



History skills progression

| | F2 | Y1 | Y2 | Y3 |
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| Chronological Understanding | <ul style="list-style-type: none"> - Use everyday language related to time - Order and sequence familiar events - Talk about past and present events in their own lives and in lives of family members | <ul style="list-style-type: none"> - Develop an awareness of the past - Place known events and objects in chronological order - Begin to sequence a few artefacts including photographs from the period being studied - Sequence events and recount changes within living memory - Use common words and phrases relating to the passing of time: 'then, now, before, after, old, new' | <ul style="list-style-type: none"> - Use common words and phrases relating to the passing of time: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning - Know where all people/events studied fit into a chronological framework - Identify similarities/differences between periods - Sequence events or artefacts including photographs from the period being studied. And give reasons for their order | <ul style="list-style-type: none"> - Use a simple time line within a specific time in history to set out the order things may have happened - Describe events and periods using the words: ancient and century - Use an increasing range of common words and phrases relating to the passing of time - Use dates and terms related to the area of study and passing of time including BC/AD - Begin to make simple comparisons between periods studied |
| Knowledge and Understanding | <ul style="list-style-type: none"> - Explain why some things occur, and talk about changes - Be curious about people and show interest in stories | <ul style="list-style-type: none"> - Show an understanding of key events - Recount some interesting facts from an historical event - Begin to recognise differences between ways of life at different times - Explain how my local area was different in the past - Begin to identify the main differences between old and new objects - Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later | <ul style="list-style-type: none"> - Recognise why people did things, why events happened and what happened as a result - Identify differences between ways of life at different times - Understand key events of the period being studied - Appreciate that some significant people have helped our lives be better today - Recount some interesting facts from an historical event | <ul style="list-style-type: none"> - Begin to picture what life would have been like for the early settlers - Find out about every-day lives in period being studied - Show some awareness of differences of life across 2 eras/ages - Begin to use evidence to identify key features of the period - Identify reasons for and result of people's actions - Appreciate that the early civilisations would not have communicated as we do or have eaten as we do |
| Historical Interpretation | <ul style="list-style-type: none"> - Explain why some things occur, and talk about changes | <ul style="list-style-type: none"> - Begin to compare pictures or photographs of people or events in the past - Relate his/her own account of an event and understand that others may give a different version - Use stories to encourage children to distinguish between fact and fiction | <ul style="list-style-type: none"> - Identify different ways and give simple reasons in which the past is represented - Compare two different versions of past events - Look at representations of the period –museum, cartoons etc. - Compare pictures or photographs of people or events in the past | <ul style="list-style-type: none"> - Look at the evidence available - Begin to evaluate the usefulness of different sources - Begin to understand that different versions of the past may exist, giving some reasons for this - Distinguish between different sources –compare different versions of the same story - Begin to make their own historical theories based on own knowledge from lessons |

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| Historical Enquiry | <ul style="list-style-type: none"> - Answer 'how' and 'why' questions in response to stories or events - Explain own knowledge and understanding, and ask appropriate questions - Know that information can be retrieved from books and computers - Recognise and describe special times or events for family or friends - Look closely at similarities, differences, patterns and change | <ul style="list-style-type: none"> - Ask and answer questions using new and old items - Answer questions using an artefact/ photograph provided - Understand some ways we find out about the past e.g. carry out research, talk to an older person - Give a plausible explanation about what an object was used for in the past - Find out about a famous person from the past and carry out some research | <ul style="list-style-type: none"> - Ask and answer questions using given artefacts or photographs - Use a source: observe or handle sources to answer questions about the past on the basis of simple observations - Use a range of sources to find out about the past - Make simple observations about different types of people, events, beliefs within a society | <ul style="list-style-type: none"> - Use evidence to build up a picture of a past event - Choose relevant material to present a picture of one aspect of life in time past - Ask a variety of questions - Use books and internet for research - Using a given structure, begin to answer a historical enquiry question based on the period being studied - Begin to use some evidence to support cause and change |
| Organisation and Communication | <ul style="list-style-type: none"> - Record, using marks they can interpret and explain - Sequential pictures - Simple time lines | <p>Communicate their knowledge through: discussion; drawing pictures; drama/role play; annotated photographs</p> <p>Time lines</p> | <p>Communicate their knowledge through: discussion; drawing pictures; drama/role play; annotated photographs</p> <p>Writing: reports, labelling, simple accounts</p> <p>Time lines</p> | <p>Communicate their knowledge and understanding: writing, drama, discussion, enquiry</p> <p>Organisation of answers using some key dates and terms</p> <p>Work independently and in groups</p> |
| Vocabulary | <p>here now then week day morning afternoon past present</p> | <p>then now before after old new significance compare</p> | <p>history modern artefact chronology impact achievement similar different primary secondary</p> | <p>ancient civilisation century BC AD trade prehistory settlement democracy source interpretation duration</p> |

| | Y4 | Y5 | Y6 |
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| Chronological Understanding | <ul style="list-style-type: none"> - Use dates and terms related to the area of study and passing of time including BC/AD/BCE - Describe events from the past using dates when things happened - Begin to recognise and quantify the different time periods that exists between different groups that invaded Britain - Begin to make comparisons between periods studied - Use a time line within a specific time in history to set out the order things may have happened - Describe events and periods using the words: decade and century | <ul style="list-style-type: none"> - Develop a chronological knowledge of history - Begin to recognise connections, contrasts and trends over time - Use dates and historical language in my work - Place features of historical events and people from past societies and periods in a chronological framework - Make comparisons between different periods in the past referring to culture, religion, politics | <ul style="list-style-type: none"> - Continue to develop chronologically secure knowledge of history - Establish clear narratives within and across periods studied - Note connections, contrasts and trends over time and develop the appropriate use of historical terms - Make comparisons between different periods in the past - Place features of historical events and people from past societies and periods in a chronological framework |
| Knowledge and Understanding | <ul style="list-style-type: none"> - Use evidence to reconstruct life in the period being studied - Look for links and effects and offer a reasonable explanation for some events - Begin to compare aspects of life across 2 periods - Recognise that Britain has been invaded by several different groups over time - Begin to appreciate why Britain would have been an important country to have invaded and conquered | <ul style="list-style-type: none"> - Explain how events from the past have helped shape our lives - Study different aspects of people -e.g difference between men and women or races/cultures - Begin to examine cause and effects of significant events (impact on people) - Compare life in early and late period being studied - Gain a good understanding as to how crime and punishment has changes over the years | <ul style="list-style-type: none"> - Make comparisons between historical periods; explaining things that have changed and things which have stayed the same - Examine cause and effects of significant events (impact on people) including writing an explanation using evidence to support their explanation - Compare aspects of life being studied with another period - Know key dates, characters and events of time studied |
| Historical Interpretation | <ul style="list-style-type: none"> - Understand how knowledge of the past comes from sources and can contradict each other - Suggest why certain events happened and why people acted as they did in history - Understand that different versions of the past may exist, giving some reasons for this - Begin to evaluate the usefulness of different sources | <ul style="list-style-type: none"> - Compare accounts of events from different sources: fact or fiction - Offer some reasons for different versions of events - Begin to understand how knowledge of the past is devised from a range of sources and interpretations | <ul style="list-style-type: none"> - Understand how knowledge of the past is devised from a range of sources and interpretations - Explain how events from the past have helped shape our lives - Compare sources of information available for the study of different times in the past and give reasons for different versions |

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| Historical Enquiry | <ul style="list-style-type: none"> - Use a variety of resources to find out about life in the past and answer questions about the past - Begin to devise historical enquiry questions - Through research, identify similarities and differences between given periods in history - Use different sources to answer a historical enquiry - Use some evidence to support arguments and cause and change - Begin to identify primary and secondary sources | <ul style="list-style-type: none"> - Begin to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - Make some use of a variety of sources for independent research and use evidence to support arguments - Identify primary and secondary sources | <ul style="list-style-type: none"> - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - Make confident use of a variety of sources for independent research and use evidence to support arguments - Identify primary and secondary sources |
| Organisation and communication | <ul style="list-style-type: none"> - Recall, select and organise historical information - Communicate their knowledge and understanding: writing, drama, discussion, enquiry - Organisation of answers using key dates and terms - Work independently and in groups | <ul style="list-style-type: none"> - Organise information to produce structured work - Use some dates and terms - Begin to have conclusions with some evidence and reasons - Work independently and in groups - Writing opportunities | <ul style="list-style-type: none"> - Select and organise information to produce structured work, making appropriate use of dates and terms - Organised with clear conclusions and supported by evidence (from many sources) and reasons - Make good use of dates and historical terms - Work independently and in groups showing initiative - Extended writing |
| Vocabulary | <p>decade empire/emperor conquest invasion legacy culture trade tax</p> | <p>democracy causation attitude migration reliable chronological trade slavery civilisation</p> | <p>influence reformer legislation dictator democracy alliance parliament peasantry trade</p> |