

HISTORY SKILLS PROGRESSION



Twineham CofE School

Nurture Togetherness Resilience Creativity



Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Periods to cover		Changes within living memory Events beyond living memory that are significant nationally or globally The lives of significant individuals Significant events/people/places in our own locality		Pupils should be taught: Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Anglo-Saxons and Scots, Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, a local history study, a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, one of Ancient Sumer, The Indus Valley, Ancient Egypt or The Shang Dynasty of Ancient China, Ancient Greece, a non-European society such as early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300			
Chronological understanding	Use past, present and future tense when talking about a familiar event in their life or familiar stories.	Sequence three objects, events or people in chronological order on a simple timeline. (recent history). Use a wide vocabulary of everyday historical terms such as old, new, young, days, months, long time ago. Recount changes in own life over time.	Sequence 5 people, events or objects on a simple timeline using some key dates. Use a wide vocabulary of everyday historical terms such as recently, before, after, now, later, <i>when, before I was born, when I was younger</i> Recount changes in own life over time.	Uses timelines to place events of historical importance in order. Understands timeline can be divided into BC and AD, century decade, ancient, era or period. Use terms for historical periods such as Romans, Anglo Saxons, Vikings Victorians.	Uses timelines to place events of historical importance in order. Understands timeline can be divided into BC and AD, century decade, ancient, era or period. Divides recent history into present, using 21 st century, and the past using 19 th and 20 th centuries. Use terms for historical periods such as Romans, Anglo Saxons, Vikings Victorians.	Uses timelines to place and sequence local, national and international events. Can name dates of significant event studied from past and place it correctly on a timeline. Identifies changes within and across historical periods eg Romans, Anglo Saxons, Vikings Victorians.	Uses timelines to place events, periods and cultural movements from around the world and demonstrate changes and developments in culture, technology, religion and society. Can name dates of significant event studied from past and place it correctly on a timeline. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period

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Knowledge and understanding of past events, people and changes in the past	Talk about images or objects of familiar situations in the past eg. homes, schools, transport before they were born.	Know the history behind yearly events eg. bonfire night, remembrance Sunday, Jubilees. Learn about the lives of significant individuals from the past.	Recount main events from a significant point in history, asking and answering questions to deepen understanding. Recount the lives of significant individuals from the past who have contributed to national and international achievements eg. Florence Nightingale, Queen Victoria.	Uses evidence to learn about an historical period of time including: <i>Houses and settlements/Culture and leisure activities/ Clothes, way of life and actions of people/ Buildings and their uses/People's beliefs /Differences between lives of rich and poor</i>	Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describe how some of the past events/people affect life today.	Study historically marginalised groups in Britain and the wider world such as Suffragettes, the slave trade, immigration, Refugees. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	in history using words such as: social, religious, political, technological and cultural. Give own reasons why changes may have occurred, backed up with evidence. Makes links between some features of past societies and discuss how ancient civilisations showed greater advancements than people who lived centuries after them.
Historical interpretation – using a range of sources to investigate the past	Use stories, images and objects to find out about the past. <i>Can they re-tell familiar events using pictures/stories or objects?</i>	Explore images, stories and objects from the past. <i>Can they give a plausible explanation about what an object was used for in the past?</i>	Use information (objects, images and text) to describe the past. <i>Can they research the life of a key historical figure using different resources to help them?</i>	Describes similarities and differences between sources or artefacts. <i>Can they discuss how archaeology helps us to understand more about what</i>	Use a range of sources including the internet and identify what a reliable source is. Understand the difference between a primary and secondary source.	Construct informed responses that involve selection from a range of sources. Know that people (now and in past) can represent events or	Chooses reliable sources of factual evidence to describe a historical period of time. Suggest accurate and plausible reasons for how/why events

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Historical enquiry – Questioning about historical events and periods	Ask and answer who, what, where questions about familiar events.	Recall answers to simple questions about the past from sources of information (eg. pictures, stories)	Look carefully at pictures or objects to find information about the past. Ask and answer questions about key historical events.	<i>happened in the past?</i> Suggest sources of evidence to use to help answer questions. Ask and answer questions such as ‘How did people? Why did people.....?’	<i>Can they give reasons why there may be different accounts of history?</i> Suggest sources of evidence to use to help answer questions. Ask and answer questions such as ‘What was it like for a during?’	ideas in ways that persuade others. <i>Can they identify the key sources that have influenced our understanding of historical events?</i> Realises that there is often not a single answer to historical questions. Choose reliable sources of evidence to answer questions.	have been interpreted in different ways. <i>Can they discuss that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history?</i> Form own opinions about historical events from a range of sources. Ask and answer the usefulness and accurateness of different sources of evidence.
Organisation and communication – How we present historical information	Talk, role play and draw about familiar past events. Use language of time eg. days of the week.	Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). Write days of the week and months of the year.	Talk about and write simple stories and recounts about the past. Write dates. Draw labelled diagrams to tell others about people,	Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Use dates and terms with increasing accuracy.	Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Use dates and terms correctly.	Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.	Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.

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			events and objects from the past.	Discuss different ways of presenting information for different purposes.	Discuss most appropriate way to present information, realising that it is for an audience.	Use dates and terms correctly. Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).	Make accurate use of specific dates and terms. Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).
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