



**Skills Progression Document  
History**

	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Chronology</b>	<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>▪ Recognising the distinction between past and present.</li> <li>▪ Identifying <i>some</i> similarities and differences between their own present and aspects of the past.</li> <li>▪ Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>).</li> </ul> <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>▪ Recognising the distinction between present and past in their own and other people's lives.</li> <li>▪ Identifying some similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>).</li> <li>▪ Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport.</li> <li>▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>).</li> <li>▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.</li> <li>▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>).</li> <li>▪ Analyse connections, trends and contrasts over time.</li> </ul>

	<ul style="list-style-type: none"> <li>Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>).</li> </ul>		
<b>Events, People and Changes</b>	<ul style="list-style-type: none"> <li>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events.</li> <li>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> <li>Use simple stories and other sources to show that they know and understand key features of events.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding <i>some</i> of the ways in which people's lives have shaped this nation.</li> <li>Describing how Britain has influenced and been influenced by the wider world.</li> <li>Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.</li> <li>Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.</li> <li>Establishing a narrative showing connections and trends within and across periods of study.</li> <li>Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.</li> </ul>

			Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.
<b>Communication</b>	<ul style="list-style-type: none"> <li>Understand and use simple historical concepts such as now/then and same/different.</li> <li>To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>).</li> <li>Understand historical concepts and use them to make simple connections and draw contrasts.</li> </ul>	<ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology.</li> <li>Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> </ul>	<ul style="list-style-type: none"> <li>Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> <li>Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.</li> </ul>
<b>Enquiry, Interpretation and using Sources</b>	<ul style="list-style-type: none"> <li>Use sources to answer <i>simple</i> questions about the past.</li> <li>Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about</li> </ul>	<ul style="list-style-type: none"> <li>Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed.</li> </ul>

	<p>their past, buildings, written sources.</p> <ul style="list-style-type: none"> <li>▪ Identify some of the <i>basic</i> ways the past can be represented.</li> <li>▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</li> <li>▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li> <li>▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses</li> <li>▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>).</li> <li>▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> <li>▪ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.</li> <li>▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.</li> <li>▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others.</li> </ul>
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