



History skills progression

Core Skill:		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Aut	<ul style="list-style-type: none"> Order events in chronological order (beginning to introduce timeline) Use historical vocabulary correctly to describe the passing of time 	<ul style="list-style-type: none"> Recall specific dates in history Place dates, events and artefacts on a timeline. Label timelines with past, present, older and newer 	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a timeline Know that a timeline can be divided into BC and AD Use dates and terms to describe events 	<ul style="list-style-type: none"> Divide history into time periods and place periods of history on a timeline. Place events, artefacts and historical figures on a timeline Use dates and terms to describe event 	<ul style="list-style-type: none"> Describe main changes in periods of history e.g. religious reformation Use dates and terms accurately to describe events. Know that no single source of evidence gives the full answer to questions about the past. Place events, artefacts and historical figures on a timeline 	<ul style="list-style-type: none"> Describe the main changes in a period of history Identify times of rapid change and contrast with periods of little change (e.g. suffragette movement) Use dates and terms accurately in describing events.
	Spring	<ul style="list-style-type: none"> Order events in chronological order (beginning to introduce timeline) Use historical vocabulary correctly to describe the passing of time 		<ul style="list-style-type: none"> Place events, artefacts and historical figures on a timeline Use dates and terms to describe events 		<ul style="list-style-type: none"> Show an awareness of the concepts of propaganda and how historians must understand the social context of evidence studies. Know that no single source of evidence gives the full answer to questions about the past. 	
	Su						
		Recall dates and events previously studied and understand their relationship in time linked to their current topic					
Investigate and interpret the past	Aut	<ul style="list-style-type: none"> Ask and answer questions about the past Ask questions such as: What happened? When did it happen? How long ago? Using pictures, stories and oral sources to find out about changes in my living memory. 	<ul style="list-style-type: none"> Ask questions such as- what was it like for people? What happened? How long ago? Identify differences and similarities between ways of life us and the people of 1666. Use artefacts, pictures, stories and online resources to find out about the past Recognise reasons why people from the past acted the way they did. Describe how events in history have shaped our lives. 	<ul style="list-style-type: none"> Use evidence to help ask and answer questions about the past. Know the difference between primary and secondary sources of evidence Analyse primary and secondary sources of evidence Understand the concept of change over time e.g. farming now and then 	<ul style="list-style-type: none"> Use evidence to ask and answer questions about the past. Suggest and use primary and secondary sources of evidence and evaluate which is more reliable Suggest causes and consequences of some key events in history. Compare two versions of same events in history and identify differences between accounts 	<ul style="list-style-type: none"> Follow their line of historical enquiry and refine lines as appropriate Choose reliable sources of evidence to help answer questions and give reasons for choices Understand that no single source of evidence gives the full answer to questions about the past. Identify continuity and change within history in the locality Seek out and analyse a wider range of evidence in order to justify claims about the past. 	<ul style="list-style-type: none"> Select and use reliable sources of evidence to deduce information about the past and know about primary sources and give reasons for choices. Seek out and analyse a wide range of evidence to justify claims about the past Understand that no single source of evidence gives the full answer Show awareness of concept of propaganda and how historians need to understand the social context and how propaganda can effect interpretations of history Identify continuity and change in history the local community
	Spring	<ul style="list-style-type: none"> Ask questions such as: What happened? What was it like for people? How long ago? Use artefacts, pictures, stories and online resources to find out about the past 				<ul style="list-style-type: none"> Seek out and analyse a wide range of evidence in order to justify claims about the past. Know that no single source of evidence gives the full answer to questions about the past. 	



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	Sum	•	•	•	•	•	•
Building knowledge of World History	Aut	<ul style="list-style-type: none"> Show an understanding of 'History'. 	• (<ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (burial practice, social hierarchy in the context of the Egyptians) 	<ul style="list-style-type: none"> Describe the characteristics of the past, including ideas, beliefs, attitudes and experiences of men women and children (Greeks) Describe the social, ethnic and cultural diversity of past society (social and cultural differences in Athenians and Spartans) 	<ul style="list-style-type: none"> Describe main changes in Tudor times from medieval times (War of Roses) Describe the social, cultural and religious diversity of past society (Tudors) 	<ul style="list-style-type: none"> Compare some of the time studied with other areas around the world. Describe social, political and cultural diversity of the past and its evolution over time Describe characteristic features of the past, including experiences of men, women and children and its impact over time.
	Spring	<ul style="list-style-type: none"> Describe significant people from the past (Queen Victoria) / William the Conqueror. 	•	•	•	<ul style="list-style-type: none"> Describe the social, ethnic and cultural diversity of society. 	•
	Sum	•	•	<ul style="list-style-type: none"> Give a broad overview of life in Britain from ancient until medieval times. Describe changes that have happened in the locality of the school throughout history. 	•	•	•
	Aut	<ul style="list-style-type: none"> Retell an event from the past. 	<ul style="list-style-type: none"> Retell an event from the past. Use drama to improve understanding of a historical event 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate about the past e.g. dates, timer period, era, change, chronology Use literacy skills to communicate information about the past. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology Use literacy skills to communicate information about the past. 	<ul style="list-style-type: none"> Use historical vocabulary, including dates, time period, era, chronology, continuity, change, century, decade, legacy Use literacy and computing skills to represent information 	<ul style="list-style-type: none"> Use appropriate historical vocabulary including, dates, time period, era, chronology, continuity, change, century, decade, legacy Use literacy, numeracy and computing skills to communicate information about the past.
Communicating Historically	Spring	<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, years, decades and centuries to describe the passing of time. Show an understanding of concepts such as civilisation. Use drama to improve understanding of a historical event 	•	•	•	•	•
	Sum	•	•	•	•	•	•