

# History progression document



Historical skills	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronological knowledge / understanding</b>	Develop an awareness of the past	Develop an awareness of the past				
	Use common words and phrases relating to the passing of time	Use common words and phrases relating to the passing of time	Continue to develop chronologically secure knowledge of history	Continue to develop chronologically secure knowledge of history	Continue to develop chronologically secure knowledge of history	Continue to develop chronologically secure knowledge of history
	Know where all people / events studied fit into a chronological framework	Know where all people / events studied fit into a chronological framework	Establish clear narratives within and across periods studies	Establish clear narratives within and across periods studies	Establish clear narratives within and across periods studies	Establish clear narratives within and across periods studies
	Identify similarities / differences between periods	Identify similarities / differences between periods	Note connections, contrasts and trends over time	Note connections, contrasts and trends over time	Note connections, contrasts and trends over time	Note connections, contrasts and trends over time
	Sequence events in their life	Sequence artefacts closer together in time	Place the time studied on a timeline	Place events from period studied on a timeline	Know and sequence key events of time studied	Place current study on timeline in relation to other studies
	Sequence 3 or 4 artefacts from different periods of time	Sequence photographs etc. from different periods of their life	Use dates and terms related to the study unit and passing of time	Use terms related to the period and begin to date events	Use relevant terms and period labels	Use relevant dates and terms
	Match objects to people of different ages	Describe memories of key events in their lives	Sequence several events or artefacts	Understand more complex terms e.g. BC / AD	Make comparisons between different times in the past	Sequence up to 10 events on a timeline

<p><b>Cause &amp; effect or Cause &amp; consequence</b></p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <hr/> <p>Show an understanding of some key events</p> <p>Start to think about the reasons why things might change e.g. improvements in making life easier / more fun</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <hr/> <p>Recount key events from the past in their own words and begin to explain why these events happened.</p> <p>Begin to think about the impact that historical events have had on modern life.</p>	<p>Identify and give reasons for, results of, historical events, situations, changes</p> <hr/> <p>Question, investigate and give reasons for events in the past (e.g. why were hillforts built and what was the significance of them?)</p> <p>Describe the impact of events in the more distant past on modern life (e.g. the legacy of the Bronze, Stone &amp; Iron Ages for modern Europe).</p>	<p>Identify and give reasons for, results of, historical events, situations, changes</p> <hr/> <p>Independently question the reasons behind historical events and changes.</p> <p>Give increasingly historically accurate answers to these questions.</p> <p>Describe how events/ people being studied have had an impact on the modern world.</p>	<p>Identify and give reasons for, results of, historical events, situations, changes</p> <hr/> <p>Ask and answer clear and accurate questions about what happened.</p> <p>Ask 'why' questions to further historical understanding.</p> <p>Debate and discuss different opinions about historical causes and effects</p>	<p>Identify and give reasons for, results of, historical events, situations, changes</p> <hr/> <p>Independently ask and answer clear and accurate questions about the past.</p> <p>Discuss and compare a range of plausible causes and effects.</p> <p>Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives.</p>
<p><b>Continuity &amp; change / change &amp; development</b></p>	<p>Identify similarities and differences between ways of life at different times</p> <hr/> <p>Say how something is the same or different in the past.</p> <p>Develop a sense of time and how fast things change (eg. differences between changes in their / their parents / their grandparents lifetimes).</p>	<p>Identify similarities and differences between ways of life at different times</p> <hr/> <p>Say how lifestyles (work, school, play etc.) were the same or different in the past.</p> <p>Describe differences between 'then' and 'now'.</p> <p>Discuss the speed of change - sometimes in slow increments, sometimes in leaps.</p>	<p>Describe &amp; make links between main events, situations and changes within and across different periods / societies</p> <hr/> <p>Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day.</p> <p>Explore change at a local level, investigating the impact of national and global events.</p>	<p>Describe &amp; make links between main events, situations and changes within and across different periods / societies</p> <hr/> <p>Ask and answer questions about changes, similarities and differences.</p> <p>Begin to have an understanding of broader trends / themes over time.</p> <p>Explore differences between different people living at the same time.</p>	<p>Describe &amp; make links between main events, situations and changes within and across different periods / societies</p> <hr/> <p>Discuss changes, similarities and differences. Deepen understanding of trends/themes over time.</p> <p>Describe what life was like for people living at the same point (rich/ poor, military/civilians etc.)</p>	<p>Describe &amp; make links between main events, situations and changes within and across different periods / societies</p> <hr/> <p>Ask and answer questions about changes, similarities and differences and challenge responses.</p> <p>Discuss and debate trends and themes over time.</p> <p>Describe changes across a historical period (considering social, political, cultural and technological changes).</p>

<p><b>Similarities and differences</b></p>	<p>Make simple observations about different types of people, events, beliefs within a society</p>	<p>Make simple observations about different types of people, events, beliefs within a society</p>	<p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world</p>	<p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world</p>	<p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world</p>	<p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world</p>
<p><b>Historical significance &amp; interpretation</b></p>	<p>Talk about who was important e.g. in a simple historical account</p> <hr/> <p>Begin to understand why events being studied are important.</p> <p>Use phrases such as now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger.</p>	<p>Talk about who was important e.g. in a simple historical account</p> <hr/> <p>Understand why people and events being studied are important.</p> <p>Begin to express preferences and justify them with evidence / facts (e.g. Was the Great Fire of London a significant event in History?)</p>	<p>Identify historically significant people and events in situations</p> <hr/> <p>Ask and answer questions about how and why events and people being studied are significant.</p> <p>Express preferences and personal responses to topics being studied and back-them up with evidence / facts.</p>	<p>Identify historically significant people and events in situations</p> <hr/> <p>Can ask and answer questions about how and why events/people are significant.</p> <p>Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt.</p>	<p>Identify historically significant people and events in situations</p> <hr/> <p>Deepen their understanding that historical knowledge comes from a range of sources,</p> <p>Understand that there can be many versions of the same events in history, giving reasons why these may exist.</p>	<p>Identify historically significant people and events in situations</p> <hr/> <p>Recognise that some events and people are more significant than others, and use evidence to back-up responses.</p> <p>Understand that historical knowledge comes from a range of sources.</p> <p>Make links between historical events, changes and cultures across a range of periods studied.</p>
<p><b>Sources &amp; evidence / Historical enquiry using evidence &amp; communicating ideas</b></p>	<p>Ask and answer questions</p> <p>Understand some ways we find out about the past</p> <p>Choose and use parts of stories and other sources to show understanding (of continuity &amp; change, cause &amp; effect, similarity &amp; differences and significance)</p> <hr/> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p>	<p>Ask and answer questions</p> <p>Understand some ways we find out about the past</p> <p>Choose and use parts of stories and other sources to show understanding (of continuity &amp; change, cause &amp; effect, similarity &amp; differences and significance)</p> <hr/> <p>Use a source - observe or handle sources to answer questions about the past on the basis of simple observations</p>	<p>Regularly address &amp; sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses</p> <p>Selecting &amp; organising relevant historical information</p> <hr/> <p>Use a range of sources to find out about a period</p>	<p>Regularly address &amp; sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses</p> <p>Selecting &amp; organising relevant historical information</p> <hr/> <p>Use evidence to build up a picture of a past event</p>	<p>Regularly address &amp; sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses</p> <p>Selecting &amp; organising relevant historical information</p> <hr/> <p>Begin to identify primary and secondary sources</p>	<p>Regularly address &amp; sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses</p> <p>Selecting &amp; organising relevant historical information</p> <hr/> <p>Recognise primary and secondary sources</p>

			<p>Observe small details - artefacts, pictures etc Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p>Choose relevant material to present a picture of one aspect of life in past time</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p>	<p>Use evidence to build up a picture of a past event Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p>See a range of sources to find out about an aspect of past time</p> <p>Bring knowledge gatherers from several sources together in a fluent account</p>
<p><b>Historical interpretation</b></p>	<p>Identify different ways in which the past is represented</p> <hr/> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past - how reliable are memories?</p>	<p>Identify different ways in which the past is represented</p> <hr/> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss the reliability of photos / accounts / stories</p>	<p>Understand that different versions of the past may exist, giving some reasons for this</p> <hr/> <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>Understand that different versions of the past may exist, giving some reasons for this</p> <hr/> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>	<p>Understand that different versions of the past may exist, giving some reasons for this</p> <hr/> <p>Compare accounts of events from different sources - fact or fiction</p> <p>Offer some reasons for different version of events</p>	<p>Understand that different versions of the past may exist, giving some reasons for this</p> <hr/> <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>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>