

Progression of Skills

History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Coverage content	<ul style="list-style-type: none"> Everyday life (changes in living memory). <i>Houses/Shops/Cities/Technology</i> Explorers (Significant historical events, people and places in our locality) <i>Columbus/Armstrong/Scott</i> 	<ul style="list-style-type: none"> Great Fire of London (Events beyond living memory that are significant) <i>Why&How/Pepys/Fighting fires</i> Victorians (Significant individuals who have contributed to achievements) <i>Queen Victoria/School/Christmas</i> 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age <i>Stone Age/Bronze Age/Iron Age</i> Ancient Egypt (the achievements of the earliest civilisations. Overview of where and when the first civilisations appeared) <i>Pyramids & rulers / religion</i> 	<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the Western world <i>Wars&Battles/Olympics/Religion</i> The Roman Empire and its impact on Britain. <i>Invasions by Caesar & Claudius / British resistance / changes in British life.</i> 	<ul style="list-style-type: none"> Britain’s settlement by Anglo-Saxons and Scots AND The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>Britain’s rulers (Scottish invasion / Anglo Saxon settlements / Viking raids)</i> Mayans (A non-European society that provides contrasts with British history) <i>Different lifestyles / inventions / foods</i> 	<ul style="list-style-type: none"> Normans (A local history study) <i>Castles / King Harold reign & death / plague</i> Crime & Punishment (A study across British history that extends pupils chronological knowledge beyond 1066) <i>Judge&Juries / Puishments / Forensic Crime Scenes</i>
Chronological understanding	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	<ul style="list-style-type: none"> Sequence artefacts closer together in time Sequence photographs etc. from different periods of their life Describe memories of key events in their lives Know where events and people fit chronologically 	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line Note connections, contrasts and trends over time
Range and depth of historical knowledge	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and other’s lives They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify similarities and differences between ways of life at different times 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people’s actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion

	<ul style="list-style-type: none"> Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc 			<ul style="list-style-type: none"> Be aware that different evidence will lead to different conclusions
Historical enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts 	<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Ask questions to develop understanding 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research Ask questions about historical changes. 	<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 questions about similarities and differences. Use the library and internet for research 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Ask historically valid questions Use the library and internet for research with increasing confidence to construct responses. 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Ask historically valid questions about cause and significance. Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	<ul style="list-style-type: none"> Use language as follows Historical: History, event, local, explorer Time: past, present, future, today, yesterday, tomorrow, here, now, then 	<ul style="list-style-type: none"> Use language as follows Historical: artefact, king, queen, Time: hours, days, weeks, months, change, long ago 	<ul style="list-style-type: none"> Use language as follows Historical: prehistoric, prehistory, archaeology, discovery, civilisation, dynasty Time: seconds, minutes, hours, years, decades 	<ul style="list-style-type: none"> Use language as follows Historical: empire, emperor, invasion, chronological, democracy, primary evidence, secondary evidence, rebellion, revolt gods/goddesses, myths and legends Time: centuries, AD, ACE, BC, BCE 	<ul style="list-style-type: none"> Use language as follows Historical: international, monarchy, museum, significance, settler, raid, invasion, settlement, ruler, nobles, peasantry, peasant Time: millennia, calendar 	<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms. Use language as follows Historical: torture, traitor, parliament, treason, execution, conquest, interpretation, sacrifice, primary/secondary evidence, plague, doomsday, legal, democracy. Time: epochs, eras, age