



## History Progression of Skills



### *National Curriculum Purpose of Study:*

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### *National Curriculum Aims:*

- To know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### *National Curriculum Attainment targets:*

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### *National Curriculum Subject content.*

- Chronological understanding.
- Historical knowledge and interpretation.
- Historical enquiry.



## History Progression of Skills



	Early Years	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<p>Use everyday language relating to time.</p> <p>Order and sequence familiar events.</p> <p>Talk about the past and present in their own, and their families, lives.</p>	<p>To know the difference between past and present.</p> <p>To know things that happened to themselves and others in the past.</p> <p>To order a set of events with support from the teacher.</p> <p>Begin to use a timeline to order important events.</p> <p>Use common words and phrases relating to the passing of time.</p>	<p>Understand and use the words past and present when describing events.</p> <p>Sequence events and objects on a scale given by the teacher.</p> <p>Use a timeline to sequence things that happened within an important event.</p> <p>Begin to use subject specific vocabulary to describe events.</p>	<p>Begin to understand a timeline is divided into BC and AD.</p> <p>Use a timeline to sequence historical events in chronological order within a period being studied.</p> <p>Know dates of events from a period studied.</p> <p>Use subject specific vocabulary in writing about events in history.</p>	<p>Describe the main changes within a period of history.</p> <p>Sequence events (BC and AD) across a timeline.</p> <p>Use vocabulary to describe events and periods. (Ancient, century).</p>	<p>Place periods of history on a timeline showing periods of history.</p> <p>Order significant dates on a timeline divided into decades.</p> <p>Develop appropriate use of vocabulary to describe historical terms and dates in writing.</p> <p>Use mathematical knowledge to understand how long-ago events took place.</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Order significant dates on a timeline divided into centuries.</p> <p>Appreciate some ancient civilisations showed greater advancements than people who lived after them.</p> <p>Compare changes within and across different periods.</p> <p>Know that some events occurred concurrently in different locations.</p>
<b>Historical knowledge and interpretation</b>	<p>To know about the history of their lives.</p>	<p>Look at books, videos and pictures to find out about the past.</p> <p>Begin to recall facts from before living memory.</p> <p>Say why people may have acted the way they did.</p>	<p>To begin to understand there are different ways the past is represented.</p> <p>To use eyewitness accounts, artefacts and the internet to find out about the past.</p> <p>To describe differences between the past and present.</p>	<p>To know that there are different accounts of history.</p> <p>To use evidence to describe the culture, leisure activities, way of life and buildings from the past.</p> <p>Begin to develop the appropriate use of historical terms.</p> <p>Suggest why certain events happened.</p>	<p>Identify differences in different versions of the past.</p> <p>Use evidence to describe how the lives of the rich and poor differed in the past.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Know that some things from the past still affect our lives today.</p>	<p>Begin to understand propaganda, opinions and misinformation in relation to events being studied.</p> <p>Begin to give reasons why there are different accounts of history.</p> <p>Evaluate evidence and choose most reliable forms.</p> <p>Make links and comparisons between features of past</p>	<p>Know that opinions and points of view can affect interpretations.</p> <p>Give clear reasons why there are different accounts of historical events- linking to understanding of the past.</p> <p>Continue to make links and comparisons between features of the past using evidence to support ideas.</p>



## History Progression of Skills

			<p>Use a wide vocabulary of everyday historical terms.</p> <p>Look at evidence to describe why people acted the way they did in the past.</p> <p>Recall significant events from a significant time in history.</p>	<p>Begin to understand the impact the past has had on our lives.</p>	<p>Use artefacts to understand how people lived in the past.</p>	<p>societies. (e.g. religion, houses, technology).</p> <p>Know that significant events have shaped the country we have today.</p>	<p>Know that knowledge of the past is constructed from a range of sources.</p>
<h3 style="text-align: center;">Historical enquiry</h3>	<p>Be curious and interested in people from familiar stories.</p> <p>Begin to answer 'how' and 'why' questions in response to lived events.</p> <p>Know they can get information from books.</p>	<p>Begin to ask questions about events, pictures and objects from the past.</p>	<p>Ask questions about the past in relation to events being studied.</p> <p>Begin to answer questions using a range of information sources.</p>	<p>Use documents and archived sources as evidence from the past.</p> <p>Use information to independently answer questions about the past.</p> <p>Begin to research events and write about them.</p> <p>Recognise the part archaeologists play in helping us to understand the past.</p>	<p>Use documents, databases and archived sources as evidence from the past.</p> <p>Use independent research to ask and answer questions about the past.</p> <p>Research two versions of the same event and say how they differ.</p> <p>Begin to identify similarities and differences between periods of history.</p>	<p>Use reliable sources of information to answer questions- realising there is often not a single answer.</p> <p>Devise historically valid questions.</p> <p>Communicate understandings of different points of view based on information found.</p>	<p>Independently select and organise information to construct informed responses to questions.</p> <p>Regularly address and pose questions based on historical understanding.</p> <p>Begin to investigate own lines of enquiry by posing questions to answer.</p>