

History Progression of skills

	Key Stage 1 Year 1 and 2	Lower Key Stage 2 Year 3 and 4	Upper Key Stage 2 Year 5 and 6
	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • the Roman Empire and its impact on Britain • Britain’s settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 • a local history study 	

	Year 1/2	Year 3/4	Year 5/6
Chronology	<ul style="list-style-type: none"> • Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time • Show where places, people and events fit into a broad chronological framework • Begin to use dates 	<ul style="list-style-type: none"> • Develop increasingly secure chronological knowledge and understanding of history, local, British and world • Put events, people, places and artefacts on a time- line • Use correct terminology to describe events in the past 	<ul style="list-style-type: none"> • As Year 3/4, and • Use greater depth and range of knowledge
Historical Terms	<ul style="list-style-type: none"> • Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my • were younger, years, decades, centuries 	<ul style="list-style-type: none"> • Develop use of appropriate subject terminology, such as: empire, civilisation, monarch 	<ul style="list-style-type: none"> • Record knowledge and understanding in a variety of ways, using dates and key terms appropriately

	Year 1/2	Year 3/4	Year 5/6
Historical Enquiry	<ul style="list-style-type: none"> • Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? • Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites • Choose and use parts of stories and other sources to show understanding of events • Communicate understanding of the past in a variety of ways 	<ul style="list-style-type: none"> • Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance • Suggest where we might find answers to questions considering a range of sources • Understand that knowledge about the past is constructed from a variety of sources • Construct and organise responses by selecting relevant historical data 	<ul style="list-style-type: none"> • Devise, ask and answer more complex questions about the past, considering key concepts in history • Select sources independently and give reasons for choices • Analyse a range of source material to promote evidence about the past • Construct and organise response by selecting and organising relevant historical data
Interpreting History	<ul style="list-style-type: none"> • Identify different ways that the past is represented, • e.g. fictional accounts, illustrations, films, song, museum displays 	<ul style="list-style-type: none"> • Be aware that different versions of the past may exist and begin to suggest reasons for this 	<ul style="list-style-type: none"> • Understand that the past is represented and interpreted in different ways and give reasons for this
Continuity and Change	<ul style="list-style-type: none"> • Discuss change and continuity in an aspect of life, • e.g. holidays 	<ul style="list-style-type: none"> • Describe and begin to make links between main events, situations and changes within and across different periods and societies 	<ul style="list-style-type: none"> • As Year 3/4, and • Use a greater depth of historical knowledge
Causes and Consequences	<ul style="list-style-type: none"> • Recognise why people did things • Recognise why some events happened • Recognise what happened as a result of people's actions or events 	<ul style="list-style-type: none"> • Identify and give reasons for historical events, situations and changes • Identify some of the results of historical events, situations and changes 	<ul style="list-style-type: none"> • Begin to offer explanations about why people in the past acted as they did
Similarities & Differences	<ul style="list-style-type: none"> • Identify similarities and differences between ways of life in different periods, including their own lives 	<ul style="list-style-type: none"> • Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual 	<ul style="list-style-type: none"> • Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
Significance	<ul style="list-style-type: none"> • Recognise and make simple observations about who was important in an historical event/account, • e.g. talk about important places and who was important and why 	<ul style="list-style-type: none"> • Identify and begin to describe historically significant people and events in situations 	<ul style="list-style-type: none"> • Give reasons why some events, people or developments are seen as more significant than others