


History Progression of Skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>National curriculum/ ELGS reference for history</p>	<ul style="list-style-type: none"> • Talk about the lives of the 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. • Begin to make sense of their own life-story and family's history. 	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, 		<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age (Stone Age - Year 3) • the Roman Empire and its impact on Britain (Romans -Year 4) • Britain's settlement by Anglo-Saxons and Scots (Anglo Saxons – Year 5) • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Vikings – year 5) • a local history study (Tudors –Year 5) • a study of an aspect or theme in British history that extends pupils' chronological • knowledge beyond 1066 (Victorians –Year 6) • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth 			

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	<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. 	<p>these should be used to reveal aspects of change in national life (Transport –Year 1)</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] (Great Fire of London –Year 2) • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] (Neil Armstrong –Year 1) 	<p>study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (Ancient Egypt –year 3)</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world (Ancient Greece – Year 4) • 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. (Ancient Maya –Year 4)
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		<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. (Van Gogh – Year 1, Henry VII, Guy Fawkes – Year 2) 					
Historical knowledge	<p>I can talk about the lives of the people around me and their roles in society.</p> <p>I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>I can recognise the difference between past and present in their own and others' lives.</p> <p>I can recount episodes from stories about the past.</p> <p>I can learn about the lives of significant individuals.</p>	<p>I can learn about significant historical events, people and places in my own locality.</p> <p>I can recognise why people did things, why events happened and what happened as a result.</p> <p>I can identify differences between ways of life at different times.</p>	<p>I can understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p>	<p>I can look for links and effects in time studied.</p> <p>I can offer a reasonable explanation for some event.</p> <p>I can use evidence to reconstruct life in time studied.</p> <p>I can identify key features and events of time studied.</p>	<p>I can study different aspects of different people – differences between men and women.</p> <p>I can compare life in early and late 'times' studied.</p> <p>I can compare an aspect of life with the same aspect in another period.</p>	<p>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation.</p> <p>I know key dates, characters and events of time studied.</p>
Interpretations of history	<p>I can comment on images of familiar</p>	<p>I can compare adults talking about the past –</p>	<p>I can compare 2 versions of a past event.</p>	<p>I can identify and give reasons for different</p>	<p>I can look at the evidence available.</p>	<p>I can compare accounts of events from</p>	<p>I can link sources and work out how conclusions were</p>

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	<p>situations in the past.</p> <p>I can compare and contrast characters from stories, including figures from the past.</p>	<p>how reliable are their memories?</p> <p>I can use stories to encourage children to distinguish between fact and fiction.</p>	<p>I can compare pictures or photographs of people or events in the past.</p> <p>I can discuss reliability of photos/ accounts/stories.</p>	<p>ways in which the past is represented.</p> <p>I can distinguish between different sources – compare different versions of the same story.</p> <p>I can note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>I can use text books and historical knowledge.</p> <p>I can begin to evaluate the usefulness of different sources.</p>	<p>different sources – fact or fiction.</p> <p>I can offer some reasons for different versions of event.</p> <p>I can use evidence to build up a picture of a past event.</p> <p>I can select relevant sections of information.</p>	<p>arrived at.</p> <p>I can consider ways of checking the accuracy of interpretations fact or fiction and opinion.</p> <p>I am aware that different evidence will lead to different conclusions.</p> <p>I can confidently use the library and internet for research.</p>
History enquiry	<p>I can understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I can find answers to simple questions about the past from sources of information e.g. artefacts</p>	<p>I can use a source – observe or handle sources to answer questions about the past based on simple observations.</p>	<p>I can use a range of sources to find out about a period.</p> <p>I can observe small details – artefacts, pictures.</p> <p>I can select and record information relevant to the study.</p>	<p>I can use evidence to build up a picture of a past event.</p> <p>I can choose relevant material to present a picture of one aspect of life in time past.</p>	<p>I can begin to identify primary and secondary sources.</p> <p>I can use the library and internet for research with increasing confidence.</p>	<p>I can recognise primary and secondary sources.</p> <p>I can use a range of sources to find out about an aspect of time past.</p> <p>I can suggest omissions and the means of finding out.</p>

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				<p>I can begin to use the library and internet for research.</p> <p>I can address and sometime devise historically valid questions about change, cause, similarity and difference and significance.</p>	<p>I can ask a variety of questions.</p> <p>I can use the library and internet for research.</p>		<p>I can bring knowledge gathered from several sources together in a fluent account.</p>
Chronological understanding	<p>I can begin to make sense of my own life-story and family's history.</p>	<p>I can sequence events.</p> <p>I can sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>I can use words and phrases such as, now, yesterday, last week, a long time ago etc.</p> <p>I can learn about changes within living memory and beyond living memory.</p>	<p>I can learn about changes within living memory that reveal aspects of change in national life.</p> <p>I can describe memories of key events in people's lives and recount changes in my own life.</p> <p>I can sequence photographs etc. from different periods of my life.</p>	<p>I can place the time studied on a time line and sequence events.</p> <p>I can use dates and terms related to the study unit and passing of time.</p> <p>I can continue to develop a chronologically secure knowledge and understanding of British history, establishing</p>	<p>I can place events from period studied on a time line.</p> <p>I can understand more complex terms e.g. BC/AD.</p> <p>I can use terms related to the period and begin to date events.</p>	<p>I can use relevant terms and period labels.</p> <p>I can make comparisons between different times in the past.</p> <p>I can sequence key events of time studied.</p>	<p>I can use relevant dates and terms.</p> <p>I can place current study on timeline in relation to other studies.</p> <p>I can sequence up to 10 events on a time line.</p>

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				<p>clear narratives within and across the periods they study.</p> <p>I can note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>			
Key topic vocabulary	<ul style="list-style-type: none"> • Today • Yesterday • Then • Now • Past • Present • Once • Memory • Back then • Modern • Different • Same • Change • Unchanged • Before I was born • When (parents/ 	<p>Neil Armstrong and Katherine Johnson:</p> <ul style="list-style-type: none"> • Achievement • Astronaut • Equipment • Expedition • Explorer • Significant <p>Transport:</p> <ul style="list-style-type: none"> • Carriage • Travel • Transport • Steam engine • Electric cars • Petrol 	<p>Castles:</p> <ul style="list-style-type: none"> • Castle • Arrow loop • Barbican • Battlements • Drawbridge • Moat • Tower • Portcullis <p>Explorer Captain Scott:</p> <ul style="list-style-type: none"> • Achievement • Equipment • Expedition • Explorer • Polar • Significant 	<p>Stone Age to Iron Age:</p> <ul style="list-style-type: none"> • Bronze • Alloy • Bone marrow • Earthwork • Celt • Sacrifice • Tribe • Iron <p>Ancient Egypt:</p> <ul style="list-style-type: none"> • Ancient • Civilisation • Hieroglyphics • Irrigation • The Nile 	<p>Romans:</p> <ul style="list-style-type: none"> • Caledonia • Celts • Emperor • Roman Empire • Iceni • Legion • Picts <p>The Mayan Civilisation:</p> <ul style="list-style-type: none"> • Civilisation • Drought • Ritual • Jaguar • Scribes • Codices 	<p>Vikings and Anglo-Saxons:</p> <ul style="list-style-type: none"> • Danegeld • Exile • Invade • Kingdom • Longship • Outlawed • Pagans • Pillaged • Raid • Wergeld • Settlements <p>The Tudors and the Stuarts:</p> <ul style="list-style-type: none"> • Heir 	<p>WW2:</p> <ul style="list-style-type: none"> • Allies • Atomic bomb • Axis • Evacuation • Nazi party • Persecution • Rationing • Conscripted • Dogfight • Commemorate • Home front <p>Victorians:</p> <ul style="list-style-type: none"> • Arithmetic • Industry • Industrial revolution

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	<ul style="list-style-type: none"> grandparents) were little A long time ago Old New Picture Story Object Young Younger Youngest Older Oldest Parent Grandparent 	<ul style="list-style-type: none"> Railway Motor <p>History of Earth day:</p> <ul style="list-style-type: none"> Planet Earth Water Reduce Reuse Recycle <p>Famous artists:</p> <ul style="list-style-type: none"> Foreground Background Texture Shape Tone Form Line Colour Painting Drawing Printing Sculpture Photography 	<p>Great Fire of London:</p> <ul style="list-style-type: none"> Bakery Diary Firefighter Fire engine St Paul's Cathedral Rebuilt River Thames 17th Century <p>Technology and inventions:</p> <ul style="list-style-type: none"> Past Present Transport Communication Technology Toy Cooking Entertainment 	<ul style="list-style-type: none"> Pharaoh Tomb <p>History of Railways:</p> <ul style="list-style-type: none"> Locomotive Nationalised Passenger Privatised Railroad Rainhill Trials 	<ul style="list-style-type: none"> Maize Cacao beans <p>The Ancient Greeks:</p> <ul style="list-style-type: none"> Ancient Civilisation City states Empire Legacies Democracy Primary source Secondary source 	<ul style="list-style-type: none"> Monarch Reign Throne The Age of Exploration Monarch Decrees Depose The Restoration 	<ul style="list-style-type: none"> Invention Livestock Migrate Reign Rural Revolution Typhoid
Key historical vocabulary		<ul style="list-style-type: none"> Photograph Accounts Stories Artefact Fact 		<ul style="list-style-type: none"> Primary sources Secondary sources Ancient artefacts Opinion Fact 		<ul style="list-style-type: none"> Reliability Validity Bias Omissions Interpretations 	

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		<ul style="list-style-type: none">● Fiction● Evidence● Local● Significant● Memory● National● Global● International● Achievement	<ul style="list-style-type: none">● Evidence● Chronology● BC/AD● Time period● Change● Cause● Similarity● Difference● Significance	<ul style="list-style-type: none">● Opinion● Fact● Fiction● Connections● Contrasts● Change● Trend● Challenges
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