such
		relevant sections of	as ceramics,
		information to	pictures, documents,
		address historically	printed sources,
		valid questions and	posters, online
		construct detailed,	material, pictures,
		informed responses	photographs,
		start to	artefacts, historic
		investigate their own	statues, figures,
		lines of enquiry by	sculptures, historic
		posing historically	sites
		valid questions to	 select relevant
		answer.	sections of
			information to
			address historically
			valid questions and
			construct detailed,
			informed responses
			investigate their
			own lines of enquiry
			by posing historically
			valid questions to
			answer.



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	Chronological Awareness						
Reception	Key Sta	age One	Key Stage Two				
	Year 1	Year 2	Year 3	Year 4	Year 5 Year 6		
Children talk about past	Pupils should start	Pupils should	Pupils should start	Pupils should	Pupils should	Pupils should	
and present events in	to develop an	develop an	to develop a	continue to	continue to	continue to	
their own lives and in	awareness of the	awareness of the	chronologically	develop a	develop a	develop a	
the lives of family	past, using some	past, using	secure knowledge	chronologically	chronologically	chronologically	
members.	common words	common words	and understanding	secure knowledge	secure knowledge	secure knowledge	
members.	and phrases	and phrases	of British, local and	and understanding	and understanding	and understanding	
	relating to the	relating to the	world history,	of British, local and	of British, local and	of British, local and	
	passing of time.	passing of time.	establishing some	world history,	world history,	world history,	
	They should start	They should know	narratives within	establishing clear	establishing clear	establishing clear	
	to understand how	where the people	and across the	narratives within	narratives within	narratives within	
	people and events	and events they	periods they study.	and across the	and across the	and across the	
	fit within a	study fit within a	Children can:	periods they study.	periods they study.	periods they study.	
	chronological chronological		start to	Children can:	Children can:	Children can:	
	framework.	framework.	sequence events,	• sequence	 continue order 	 securely order an 	
	Children can:	Children can:	artefacts or	several events,	an increasing	increasing number	
	begin to	• sequence	historical figures on	artefacts or	number of	of significant	
	sequence	artefacts and	a timeline using	historical figures on	significant events,	events,	
	artefacts and	events that are	dates, including	a timeline using	movements and	movements and	
	events that are	close together in	those that are	dates, including	dates on a timeline	dates on a timeline	
	close together in	time ● order dates	sometimes further	those that are	 use dates and 	using dates	
	time	from earliest to	apart, and terms	sometimes further	terms to describe	accurately	
	 begin to order 	latest on simple	related to the unit	apart, and terms	historical events	 accurately use 	
	dates from earliest	timelines	being studied and	related to the unit	start to	dates and terms to	
	to latest on simple	• sequence	passing of time	being studied and	understand and	describe historical	
	timelines	pictures from	• start to	passing of time	describe the main	events	
	• begin to	different periods	understand that a	understand that	changes to an	• understand and	
	sequence pictures	• describe	timeline can be	a timeline can be	aspect in a period	describe in some	
	from different	memories and	divided into BC	divided into BC	in history	detail the main	
	periods	changes that have	(Before Christ) and	(Before Christ) and	• start to	changes to an	
	• describe	happened in their	AD (Anno Domini).	AD (Anno Domini).	understand how	aspect in a period	
	memories and	own lives			some historical	in history	
	changes that have				events/periods		



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happened in their		Children should	Children should	occurred	 understand how
own lives	also use words	also use words and	also use words and	concurrently in	some historical
	and phrases such	phrases such as:	phrases such as:	different locations	events/periods
Children should	as:	 Ancient 	Century		occurred
use words and	 Calendar 	Pre-history	Decade	Children should	concurrently in
phrases such as:	 Chronological 	BC (Before		continue to use	different locations.
• Timeline	● Era	Christ)		and secure words	
Today	Past	• AD (Anno		and phrases learnt	Children should
Tomorrow	Present	Domini)		previous year	continue to use
Yesterday	Future	Chronological		groups	and secure words
• Time order	 Periods 			3 - 1 -	and phrases learnt
Earliest / latest	Century				previous year
Before / after					groups
Past / present /					groups
future					
• Century					
New - newest •					
Old - oldest					
• Modern					
Modern After					
■ AILEI					

	Knowledge and Understanding of Events, People and Changes in the Past						
Reception	Key Stage One			Key Stage Two			
	Year 1 Year 2		Year 3 Year 4 Year 5			Year 6	
Children talk about past and present events in their own lives and in the lives of family members.	Pupils should start to identify similarities and differences between ways of life in different periods. Children should use parts of stories and other sources to show some knowledge and understanding of key features of events. Children can:	Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key	Children should start to note connections, contrasts and trends over time. Children can: • start to note key changes over a period of time and be able to give reasons for those changes	Children should note connections, contrasts and trends over time. Children can: • note key changes over a period of time and be able to give reasons for those changes	Pupils should start to note connections, contrasts and trends over time. Children can: • start to identify and note connections, contrasts and trends over time in	Pupils should note connections, contrasts and trends over time. Children can: • identify and note connections, contrasts and trends over time in the everyday lives of people	



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start to recognise	features of events.	 start to find out 	find out about	the everyday lives	 use appropriate
some similarities and	Children can:	about the everyday	the everyday lives	of people	historical terms
differences between	 recognise some 	lives of people in	of people in time	start to use	such as culture,
the past and the	similarities and	time studied	studied compared	appropriate	religious, social,
present	differences between	compared with our	with our life today	historical terms	economic and
 start to identify 	the past and the	life today	explain how	such as culture,	political when
similarities and	present	 start to explain 	people and events	religious, social,	describing the
differences between	 identify similarities 	how people and	in the past have	economic and	past
ways of life in different	and differences	events in the past	influenced life	political when	examine
periods	between ways of life	have influenced	today	describing the	causes and
 start to recount 	in different periods	life today	 identify key 	past	results of great
episodes from stories	 know and recount 	 start to identify 	features, aspects	 start to examine 	events and the
and significant events	episodes from stories	key features,	and events of the	causes and	impact these had
in history	and significant	aspects and	time studied	results of great	on people
 start to understand 	events in history	events of the time	describe	events and the	 describe the
that there are reasons	 understand that 	studied	connections and	impact these had	key features of the
why people in the past	there are reasons	 start to describe 	contrasts between	on people	past, including
acted as they did	why people in the	connections and	aspects of history,	 start to describe 	attitudes, beliefs
 describe significant 	past acted as they	contrasts between	people, events	the key features of	and the everyday
individuals from the	did	aspects of history,	and artefacts	the past, including	lives of men,
past.	describe	people, events and	studied.	attitudes, beliefs	women and
	significant individuals	artefacts studied.		and the everyday	children.
	from the past.			lives of men,	
				women and	
				children.	

	Presenting, Organising and Communicating						
Reception	Key Stage One		Key Stage Two				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Children talk about past and present events in their own lives and in the lives of family members.	Pupils should start to use a wide vocabulary of everyday historical terms. Children can:	Pupils should use a wide vocabulary of everyday historical terms. Children can:	Pupils should start to develop the appropriate use of historical terms. Children can: use and understand	Pupils should develop the appropriate use of historical terms. Children can: use and understand	Pupils should develop the appropriate use of historical terms. Children can: • start to know and show a good	Pupils should develop the appropriate use of historical terms. Children can: • know and show a good understanding	





period.



a about an	a about an	annranriata	opproprieto	understanding of	of historical
• show an	• show an	appropriate	appropriate	understanding of	of historical
understanding of	understanding of	historical	historical	historical vocabulary	vocabulary including
historical terms	historical terms	vocabulary to	vocabulary to	including abstract	abstract terms
talk and draw	talk, write and	communicate	communicate	terms	present,
about things from	draw about things	information	present,	start to present,	communicate and
the past	from the past	start to present,	communicate and	communicate and	organise ideas about
use historical	use historical	communicate and	organise ideas	organise ideas about	from the past using
vocabulary to	vocabulary to	organise ideas	about the past	from the past using	detailed discussions
retell simple	retell simple	about the past	using models,	detailed discussions	and debates and
stories about the	stories about the	using models,	drama role play	and debates and	different genres of
past	past	drama role play	and different	different genres of	writing such as
use drama/role	use drama/role	and different	genres of writing	writing such as	myths, instructions,
play to	play to	genres of writing	including letters,	myths, instructions,	accounts, diaries,
communicate their	communicate their	including letters,	recounts, poems,	accounts, diaries,	letters,
knowledge about	knowledge about	recounts, poems,	adverts, diaries,	letters,	information/travel
the past.	the past.	adverts, diaries,	posters and	information/travel	guides, posters,
		posters and	guides	guides, posters,	news reports
		guides	start to present	news reports	plan and present
		 use drama and 	ideas based on	 start to plan and 	a self-directed
		role play to start	their own	present a self-	project or research
		to present ideas	research about a	directed project or	about the studied
		based on their	studied period.	research about the	period.
		own research		studied period.	
		about a studied			