



History Progression of skills Early Years Foundation Stage

Chronological understanding

- Use everyday language related to time
- Sequence pictures to show time order.
- Talk about past and present events in their own lives and in lives of family members

Knowledge and understanding of events, people and changes in the past

- Listen to and recall simple Historical stories.
- Describe main story settings, events and principal characters.

Historical enquiry

- Be curious about people and show interest in stories
- Answer 'how' and 'why' questions ... in response to stories or events.
- Explain own knowledge and understanding, and asks appropriate questions.
- Know that information can be retrieved from books and computers

Organisation and communication

- Record, using marks they can interpret and explain

Vocabulary

Now, then, first, last, order, sequence, old, new, artefact, same, different, similar



History Progression of skills KS1 – Year 1

KS1 Areas of study

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.

Chronological understanding

- Understand the difference between things that happened in the past and the present.
- Describe things that happened to themselves and other people in the past.
- Order a set of events or objects
- Use a timeline to place important events.
- Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.

Knowledge and understanding of events, people and changes in the past

- Recall some facts about people/events before living memory
- Say why people may have acted the way they did.

Historical interpretation

- Look at books, videos, photographs, pictures and artefacts to find out about the past.

Historical enquiry

- Identify different ways in which the past is represented
- Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”
- Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.

Organisation and communication

- Sort events or objects into groups (i.e. then and now.)
- Use timelines to order events or objects.
- Tell stories about the past.
- Talk, write and draw about things from the past.

Vocabulary

Now, then, first, last, order, sequence, old, new, artefact, same, different, similar + topic specific vocabulary (see resources)



History Progression of skills KS1 -Year 2

KS1 Areas of study:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.

Chronological understanding

- Understand and use the words past and present when telling others about an event.
- Recount changes in my own life over time.
- Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.
- Use a timeline to place important events.

Knowledge and understanding of events, people and changes in the past

- Use information to describe the past.
- Describe the differences between then and now.
- Look at evidence to give and explain reasons why people in the past may have acted in the way they did.
- Recount the main events from a significant event in history.

Historical interpretation

- Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.

Historical enquiry

- Identify different ways in which the past is represented.
- Ask questions about the past.
- Use a wide range of information to answer questions.

Organisation and communication

- Describe objects, people or events in history.
- Use timelines to order events or objects or place significant people.
- Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.

Vocabulary

Chronological order, sequence, before, after, memory, same, different, similar, artefact, replica, evidence, source, old, new, modern, ancient + topic specific vocabulary (see resources)



History Progression of skills Year 3

Year 3/4 Areas of study Cycle A:

- Changes in Britain from the Stone Age to the Iron Age
- A significant turning point in British history and significant individuals (Memorable Monarchs)
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Chronological understanding

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Use a timeline to place historical events in chronological order.
- Describe dates of and order significant events from the period studied.

Knowledge and understanding of events, people and changes in the past

- Use evidence to describe the culture and leisure activities from the past.
- Use evidence to describe the clothes, way of life and actions of people in the past.
- Use evidence to describe buildings and their uses of people from the past

Historical interpretation

- Explore the idea that there are different accounts of history.

Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.
- Ask questions and find answers about the past.

Organisation and communication

- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Vocabulary

Chronological order, sequence, before, after, decade, century, timeline, time period, evidence, source, ancient, modern, remains, ruins, artefact, replica, archaeology, empire, civilisation + + topic specific vocabulary (see resources)



History Progression of skills Year 4

Year 3/4 Areas of study Cycle B:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (The Industrial Revolution)
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Chronological understanding

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Order significant events and dates on a timeline.
- Describe the main changes in a period in history.

Knowledge and understanding of events, people and changes in the past

- Use evidence to describe what was important to people from the past.
- Use evidence to show how the lives of rich and poor people from the past differed.
- Describe similarities and differences between people, events and artefacts studied.
- Describe how some of the things I have studied from the past affect/influence life today.

Historical interpretation

- Look at different versions of the same event in history and identify differences.
- Know that people in the past represent events or ideas in a way that persuades others.

Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.
- Ask questions and find answers about the past.

Organisation and communication

- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Vocabulary

Chronological order, sequence, before, after, decade, century, timeline, time period, evidence, source, ancient, modern, remains, ruins, artefact, replica, archaeology, interpretation, AD, BC, similarity and difference + topic specific vocabulary (see resources).



History Progression of skills Year 5

<p>Year 5/6 Areas of study Cycle A:</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Crime & Punishment from Romans to present day; Victorian Poor Law; Elizabethan amusements) 	<p>Chronological understanding</p> <ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline. Describe the main changes in a period in history.
<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 	<p>Historical interpretation</p> <ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.
<p>Historical enquiry</p> <ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. 	<p>Organisation and communication</p> <ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.
<p>Vocabulary Chronological order, sequence, decade, century, timeline, time period, evidence, historical enquiry, evidence, source, primary source, secondary source, ancient, modern, remains, ruins, artefact, replica, archaeology, interpretation, AD, BC, propaganda, opinion, continuity, change, cause and consequence, similarity, difference, democracy, civilisation, empire + topic specific vocabulary (see resources).</p>	



History Progression of skills Year 6

Year 5/6 Areas of study Cycle B:

- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
- World War 2 Local History Study

Chronological understanding

- Order significant events, movements and dates on a timeline.
- Identify and compare changes within and across different periods.
- Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.

Knowledge and understanding of events, people and changes in the past

- Choose reliable sources of information to find out about the past.
- Give reasons why changes may have occurred, backed up by evidence.
- Describe similarities and differences between some people, events and artefacts studied.
- Describe how some of the things studied from the past affect/influence life today.
- Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

Historical interpretation

- Evaluate evidence to choose the most reliable forms.
- Know that people both in the past have a point of view and that this can affect interpretation.
- Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
- Investigate own lines of enquiry by posing questions to answer.

Organisation and communication

- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
- Plan and present a self-directed project or research about the studied period.

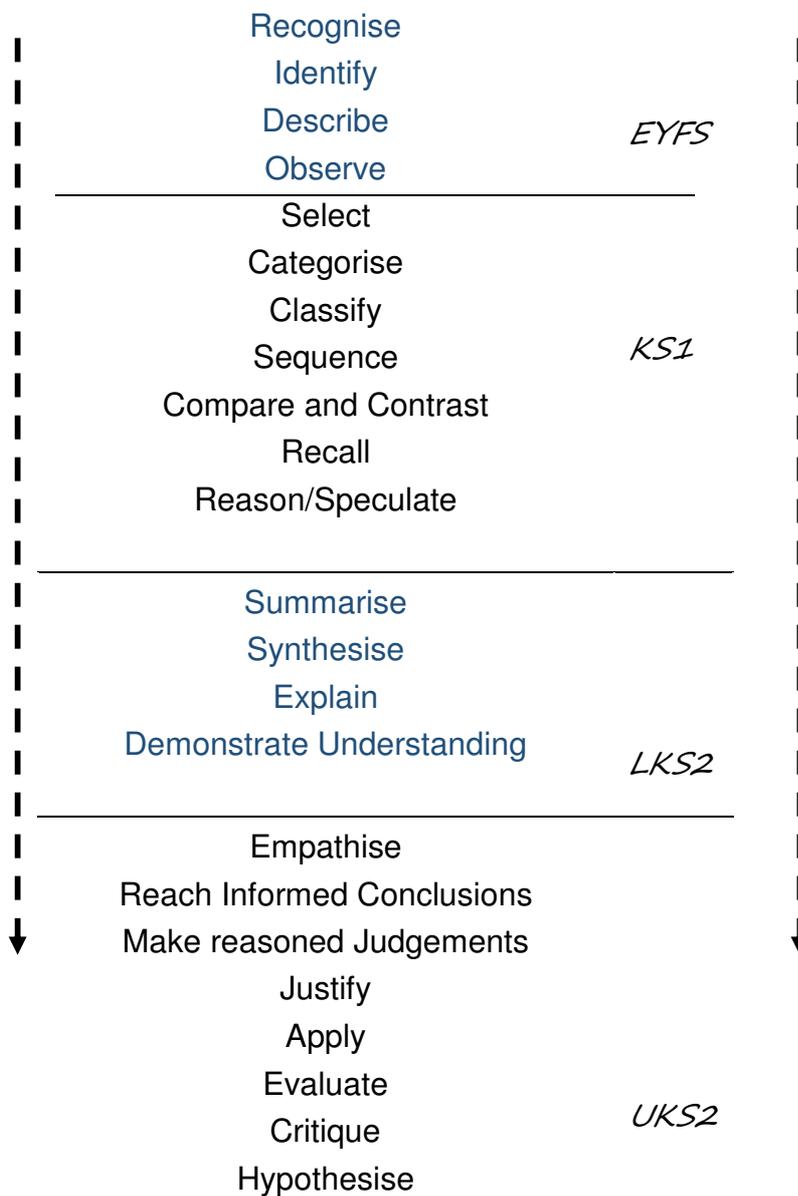
Vocabulary

Chronology, decade, century, timeline, time period, evidence, historical enquiry, source, primary source, secondary source ancient, modern, remains, ruins, artefact, replica, archaeology interpretation, AD, BC propaganda, opinion, continuity, change, cause and consequence, similarity, difference. local, regional, national, international history, cultural, economic, military, political, religious and social history + topic specific vocabulary (see resources)

Progression in Historical Skills

Increasing levels of knowledge and understanding of subject content, concepts and chronology

Increasingly confident and appropriate use of subject vocabulary, historical terms and language



Progression and Definition of skills in History

Recognise	identify (someone or something) from having encountered them before; know again
Identify	establish or indicate who or what (someone or something) is.
Describe	give a detailed account in words.
Observe	notice or perceive (something) and register it as being significant.
Select	carefully choose as being the best or most suitable.
Categorise	place in a particular class or group.
Classify	arrange (a group of people or things) in classes or categories according to shared qualities or characteristics
Sequence	a particular order in which related things follow each other.
Compare	estimate, measure, or note the similarity or dissimilarity between.
and contrast	the state of being strikingly different from something else in juxtaposition or close association.
Recall	bring (a fact, event, or situation) back into one's mind; remember.
Reason	the power of the mind to think, understand, and form judgements logically.
Speculate	form a theory or conjecture about a subject without firm evidence.
Summarise	give a brief statement of the main points of (something).
Synthesis	the combination of components or elements to form a connected whole.
Explain	make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts. give a reason so as to justify or excuse (an action or event).
Demonstrate understanding	perceive the intended meaning of (words, a language, or a speaker). interpret or view (something) in a particular way.
Empathise	give special importance or value to (something) in speaking or writing.
Reach informed conclusions	a judgement or decision reached by reasoning.
Make reasoned judgements	the ability to make considered decisions or come to sensible conclusions.
Justify	show or prove to be right or reasonable.
Apply	
Evaluate	form an idea of the amount, number, or value of; assess.
Critique	evaluate (a theory or practice) in a detailed and analytical way.
Hypothesise	a supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation.

Key indicators of progression:

1. **Ability to handle wider periods of time and within and between periods.**
2. **Ability to make links and connections between different areas of learning**
3. **Categorising ideas, not just listing them**
4. **Understanding more abstract concepts**
5. **Providing more reasoned explanations**
6. **Understanding more about significance**
7. **Writing with greater relevance**
8. **Backing up what they say with a wider range of well-chosen examples**
9. **Asking and answering more complex questions**
10. **Showing greater independence in their enquiry work**