

## Knowledge Progression for History

	<b><u>Factual Knowledge</u></b> <i>“The basic elements students must know to be acquainted with a discipline or solve problems in it”</i>	<b><u>Conceptual Knowledge</u></b> <i>“The interrelationships among the basic elements within a larger structure that enable them to function together”</i>	<b><u>Procedural Knowledge</u></b> <i>“How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods”</i>
Reception		I can talk about past and present events in their own lives and in the lives of family members.	
Year 1	I am beginning to differentiate between fact and fantasy. I am beginning to use vocabulary such as past and present.	I can ask relevant questions about the past. I understand the concept of a timeline to show a pictorial representation of events in the past.	
Year 2	I can place objects and events in chronological order and use terms such as ‘before’ and ‘after’. I can understand the difference between fact and fantasy. I can understand that historical information can be gained from a range of sources. I am beginning to understand historical chronology.	I can understand and investigate the chronology of a specific topic within a short-time scale (e.g. development of a particular toy within the Victorian era) I can ask and answer relevant questions about the past. I can ‘Show and tell’ using a historical source or artefact and describe purpose of a historical source or artefact as part of a group.	I can begin to understand the importance of reliable historical sources. I can identify similarities and differences between different times. I can begin to use a range of presentation media including ICT to present historical knowledge.
Year 3	I can put objects and events in chronological order within a specific history thread/topic. I can place a period of history on a timeline and begin to use historical terms such as BC and AD.	I can begin to gather information from a range of sources to inform my research. I can begin to differentiate between fact and opinion. I can begin to ask questions based on what I have found.	I can distinguish between different sources and begin to compare different versions of the same story. I can compare similarities and differences between the time studied and today. I can use a range of presentation media including ICT to present historical knowledge.
Year 4	I can confidently put objects and events in chronological order within a specific history thread/topic and begin to link to a longer-term timescale. I can begin to understand abstract and complex historical terms e.g. BC/AD, empire, civilisation etc.	I can confidently gather information from a range of sources to inform my research. I can differentiate between fact and opinion and begin to understand how evidence is used rigorously to make historical claims. I can ask and answer relevant questions based on what I have found.	I can begin to evaluate the usefulness of various sources by comparing different evidence for the same period of event. I can use this evidence to begin to reconstruct life in the time period studied. I can choose an appropriate method of presentation media, including ICT, to present historical knowledge.
Year 5	I can put historical periods in chronological order and begin to make comparisons between different periods of time. I can understand and use abstract and complex historical terms e.g BC/AD, empire, civilisation etc.	I can begin to select relevant sources to use from a range provided identifying there may be bias and possible motive behind sources of evidence. I can begin to identify primary and secondary sources. I can use historical terminology when asking and answering relevant questions based on what I have found.	I can bring evidence found together to begin to build up a picture of a past event and present this using a range of media. I can compare the life of people at the beginning and end of the time studied, analysing advances made and their causes and results
Year 6	I can put historical periods in chronological order and make comparisons between different periods of time. I can confidently use abstract and complex historical terms e.g. BC/AD, empire, civilisation etc. alongside relevant dates.	I can select relevant sources to use from a range provided considering and understanding the implications of bias and possible motive behind sources of evidence. I can identify and understand the difference between primary and secondary sources.	I can evaluate the usefulness of various primary and secondary sources. I can compare an aspect of life in the time studied with another period, including beliefs, behaviour and characteristics of people; recognising that not everyone shares the same beliefs. I can bring knowledge gathered from several sources together in a fluent account by selecting and organising information to produce structured work.