



St Barnabas CE Primary Academy History Skills Progression



	Chronology	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
<p>The Great Fire of London</p> <p>Toys Past and Present</p> <p>The History of Darwen</p>	<ul style="list-style-type: none"> ▶ Recognise the distinction between past and present. ▶ Order and sequence some familiar events and objects. ▶ Identify some similarities and differences between ways of life at different times. ▶ Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. 	<ul style="list-style-type: none"> ▶ Retell some events from beyond their living memory which are significant nationally or globally. ▶ Describe some changes within their living memory (including aspects of national life where appropriate). 	<ul style="list-style-type: none"> ▶ Make simple observations about different people, events, beliefs and communities. ▶ Use sources to answer simple questions about the past. ▶ Identify some of the basic ways in which the past can be represented. ▶ Choose parts of stories and other sources to show what they know about the past. 	<ul style="list-style-type: none"> ▶ Describe special or significant events. ▶ Retell simple stories or events from the past. ▶ Use simple historical terms.
<p>Year 2</p> <p>Turrets and Towers</p> <p>Great Explorers</p> <p>Victorian Seasides and Darwen</p>	<ul style="list-style-type: none"> ▶ Order and sequence events and objects. ▶ Recognise that their own lives are similar and / or different from the lives of people in the past. ▶ Use common words and phrases concerned with the passing of time. 	<ul style="list-style-type: none"> ▶ Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. ▶ Develop awareness of significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> ▶ Ask and answer simple questions about the past through observing and handling a range of sources. ▶ Consider why things may change over time. ▶ Recognise some basic reasons why people in the past acted as they did. ▶ Choose parts of stories and other sources to show what they know about significant people and events. 	<ul style="list-style-type: none"> ▶ Talk about what / who was significant in simple historical accounts. ▶ Demonstrate simple historical concepts and events through role-play, drawing and writing. ▶ Use a variety of simple historical terms and concepts.
<p>Year 3</p> <p>Stone Age - Iron Age</p> <p>The Romans</p> <p>Local History/ Education</p>	<ul style="list-style-type: none"> ▶ Use some dates and historical terms when ordering events and objects. ▶ Demonstrate awareness that the past can be divided into different periods of time. ▶ Explore trends and changes over time. 	<ul style="list-style-type: none"> ▶ Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. ▶ Describe some aspects of the Roman Empire and recognise its impact on Britain. ▶ Demonstrate knowledge of aspects of history significant in their locality. 	<ul style="list-style-type: none"> ▶ Use sources to address historically valid questions. ▶ Recognise that our knowledge of the past is constructed from different sources of evidence. ▶ Recognise that different versions of past events may exist. ▶ Describe some of the ways the past can be represented. 	<ul style="list-style-type: none"> ▶ Discuss some historical events, issues, connections and changes. ▶ Select and organise historical information to present in a range of ways. ▶ Use relevant historical terms and vocabulary linked to chronology.

<p>Year 4</p> <p>Anglo Saxons and Scots</p> <p>The Great Plague</p> <p>Ancient Egypt</p>	<ul style="list-style-type: none"> ▶ Use dates and historical terms when ordering events and objects. ▶ Identify where people and events fit into a chronological framework. ▶ Explore links and contrasts within and across different periods of time. 	<ul style="list-style-type: none"> ▶ Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. ▶ Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. ▶ Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066. ▶ Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. 	<ul style="list-style-type: none"> ▶ Use sources to address historically valid questions and hypotheses. ▶ Recognise how sources of evidence are used to make historical claims. ▶ Recognise why some events happened and what happened as a result. ▶ Identify historically significant people and events in different situations. 	<ul style="list-style-type: none"> ▶ Discuss significant aspects of, and connections between, different historical events. ▶ Select and organise relevant historical information to present in a range of ways. ▶ Use relevant and appropriate historical terms and vocabulary linked to chronology.
<p>Year 5</p> <p>▶ Anglo-Saxons and vikings</p> <p>The Mayans</p> <p>Ancient Greece</p>	<ul style="list-style-type: none"> ▶ Use dates and appropriate historical terms to sequence events and periods of time. ▶ Identify where people, places and periods of time fit into a chronological framework. ▶ Describe links and contrasts within and across different periods of time including short-term and long-term time scales. 	<ul style="list-style-type: none"> ▶ Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. ▶ Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world. ▶ Describe key aspects of a non-European society such as the early Islamic civilisation. 	<ul style="list-style-type: none"> ▶ Use a wider range of sources as a basis for research to answer questions and to test hypotheses. ▶ Recognise how our knowledge of the past is constructed from a range of sources. ▶ Evaluate sources and make simple inferences. ▶ Choose relevant sources of evidence to support particular lines of enquiry. 	<ul style="list-style-type: none"> ▶ Discuss and debate historical issues. ▶ Use appropriate vocabulary when discussing and describing historical events. ▶ Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. ▶ Choose relevant ways to communicate historical findings.
<p>Year 6</p> <p>Tudor (trade? London link?)</p> <p>Victorian Darwin (local)</p> <p>Chronology</p>	<ul style="list-style-type: none"> ▶ Use dates and a wide range of historical terms when sequencing events and periods of time. ▶ Develop chronologically secure knowledge of the events and periods of time studied. ▶ Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. 	<ul style="list-style-type: none"> ▶ Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. ▶ Demonstrate knowledge of aspects of history significant in their locality. <p>Note: Developing chronological understanding in response to Autumn unit and in preparation for the summer unit.</p>	<ul style="list-style-type: none"> ▶ Regularly address and sometimes devise historically valid questions and hypotheses. ▶ Give some reasons for contrasting arguments and interpretations of the past. ▶ Describe the impact of historical events and changes. ▶ Recognise that some events, people and changes are judged as more significant than others. 	<ul style="list-style-type: none"> ▶ Acknowledge contrasting evidence and opinions when discussing and debating historical issues. ▶ Use appropriate vocabulary when discussing, describing and explaining historical events. ▶ Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. ▶ Choose the most appropriate way of communicating different historical findings.