

Progression of Skills and Knowledge in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• The School and its Community • What were homes like long ago? • What were seaside holidays like in the past?	• The Great Fire of London • Why do we have castles? • Race to the South Pole • The Lives of significant individuals: Mary Seacole, Dr Elizabeth Garrett Anderson, Charles Darwin	• Stone Age to Iron Age • Ancient Greece • The Anglo Saxons	• Ancient Egypt • Invasion! How Life in Britain was Changed by the Roman Conquest	• The Age of Steam • The Mayan • The Viking/Anglo-Saxon struggle for the Kingdom of Britain	• The Home Front: Why do we have an Air raid shelter? • Reach for the Sky: The history of Aviation Pioneers
Chronological understanding	• Sequence events in their life T1 • Sequence 3 or 4 artefacts from distinctly different periods of time T2 • Match objects to people of different ages T2 T3	• Use common words and phrases relating to the passing of time • Know where people and events fit into a simple timeline	• Refer to a timeline T1, T2 • Place the time studied on a timeline T3 • Use dates and terms related to the passing of time T2 T3 • Sequence several events and/or artefacts T2	• Place events from period studied on a time line T2 T3 • Use terms related to the period and begin to date events T2 T3 • Understand the terms BC/AD T3	• Know and sequence key events of time studied T1 T3 • Use relevant terms and period labels T1 T3 • Make comparisons between different times in the past T1	• Place current study on timeline in relation to other studies T1 • Know to place historical events and people from the past societies and periods in a chronological framework T2 • Use relevant dates and times T1 • Sequence significant events on a timeline T1 • Know about a theme in British history which extends beyond 1066 and explain what this is important in relation to British history T2 •
Historical concepts	• Recognise the similarities and difference between the past and present in their own and others lives T1 T3	• 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	• Identify similarities and differences between time periods T1 • Find out about every day lives of people in time studied and compare with our life today T2 T3 • Find out cause and consequences of people's actions T2	• Understand change and continuity within time period studied T3 • Understand of significance of events T2 T3 • Find out the cause and consequence of a key event T3	• Understand change and continuity within time period studied T1 T3 • Understand the short term and long term impact of events T1 T3 • Make connections within and beyond the time period studied T3 • Understand cause and consequence of key events in the time period studied T1 T3	• Understand change and continuity within time period studied T1 T2 • Understand of the short term and long term impact of events T1 T2 • Make connections within and beyond the time period studied T1 T2 • Draw contrasts and make connections within and beyond the time period studied. T1 T2 • Know about a period of history that has strong connections to their locality and understand the issues associated with this period. T2

Historical enquiry (all history units)	• Ask and answer questions based on stories about the past and artefacts • Understand some of the ways we find out about the past	• Ask questions that will lead to historical enquiry • They answer questions using a range of primary and secondary sources, including diaries, photos, artefacts and reference books.	• Ask and answer questions about the time period studied • Use a range of sources, both primary and secondary, to find out about a period • Observe small details - artefacts, pictures • Begin to use more than one source for researching the past	• Ask a variety of questions about the time period studied • Use a range of 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 • Use reference books and internet sources for research • Select and record information relevant to the study	• Address and devise historically valid questions about change, cause, similarity, difference and significance. • Can identify primary and secondary sources • Use a range of sources to build up a picture of a past event • Select relevant sections of information	• Address and devise historically valid questions about change, cause, similarity, difference and significance. • Understand how evidence is pieced together to make historical claims. • Recognises and uses a range of primary and secondary sources • Bring knowledge gathered from several sources together in a fluent account • To know how Aviation has changed over time • To know how an event or events from the past has shaped our lives today. • Draw an accurate timeline with different historical periods showing key historical events or lives of significant people
Interpretations of history (all history units)	• Use stories and drama to help children to distinguish between historical fact and fiction • Consider how reliable memories are T1	• Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories (what might they not tell us?)	• Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – e.g., compare a primary source recount with a secondary account • Use representations of the period – museum, models, pictures etc	• Begin to evaluate the usefulness of different sources (e.g., What are the gaps?) • Distinguish between different sources – e.g., compare a museum display with a webpage secondary account • Begin to identify fact and fiction within historical accounts	• Understand how and why perspectives within a time period can be different • Can identify fact and fiction within historical accounts • Can identify gaps within a range of evidence	• Understand how and why there are contrasting arguments and interpretations of the past • Begin to identify bias and reliability within accounts of events • Consider ways of checking the accuracy of interpretations • Bring knowledge gathered from several sources together in a fluent account of a female aviator
Communicating ideas (all history units)	• Children communicate their knowledge through: Talk, drama, model making, writing, ICT, pictures	• Children communicate their knowledge through: Talk, drama, model making, writing, ICT, pictures	• Children select from more than one source. • They show their knowledge and understanding through: discussion, drama, model making, writing, ICT, diagrams and pictures	• Children select from a range of different sources. • They show their knowledge and understanding through: discussion, drama, model making, writing, ICT, diagrams and pictures	• Select and organise information to produce structured work, making appropriate use of dates and terms • They show their knowledge and understanding through: discussion, drama, model making, writing, ICT, diagrams and	• Select and organise information to produce structured work, making appropriate use of dates and terms • They show their knowledge and understanding through: discussion, drama, model making, writing, ICT, diagrams and

					pictures	pictures
Historical terms (all history units)	In a historical context use phrases like: long ago, old, new, modern, before, after, when my grandparents were at school,	In a historical context use phrases like: past, present, before, after, then, now	In a historical context use phrases like: BC, AD, century, ancient, culture, religion	In a historical context use phrases like: BC, AD, century, ancient dynasty... culture, religion	In a historical context use phrases like: Ancient Civilisation Industrialisation Industrial Revolution Invade Conflict Etc.	In a historical context use phrases like: Decade – 30s 40s Post war Home front Propaganda Economic Military Aviation Segregation parachutist Etc.