**History skills progression**

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| **Year Reception –**  Throughout the Reception year children will learn about;  **Chronological Understanding**   * Using talk to organise, sequence and clarify thinking and events * Comparing & contrasting characters from stories, including figures from the past * Commenting on images of familiar situations in the past   **Historical Enquiry**   * Asking questions to find out more & to check understanding of what has been said * Understanding questions such as who, why, when, where & how * Understanding a range of complex sentence structures including tense markers * Engaging in non-fiction books   **Knowledge and Interpretation**   * Using talk to organise, sequence & clarify thinking, ideas, feelings & events * Articulating ideas & thoughts in well-formed sentences * Asking questions to find out more & to check understanding of what has been said   **Vocabulary**   * Understanding and using vocabulary linked to past such as: yesterday, last week, at the weekend, this morning, last night * Understanding and using vocabulary such as: how, why, because, find out, I wonder what, if, when, why? * Understanding and using vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain |

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| **Year 1 –**  Over the course of the year children in Year 1 will develop the following knowledge and skills:  **Chronology**   * Develop, then demonstrate an awareness of the past using common words and phrases relating to the passing of time e.g A long time ago, recently, when my…… were younger, years * Begin to show where people and events fit into a broad chronological framework.     **Historical Enquiry**   * Understand some ways we find out about the past e.g pictures, stories, 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 e.g captions, drawings/ artwork, written work, drama etc     They will also develop a bank of historical terms and topic specific vocabulary which they should be able to demonstrate an understanding of and use in context.  **National Curriculum coverage:**  Year 1 Pupils should develop an awareness of the past.  They should use common words and phrases relating to the passing of time.  They should use a wide vocabulary of everyday historical terms.  They should ask and answer questions, using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past.  Pupils should be taught about:  • Events beyond living memory that are significant nationally or globally.  Year 1 Pupils should develop an awareness of the past.  They should identify similarities and differences between ways of life in different periods.  They should use common words and phrases relating to the passing of time.  They should use a wide vocabulary of everyday historical terms.  They should ask and answer questions, using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which the past is represented.    Pupils should be taught about:  Significant historical events, people and places in their own locality.  They should know where the people and events they study fit within a chronological framework. They should use a wide vocabulary of everyday historical terms.  They should ask and answer questions, using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past.    Pupils should be taught about:  The lives of significant individuals in the past who have contributed to national and international achievements |

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| **Year 2 –**  Over the course of the year children in Year 2 will develop the following knowledge and skills:  **Chronology**   * Develop, then demonstrate an awareness of the past using common words and phrases relating to the passing of time E.g A long time ago, recently, when my…… were younger, years decades, centuries * Show where people and events fit into a broad chronological framework. * Begin to use dates     **Historical Enquiry**   * Understand and have experience of some ways we find out about the past e.g artefacts, pictures, stories, websites. * Choose and use parts of stories and other sources to show understanding of the past. * Communicate understanding of the past in a variety of ways e.g captions, drawings/ artwork, written work, drama etc     They will also develop a bank of historical terms and topic specific vocabulary which they should be able to demonstrate an understanding of and use in context.  **National Curriculum Coverage:**  Year 2 Pupils should develop an awareness of the past.  They should use common words and phrases relating to the passing of time.  They should identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.  They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.  They should understand some of the ways in which we find out about the past.    Pupils should be taught about:  Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life.  Year 2 Pupils should develop an awareness of the past.  They should use common words and phrases relating to the passing of time.  They should know where the people and events they study fit within a chronological framework. They should use a wide vocabulary of everyday historical terms.  Pupils should be taught about:  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.  They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.  They should use a wide vocabulary of everyday historical terms.  They should ask and answer questions, using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Pupils should be taught about: Events beyond living memory that are significant nationally or globally. |
| **Year 3 –**  Over the course of the year children in Year 3 will develop the following knowledge and skills:  **Chronology**   * Develop increasingly secure chronological knowledge and understanding of history, local, British and world. * Put events, people, places and artefacts on a timeline. * Use correct terminology to describe events in the past.     **Historical Enquiry**   * 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.     They will also develop a bank of historical terms and topic specific vocabulary which they should be able to demonstrate an understanding of and use in context.  **National Curriculum coverage:**  Lower Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British and world history. They should note connections and contrasts over time and develop the appropriate use of historical terms.  They should address and sometimes devise historically valid questions about change, cause and significance.  They should understand how our knowledge of the past is constructed from a range of sources.    Pupils should be taught about:  A study of an aspect in British history that extends pupils’ chronological knowledge beyond 1066.  This may include:   * Changes in an aspect of social history from the Anglo-Saxons to the present.   A significant turning point in British history.  Pupils should be taught about:  Britain’s settlement by the Anglo-Saxons.  This may include:   * Anglo-Saxon invasion, settlements and kingdoms: place names and village life.   Anglo-Saxon art and culture  Lower Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British history.  They should note connections and contrasts over time and develop the appropriate use of historical terms.  They should address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.  They should understand how our knowledge of the past is constructed from a range of sources.    Pupils should be taught about:  Changes in Britain from the Stone Age to the Iron Age.  This may include:   * Late Neolithic hunter-gatherers and early farmers * Bronze Age religion, technology and Travel   Iron Age hill forts: tribal kingdoms, farming, art and culture. |
| **Year 4 –**  Over the course of the year children in Year 4 will develop the following knowledge and skills:  **Chronology**   * Develop increasingly secure chronological knowledge and understanding of history, local, British and world. * Put events, people, places and artefacts on a timeline. * Use correct terminology to describe events in the past.     **Historical Enquiry**   * 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.     They will also develop a bank of historical terms and topic specific vocabulary which they should be able to demonstrate an understanding of and use in context.  **National Curriculum coverage:**  Lower Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British history.  They should note connections and contrasts over time and develop the appropriate use of historical terms.  They should address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.  They should understand how our knowledge of the past is constructed from a range of sources.    Pupils should be taught about:  A study of an aspect in British history that extends pupils’ chronological knowledge beyond 1066.  This may include:   * Changes in an aspect of social history from the Anglo-Saxons to the present.   A significant turning point in British history.  Pupils should be taught about:  The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and an in depth study of:  • Ancient Egypt  Pupils should be taught about:  The Roman Empire and its impact on Britain This may include:   * Julius Caesar’s attempted invasion in 5554BC. * The Roman Empire by AD42 and the power of its army. * Successful invasion by Claudius and conquest, including Hadrian’s Wall. * British resistance eg. Boudica   ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. |
| **Year 5 –**  Over the course of the year children in Year 5 will develop the following knowledge and skills:  **Chronology**  Use greater depth and range of knowledge to:   * Develop increasingly secure chronological knowledge and understanding of history, local, British and world. * Put events, people, places and artefacts on a timeline. * Use correct terminology to describe events in the past.     **Historical Enquiry**   * 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.     They will also develop a bank of historical terms and topic specific vocabulary which they should be able to demonstrate an understanding of and use in context.  **National Curriculum coverage:**  Upper Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  They should note connections and contrasts over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about similarity and difference.  They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.  They should understand how our knowledge of the past is constructed from a range of sources.    Pupils should be taught about: A non-European society that provides contrast with British history and a chosen study of: Maya Civilisation AD900  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.    Pupils should be taught about:  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  Pupils should be taught about: Ancient Greece- a study of Greek life and achievements and their influence in the western world. |
| **Year 6 –**  Over the course of the year children in Year 6 will develop the following knowledge and skills:  **Chronology**  Use greater depth and range of knowledge to:   * Develop increasingly secure chronological knowledge and understanding of history, local, British and world. * Put events, people, places and artefacts on a timeline. * Use correct terminology to describe events in the past.     **Historical Enquiry**   * 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.     They will also develop a bank of historical terms and topic specific vocabulary which they should be able to demonstrate an understanding of and use in context.  **National Curriculum coverage:**  Upper Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.  They should understand how our knowledge of the past is constructed from a range of sources.    Pupils should be taught about:  A study of an aspect on British History that extends pupils’ chronological knowledge beyond 1066.  Pupils should be taught about:  A study of an aspect on British History that extends pupils’ chronological knowledge beyond 1066.  • A significant turning point in British history  Pupils should be taught about: A local history study.  • A study over time tracing how several aspects of national history are reflected in the locality  (this can go beyond 1066) |