

## History Skills and Knowledge Progression



Subject Domain	YEAR 1	YEAR 2
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Sequence up to three objects from different periods of time</li> <li>• Use words and phrases like: old, new and a long time ago</li> <li>• Recount things that happened when the children were little</li> <li>• Recognise that a story that is read may have happened a long time ago</li> <li>• Retell a familiar story set in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases like: before I was born, when I was younger</li> <li>• Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning</li> <li>• Use the words 'past' and 'present' accurately</li> <li>• Use a range of appropriate words and phrases to describe the past</li> <li>• Sequence a set of events / photos in chronological order and give reasons for their order</li> </ul>
<b>Knowledge and understanding of events, people and changes in the past</b>	<ul style="list-style-type: none"> <li>• Recognise the difference between the past and present in their own and in others' lives</li> <li>• Know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why people did things, what events happened and what happened as a result</li> <li>• Identify differences between ways of life at different times</li> </ul>
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>• Distinguish between fact and fiction through historical stories</li> <li>• Compare and contrast the memories of adults and if these are the same about an event</li> </ul>	<ul style="list-style-type: none"> <li>• Compare 2 versions of a past event using sources</li> <li>• Discuss how reliable accounts / stories / photos are</li> <li>• Discuss and identify the different ways in which the past is represented</li> </ul>
<b>Historical Enquiry – Communicating ideas / evidence</b>	<ul style="list-style-type: none"> <li>• Ask and answer questions about old and new objects</li> <li>• Find answers to simple questions about the past from sources of information</li> <li>• Be curious about people and show interest in stories</li> <li>• Know that information can be retrieved from books and computers</li> </ul>	<ul style="list-style-type: none"> <li>• Observe or handle physical sources in order to ask and answer simple questions</li> <li>• Choose and use parts of stories and other sources to show understanding of concepts</li> </ul>
<b>Historical Enquiry – continuity / change cause / consequence significance similarities / differences</b>	<ul style="list-style-type: none"> <li>• Look closely at patterns, change and their similarities and differences</li> <li>• Develop deeper understanding about change over time, growth and decay</li> <li>• Ask questions about why things happen and give explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Identify similarities and differences between ways of life at different times</li> <li>• Recognise why people did things, why events happened</li> <li>• Make simple observations about different types of people, events and beliefs within a society</li> <li>• Talk about who was important</li> </ul>

## History Skills and Knowledge Progression



	YEAR 3	YEAR 4
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Describe events and periods using the words: BC/ BCE, AD/CE, decade, ancient, century</li> <li>Describe events from the past using time dates</li> <li>Use a timeline within a specific time in history to sequence key events</li> <li>Use mathematical knowledge to work out how long ago events would have happened</li> <li>Use some historical terms in order to describe and explain periods studied</li> </ul>	<ul style="list-style-type: none"> <li>Sequence recent history on a timeline</li> <li>Use a timeline in greater detail to sequence periods studied and key events within these</li> <li>Use mathematical skills to round up time differences between centuries and decades</li> <li>Use a greater range of historical terms in order to describe, explain and discuss periods studied</li> <li>Ask and answer more complex questions about the past</li> </ul>
<b>Knowledge and understanding of events, people and changes in the past</b>	<ul style="list-style-type: none"> <li>Explore the everyday lives of people in time studied</li> <li>Compare periods studied with our life today</li> <li>Identify reasons for and the results of people's actions</li> <li>Understand the motives of people from history</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence and sources to reconstruct life in time studied</li> <li>Identify key features and events of time studied</li> <li>Propose a reasonable explanation for events</li> </ul>
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources</li> <li>Suggest which sources are most useful for a task</li> <li>Use different representations of a studied period; museum, cartoons</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the usefulness of different sources</li> <li>Identify primary and secondary sources</li> <li>Use a wider range of resources to consider periods and events</li> </ul>
<b>Historical Enquiry – Communicating ideas / evidence</b>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe some details and record information relevant to the study</li> <li>Begin to use digital mediums for information /</li> <li>Present findings using writing / maths / drama / art</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to construct a picture of a past event</li> <li>Choose relevant material to present an aspect of life or of a study</li> <li>Ask a variety of questions using historical language</li> <li>Create a cohesive account of an event from a range of sources</li> </ul>
<b>Historical Enquiry – continuity / change cause / consequence significance similarities / differences</b>	<ul style="list-style-type: none"> <li>Understand that there are patterns and trends across periods</li> <li>Discuss some changes and record ideas</li> <li>Develop robust questions for why things happened using historical language,</li> <li>Understand the historical concepts of continuity and change, cause and consequence</li> <li>Identify some differences and similarities between people</li> </ul>	<ul style="list-style-type: none"> <li>Start to make links between periods studied</li> <li>Suggest reasons for events and some changes in the historical period studied and their impact on others</li> <li>Discuss the importance of significant people</li> <li>Suggest similarities and differences for people, events and beliefs</li> <li>Use historical concepts to frame valid questions</li> </ul>

## History Skills and Knowledge Progression



Subject Domain	YEAR 5	YEAR 6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Use dates and historical language</li> <li>• Sequence and know key events of time studied in relation to events before and after at national and world level</li> <li>• Use mathematical skills to work out exact time scales and differences</li> <li>• Start to make comparisons between times in the past</li> <li>• Use historical terms with accuracy</li> <li>• Start to develop independency in learning and study</li> </ul>	<ul style="list-style-type: none"> <li>• Place a period of history on a timeline in relation to other studies</li> <li>• Extend and deepen chronological knowledge of history</li> <li>• Identify significant events, note connections, contrasts and trends over time</li> <li>• Use historical periods as a reference point</li> </ul>
<b>Knowledge and understanding of events, people and changes in the past</b>	<ul style="list-style-type: none"> <li>• Study different aspects of different people</li> <li>• Examine causes and results of great events and impact on others</li> <li>• Compare an aspect of life across different periods</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about beliefs behaviour and characteristics of people</li> <li>• Compare beliefs and behaviour with another period studied</li> <li>• Write an explanation of a past event in terms of cause and effect using evidence to support ideas</li> </ul>
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>• Compare accounts of events from a range of sources</li> <li>• Develop arguments for these different versions and discuss how this impacts the interpretation of events</li> <li>• Identify reliable information</li> </ul>	<ul style="list-style-type: none"> <li>• Make links with sources and work out how conclusions were reached</li> <li>• Understand that different versions of the past may exist giving some reasons for this</li> <li>• Explain evaluation of information and sources</li> </ul>
<b>Historical Enquiry – Communicating ideas / evidence</b>	<ul style="list-style-type: none"> <li>• Identify primary and secondary sources with greater confidence</li> <li>• Use a range of digital platforms in order to both access and to present information and knowledge.</li> <li>• Ask historical questions using appropriate terms</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Construct informed responses with historical detail</li> <li>• Be able to recount in writing and verbally all ideas and set these in context</li> </ul>
<b>Historical Enquiry – continuity / change cause / consequence significance similarities / differences</b>	<ul style="list-style-type: none"> <li>• Develop deeper security in links and patterns between periods</li> <li>• Describe changes within and between periods and societies</li> <li>• Explain similarities and differences in society, culture and religion at local and national level</li> <li>• Give reasons for and consequences for historical events, situations and changes</li> </ul>	<ul style="list-style-type: none"> <li>• Describe / make links between main events, situations and changes within and across different periods</li> <li>• Identify and give some reasons for historical events</li> <li>• Describe social, cultural, religious and ethnic diversity in Britain &amp; wider world</li> <li>• Identify historically significant people and events</li> <li>• Identify and explain which causes and consequences have the greatest significance</li> <li>• Ask and answer complex questions about the past using historical terms</li> </ul>

