



Aberford C of E Primary School – History Progression of skills (Updated May 2021)

Class 2		Class 3		Class 4	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding					
<p>Sequence events in their life – remember parts of stories and memoirs about the past</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p> <p>Use words and phrases: old, new, young, days, months</p> <p>Know where people and events fit within a chronological framework</p> <p>Develop awareness of the past using common words and phrases relating to the passing of time</p> <p><i>I can briefly describe features of particular themes, events and people from family, local, national and global history. Eg, Retell the story of the Gunpowder plot</i></p> <p><i>I can sequence independently on an</i></p>	<p>Sequence artefacts closer together in time - check with reference book – put people, events or objects in order using a given scale</p> <p>Sequence photographs etc. from different periods of their life – recount changes in own life over time. Describe memories of key events in lives</p> <p>Use words and phrases such as recently, before, after, now, later</p> <p>Know where people and events fit within a chronological framework</p> <p>Develop awareness of the past using common words and phrases relating to the passing of time</p> <p><i>I can briefly describe features of particular themes, events and people from family, local, national and global history. Eg, Retell the story of the Gunpowder plot</i></p>	<p>Place the time studied on a time line and place events in order and understand a timeline can be divided into BC/AD</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p> <p>Use more complex terms eg BC/AD, century, decade</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study</p> <p><i>I can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. Eg, Recall a number of details about the Ancient Egyptians and their achievements</i></p>	<p>Place events from period studied on a time line - Name and places, dates of significant events from past on a timeline</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD, century, decade</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study.</p> <p><i>I can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. Eg, Recall a number of details about the Ancient Egyptians and their achievements</i></p>	<p>Sequences historical periods</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period.</p> <p>Make comparisons between different times in the past</p> <p>Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history</p> <p><i>I can provide overviews of the most significant features of different themes, individuals, societies and events covered. Eg, Give a summary of the main features of Victorian Society</i></p> <p><i>I can sequence with independence the key events, objects, themes, societies and people in</i></p>	<p>Place current period of history on time line in relation to other periods</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period</p> <p>Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history</p> <p><i>I can provide overviews of the most significant features of different themes, individuals, societies and events covered. Eg, Give a summary of the main features of Victorian Society</i></p>

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<p><i>annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. E.g. Select a range of cooking methods and foods to place on a timeline</i></p> <p><i>I can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously</i></p>	<p><i>I can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. E.g. Select a range of cooking methods and foods to place on a timeline</i></p> <p><i>I can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously</i></p>	<p><i>I can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. E.g. Sequence many of the main features of the Bronze and Iron Ages</i></p>	<p><i>I can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. E.g. Sequence many of the main features of the Bronze and Iron Ages</i></p>	<p><i>Upper Key Stage 2 topics covered using dates, period labels and terms. E.g. Select from a range of material, and sequence using appropriate labels and dates</i></p>	<p><i>I can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. E.g. Select from a range of material, and sequence using appropriate labels and dates</i></p>
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Knowledge and understanding of past events, people and changes in the past

<p>Recognise the difference between past and present in their own and others' lives</p> <p>They know and recount episodes from stories about the past</p> <p>Identify similarities and differences between ways of life in different periods and study changes within living memory</p> <p>Study the lives of significant individuals who contributed to national and international achievements</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p>Use information to describe the differences between then and now</p> <p>Recount main events from a significant event in history</p> <p>Identify similarities and differences between ways of life in different periods and</p>	<p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p> <p>Identify similarities and differences between people, events and objects</p> <p>Address and devise historically valid questions</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p>Show knowledge and understanding by describing features of past societies and periods</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Identify some social, cultural, religious and ethnic diversities of societies</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Give own reasons why changes may have occurred,</p>
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<p><i>I can identify independently a range of similarities, differences and changes within a specific time period. E.g. Recognise differences in aeroplanes from different decades</i></p> <p><i>I can identify a few relevant causes and effects for some of the main events covered. E.g. Identify several causes, motives and effects of the Gunpowder Plot</i></p>	<p>study changes within living memory</p> <p>Study the lives of significant individuals who contributed to national and international achievements</p> <p><i>I can identify independently a range of similarities, differences and changes within a specific time period. E.g. Recognise differences in aeroplanes from different decades</i></p> <p><i>I can identify a few relevant causes and effects for some of the main events covered. E.g. Identify several causes, motives and effects of the Gunpowder Plot</i></p>	<p>about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time</p> <p><i>I can make valid statements about the main similarities, differences and changes occurring within topics. E.g. Categorise changes into the different periods of the Stone Age</i></p> <p><i>I can comment on the importance of causes and effects for some of the key events and developments within topics. E.g. Explain why some reasons were important in changing the nature of childhood during different historical periods.</i></p>	<p>Describe how some of the past events /people affect life today</p> <p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time</p> <p><i>I can make valid statements about the main similarities, differences and changes occurring within topics. E.g. Categorise changes into the different periods of the Stone Age</i></p> <p><i>I can comment on the importance of causes and effects for some of the key events and developments within topics. E.g. Explain why some reasons were important in changing the nature of childhood during different historical periods.</i></p>	<p>studied in Britain and the wider world</p> <p>Give some causes and consequences of the main events, situations and changes in the periods studied</p> <p>Discuss the impact and causes of historical change in Britain</p> <p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time</p> <p><i>I can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. E.g. Provide some similarities and differences affecting different forms of communication</i></p> <p><i>I can explain the role and significance of different causes and effects of a range of events and developments in a range of historical contexts.</i></p>	<p>backed up with evidence</p> <p>Know key dates, characters and events of time studied</p> <p>Describe how some changes affect life today</p> <p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time</p> <p><i>I can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. E.g. Provide some similarities and differences affecting different forms of communication</i></p> <p><i>I can explain the role and significance of different causes and effects of a range of events and developments in a range of historical contexts.</i></p>
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Historical Interpretation

<p>Use stories to encourage children to distinguish between fact and fiction and to show that they know and understand key features of events</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p>Begin to identify and recount some details from the past from sources (eg.picture books)</p> <p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p> <p><i>I can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer</i></p>	<p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/accounts/stories</p> <p>Understand why some people in the past did the things they did</p> <p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p> <p><i>I can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer</i></p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc.</p> <p>Address and devise historically valid questions about significance</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p><i>I can explain why some aspects of historical accounts; themes or periods are significant. E.g. evaluate the significance of the achievements and legacy of the Ancient Greeks.</i></p> <p><i>I can comment on a range of possible reasons for differences in a number of accounts. E.g. Explain how and why it is possible to have different interpretations about the</i></p>	<p>Look at the evidence available and give reasons why there may be different accounts of history</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p> <p>Address and devise historically valid questions about significance</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p><i>I can explain why some aspects of historical accounts; themes or periods are significant. E.g. evaluate the significance of the achievements and legacy of the Ancient Greeks.</i></p> <p><i>I can comment on a range of possible reasons for differences in a number of accounts. E.g. Explain how and why it is possible to have different interpretations about the</i></p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>Give clear reasons why there may be different accounts in history</p> <p>Address and devise historically valid questions about significance</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p><i>I can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. E.g. Critically explain the importance of the Industrial Revolution.</i></p> <p><i>I can explain how and why it is possible to have different interpretations of the same event or person.</i></p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history</p> <p>Be aware that different evidence will lead to different conclusions – understand the past has been represented in different ways</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways</p> <p>Confidently use the library and internet for research</p> <p>Address and devise historically valid questions about significance</p> <p>Understand how our knowledge of the past is</p>
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		Ancient Greek Olympic Games.	Ancient Greek Olympic Games.		<p>constructed from a range of sources</p> <p><i>I can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. E.g. Critically explain the importance of the Industrial Revolution</i></p> <p><i>I can explain how and why it is possible to have different interpretations of the same event or person.</i></p>
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Historical Enquiry

<p>Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>Ask questions about the past</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events</p> <p>Use a wide vocabulary of everyday historical terms</p> <p>Understand some of the ways in which they find out about the past and identify</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations</p> <p>Look carefully at pictures and objects to find information out about the past</p> <p>Ask questions such as: ‘What was it like for...’ ‘What happened in the past?’ ‘How long ago did that happen?’ etc.</p> <p>Choose and use parts of stories and other sources to show that they know and</p>	<p>Use printed sources, the internet, pictures, photos, music, artefacts, historical buildings and visits to collect information about the past</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p> <p>Ask questions such as: ‘How did people...’ ‘What did people do for...’</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p> <p>Understand the difference between primary and secondary sources of evidence</p> <p>Use printed sources, the internet, pictures, photos, music, artefacts, historical</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p>Use printed sources, the internet, pictures, photos, music, artefacts, historical buildings and visits to collect information about the past</p> <p>Ask a range of questions about the past and choose</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Evaluate usefulness and accurateness of different sources of evidence. Suggest omissions and the means of finding out</p> <p>Select the most appropriate source of evidence for particular tasks</p> <p>Bring knowledge gathered from several sources</p>
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<p>different ways in which it is represented</p> <p><i>I can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about which explorer was most successful</i></p> <p><i>I can select information independently from several different types of sources including written, visual and oral sources and artefacts to answer historical questions. E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine.</i></p>	<p>understand key features of events</p> <p>Use a wide vocabulary of everyday historical terms</p> <p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p> <p><i>I can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about which explorer was most successful</i></p> <p><i>I can select information independently from several different types of sources including written, visual and oral sources and artefacts to answer historical questions. E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine.</i></p>	<p>Suggest sources of evidence to use to help answer questions</p> <p>Construct informed responses that involve thoughtful selection and organisation</p> <p>Develop appropriate use of historical terms</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p><i>I can devise, independently, a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. E.g. Plan a script for a radio play about the importance of a British Hero and produce the script based on several different sources</i></p> <p><i>I can recognise possible uses of a range of sources for answering historical enquiries. E.g. Use a range of different sources to reconstruct aspects of children's lives in different historical periods.</i></p>	<p>buildings and visits to collect information about the past</p> <p>Ask questions such as 'What was it like for a...during...'</p> <p>Construct informed responses that involve thoughtful selection and organisation</p> <p>Develop appropriate use of historical terms</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p><i>I can devise, independently, a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. E.g. Plan a script for a radio play about the importance of a British Hero and produce the script based on several different sources</i></p> <p><i>I can recognise possible uses of a range of sources for answering historical enquiries. E.g. Use a range of different sources to reconstruct aspects of children's lives in different historical periods.</i></p>	<p>reliable sources to answer questions</p> <p>Construct informed responses that involve thoughtful selection and organisation</p> <p>Develop appropriate use of historical terms</p> <p>Understand how knowledge from the past is constructed from a range of sources</p> <p><i>I can reach a valid and substantiated conclusion from an independently planned and investigated enquiry and provide suggestions for development or improvement.</i></p> <p><i>I can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. E.g. Select evidence that supports their judgements of how the war affected the local area</i></p>	<p>together in a fluent account</p> <p>Form own opinions about historical events from a range of sources</p> <p>Construct informed responses that involve thoughtful selection and organisation</p> <p>Develop appropriate use of historical terms Understand how knowledge from the past is constructed from a range of sources</p> <p><i>I can reach a valid and substantiated conclusion from an independently planned and investigated enquiry and provide suggestions for development or improvement.</i></p> <p><i>I can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. E.g. Select evidence that supports their judgements of how the war affected the local area</i></p>
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Organisation and communication

<p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p> <p>Write simple stories and recounts about the past</p>	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding</p> <p>Present their findings about the past using:</p> <p>Speaking</p> <p>Writing</p> <p>IT</p> <p>Drawing skills</p> <p>Maths (data handling)</p> <p>Drama</p> <p>Use dates and term with increasing accuracy/correctly</p> <p>Discuss most appropriate way to present information</p> <p>Use subject specific vocabulary</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms</p> <p>Present structured and organised findings about the past using:</p> <p>Speaking</p> <p>Writing</p> <p>Maths</p> <p>Drama</p> <p>IT</p> <p>Drawing skills</p> <p>Tables</p> <p>Charts</p> <p>Labelled Diagrams</p> <p>Make accurate use of specific dates and terms</p>
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