

Alexandra Park Primary School
History Knowledge, Skills and Progression Grid

History is a valued part of the curriculum at Alexandra Park Primary School as it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the world, helping them to put their own lives and current events in context.

EYFS Understanding the World	History - Early Years In the EYFS, we aim to provide children with a variety of texts and stories that reflect key events in their lives and the wider world e.g. Harvest and Remembrance Day. Children will talk about their family tree and look at photographs that show how they have changed over time. The children will learn about lifecycles and sequence events, where the children will observe caterpillars and chicks growing and changing over time. The children will plant seeds and talk about how they change over time. Children will find out about transport from the past and compare this to transport today.					
	Children in Reception will be learning to:	Understanding the World	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past 			
	ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling 		
Historical Knowledge – Chronology and Concepts		Historical Skills – Enquiry and Interpretation		Historical Communication		
A coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped this nation, how Britain has influenced/ been influenced by the wider world.		To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. To understand historical concepts such as reasons and results, continuity & change, similarity, difference and significance and use to make connections, draw contrasts, and analyse trends.		To think critically, weigh evidence, sift arguments, and develop perspective and judgement. To discern how and why contrasting arguments and interpretations of the past have been constructed. To gain historical perspective by placing growing knowledge into different contexts. To understand connections between local, regional, national and international history and between short- and long-term timescales.	To inspire pupils' curiosity to know more about the past and ask perceptive questions. To frame historically-valid questions. To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.	To use appropriate historical words and phrases and gain a historically grounded understanding of abstract terms using a range of strategies, including: <ul style="list-style-type: none"> • Answering historical questions, both verbally and in writing • Analysis of historical events • Structured debates e.g. around a 'thinking question' identified in the planning
Key Stage One Expected by the end Year 2	I know where the people and events I have studied fit on a basic timeline. I can name a few people in the past who have contributed to national and international achievements, and talk about significant events. I can put a few objects/events in chronological order.	I can identify similarities and differences between different times. I can give more than one cause of an event and give a reason why people in the past acted as they did.		I have developed an awareness of the past and can comment on what or how I found things out. I understand the importance of basing my ideas on evidence and raising questions about the past.	I can investigate the past by analysing artefacts and asking some questions. I can choose and use other sources of information to show I know and understand key features of events or people's lives studied.	
Key Stage Two Expected by the end of Year 4	I understand that the past is divided into differently named periods of time and use some dates to explain local, British and global history. I can place events, people and changes of local, British and global history on a timeline, using appropriate dates and chronological conventions e.g. BCE and AD. I can put artefacts or historical events in chronological order.	I can give a few reasons for and the results of the main events and changes of a time studied. I can make a few connections and contrasts e.g. change, similarity, difference, and significance between and within the periods studied. I am able to reflect on the significance of what I have learnt about the past.		I am beginning to think critically, weigh evidence, sift arguments, and develop some perspective and judgement about historical events. I can describe how the past can be represented or interpreted in a few different ways.	I can answer and sometimes devise historically valid questions, using one or more sources of information.	

Key Stage Two Expected by the end of Year 6	I can demonstrate chronologically secure knowledge and understanding of the local, British and global history I have been taught, using appropriate chronological conventions.	I can demonstrate an understanding of historical concepts including reasons and results, change and continuity, similarity and difference. I can see the relationship between different historical periods I have been taught and talk about their legacy for me and my identity.	I can think critically, weigh evidence, sift arguments, and express perspective and judgement about historical events. I understand that the past can be represented and interpreted in many different ways.	I can answer and devise my own historically valid questions. I can select, organise and evaluate a range of historical sources, making deductions about their reliability.	<ul style="list-style-type: none">• First-person writing in role as a historical figure
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