



Knowledge and Skills Progression – History Creativity, Materials, Place and Space



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creativity - Report and conclude	Stories, books and pictures give us information about the past. Be aware of people and events from the past by sharing books and looking at photographs.	Stories, books and pictures are used to help people to find out about people and events from the past. Share stories and talk about events in the past.	Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Create stories, pictures, independent writing and role play about historical events, people and periods.	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. Make choices about the best ways to present historical accounts and information.	Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creativity - Communication	Begin to use words relating to the passage of time when retelling a	Words that help us to describe the passage of time include yesterday,	Common words and phrases, such as here, now, then, yesterday,	A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. Use	Historical terms to describe periods of time include decade, century, millennia, era,	Historical terms include abstract nouns, such as invasion and monarchy. Use more complex	Historical terms include topic related vocabulary, which may include	Abstract terms include nouns, such as empire, civilisation, parliament, peasantry,

	past event.	last week, before and then. Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.	last week, last year, years ago and a long time ago, can be used to describe the passing of time. Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	the historical terms year, decade and century.	AD, CE, BC and BCE. Use historical terms to describe different periods of time. Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change. Ask well composed historical questions about aspects of everyday life in ancient periods.	historical terms to explain and present historical information.	abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Articulate and organise important information and detailed historical accounts using topic related vocabulary.	conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. Use abstract terms to express historical ideas and information.
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Materials - Artefacts and sources	Comment and ask questions about objects from the past.	Objects from the past can look different to objects from the present. Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday	Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Use a range of historical artefacts to find out about	Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned	Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Make deductions and draw	Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.	Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Use a range of historical sources or artefacts to build a picture of a historical event or	Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time?

		life.	the past. Historical sources include artefacts, written accounts, photographs and paintings. Express an opinion about a historical source.	it. A viewpoint is a person's own opinion or way of thinking about something. Use historical sources to begin to identify viewpoint.	conclusions about the reliability of a historical source or artefact. Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Bias is the act of supporting or opposing a person or thing in an unfair way. Identify bias in primary and secondary sources. A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.	person. Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person. Find evidence from different sources, identify bias and form balanced arguments.	Does the source contain any information that is untrue?' Ask perceptive questions to evaluate an artefact or historical source. Different types of bias include political, cultural or racial. Identify different types of bias in historical sources and explain the impact of that bias.
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place and Space -	Explore photographs to show how	Explore and talk about important	Important events in the school's	Commemorative buildings, monuments,	National and international historical events,	A past event or society can impact a local settlement in	Aspects of British history and related	Sources of information for a study of a local

Local history	the school or locality has changed over time.	events in the school or locality's history.	history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. Describe important events in the school's history.	newspapers and photographs tell us about significant people, events and places in our local community's history. Describe, in simple terms, the importance of local events, people and places.	such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality. Analyse a range of historical information to explain how a national or international event has impacted the locality.	several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language. Describe and explain the impact of a past society on a local settlement or community.	sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346–1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals). Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.	town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event. Present an in-depth study of a local town or city, suggesting how to source the required information
---------------	---	---	---	--	--	--	--	--