

## Progressions of Skills and Learning in History

<b>Historical Knowledge</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p><b>Working at the expected standard</b> NC Objectives (For strand specific objectives please refer to your skills progression map)</p>	<p><b>Recognise</b> and categories where the people and events they study fit within a chronological framework.</p> <p><b>Understand</b> changes within living memory and beyond that are significant nationally or globally.</p> <p><b>Understand</b> the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b>Identify</b> where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p><b>Understand</b> events beyond living memory that are significant nationally or globally and significant historical events, people and places in their own locality.</p> <p><b>Compare</b> the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Develop an <b>understanding</b> of the main events, people and changes.</p> <p><b>Understand</b> the key characteristics of the period being studied and can spot anachronisms.</p> <p><b>Understand</b> the main differences between today and the period being studied.</p> <p>Develop an <b>understanding</b> of AD and BCE, of scaled timelines and British history organised into different ages.</p>	<p>Develop a knowledge and <b>understanding</b> of the main events, people and changes.</p> <p><b>Understand</b> and know that not everyone in the past lived in the same way and had a range of different ways of looking at their world and can explain ideas.</p> <p><b>Understand</b> the past in terms of periods and use some key dates as important markers of events. Developing understanding of chronology by representing, and referring to, the past as different 'ages' of time, and by their use of dates and terms.</p>	<p>Use an increasing knowledge and <b>understanding</b> of the history of Britain to help them understand, and make comparisons with, that of the wider world.</p> <p><b>Compare</b> and make links between different features of a society to make sense of the world lived in by people in the past. Understand beliefs and attitudes in terms of why people might have had those ideas.</p> <p><b>Understand</b> 'centuries' and how they are used to date different ages. They use terms such as 'circa.'</p>	<p><b>Apply</b> factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods, and to make links between features within and across different periods.</p> <p><b>Describe</b> and <b>explain</b> ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.</p> <p><b>Apply</b> links between three periods in history, comparing, spotting similarities and differences.</p>
<p><b>Working above the expected standard</b></p>	<p><b>Apply</b> aspects of change in national life.</p> <p><b>Apply</b> differences in relation to their own past and present.</p>	<p><b>Use and understand</b> more complex time terms, such as BC/AD, period labels and terms, and words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.</p> <p><b>Analyse</b> a range of features covering family, local, national and global history and draw a range of conclusions.</p>	<p><b>Analyse</b> different periods studied including present day.</p> <p><b>Evaluate</b> the changes in history and how it has affected other periods including present day.</p>	<p><b>Apply</b> chronology by sequencing the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms.</p> <p><b>Analyse</b> by comparing the main context of particular themes, societies, people and events including some explanation.</p>	<p><b>Analyse</b> the beliefs and attitudes people had in that time period and compare it with their own.</p> <p><b>Evaluate</b> the impact of these beliefs and further looking at how it has impacted throughout the years.</p>	<p><b>Analyse</b> the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately.</p> <p><b>Evaluate</b> the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics.</p>

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<b>History Concepts</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p><b>Working at the expected standard</b> NC Objectives (For strand specific objectives please refer to your skills progression map)</p>	<p><b>Define</b> simple reasons why a real person acted as they did in a historical situation and the consequences of their actions.</p> <p><b>Identify</b> different ways the past is represented and recognise fact from fiction.</p>	<p><b>Recall</b> clear explanations of an important event, offering two or three reasons why an event took place.</p> <p><b>Recall</b> consequences of events and are able to give two main effects of an event.</p>	<p><b>Understand</b> that events have more than one cause and they can explain slightly more complex events.</p> <p><b>Recognise</b> general and impersonal causes, and understand that events happen because of other reasons than just human action.</p>	<p><b>Understand</b> that events usually happen for a combination of reasons.</p> <p><b>Recognise</b> different causes for an event giving more detail than listing.</p>	<p><b>Describe</b> causes and consequences rather than list.</p> <p><b>Understand</b> that causes might be connected in some way and that one cause might be linked to another making the event much more likely to happen.</p>	<p><b>Express</b> explanation in terms of relative importance backed up by reasoned argument.</p> <p><b>Describe</b> quite complex events using a good range of causes, some of them linked in a simple way.</p>
<p><b>Working above the expected standard</b></p>	<p><b>Interpret</b> why people acted in historical events.</p> <p><b>Interpret</b> the choices and actions of people in historical situations.</p>	<p><b>Analyse</b> accurately similarities, differences and changes both within and across time periods and topics.</p> <p><b>Evaluate</b> a few valid causes and effects relating to many of the events covered.</p> <p><b>Evaluate</b> some valid reasons for selecting an event, development or person as significant.</p>	<p><b>Analyse</b> actions of people in historical settings.</p> <p><b>Evaluate</b> the effectiveness of the choices and actions of historical events.</p>	<p><b>Apply</b> why certain changes and developments were of particular significance within topics and across time periods.</p> <p><b>Evaluate</b> the significance of particular causes and effects for many of the historical situations, events, developments and individuals from more than one viewpoint.</p>	<p><b>Analyse</b> by comparing cause and consequences across topics and time periods.</p> <p><b>Analyse</b> events that are linked together and <b>evaluate</b> the choices and actions that lead to them.</p>	<p><b>Analyse</b> how typical similarities, differences and changes were.</p> <p><b>Analyse</b> the significance of events, development and people across topics and time periods.</p> <p><b>Evaluate</b> and explain the reasons for, and results of, events and changes. They use this to describe features of past societies and periods and to make links between them.</p>

## Progressions of Skills and Learning in History

<b>Historical Enquiry</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p><b>Working at the expected standard</b> NC Objectives (For strand specific objectives please refer to your skills progression map)</p>	<p>Choose and use parts of stories (and other sources) to show <b>understanding</b> of key features of events studied.</p> <p><b>Identify</b> some of the different ways in which the past is represented.</p> <p><b>Recognise</b> some of the ways in which we find out about the past.</p> <p>Ask and <b>discuss</b> questions to build upon understanding.</p>	<p>Ask and answer historically relevant questions about parts of stories (and other sources) to develop <b>understanding</b> of key features of events studied.</p> <p><b>Recognise</b> some of the ways in which we find out about the past and classify different ways in which it is represented. (Primary and Secondary sources)</p>	<p><b>Identify</b> evidence of the changes that happen over time.</p> <p>Make use of sources of information beyond simple observation to answer questions about the past.</p> <p><b>Identify</b> differences between versions of the same event.</p>	<p><b>Identify</b> evidence of changes over time, compare and draw conclusions and justify them.</p> <p><b>Experiment</b> with sources of information and <b>understand</b> that aspects of the past have been represented and interpreted in different ways.</p> <p><b>Recognise</b> that there are often different interpretations of events.</p>	<p><b>Apply</b> knowledge of events, people and changes have been interpreted in different ways and suggest possible reasons for this.</p> <p><b>Recognise</b> that history is continuously being rewritten.</p> <p><b>Understand</b> that people create different versions of the past for different audiences and there might give a different emphasis. Therefore, <b>understand</b> that some interpretations might be more accurate and reliable than others.</p>	<p><b>Identify and evaluate</b> sources of information, which they use critically to reach and support conclusions.</p> <p><b>Demonstrate</b> reasons why some sources might be treated cautiously and show awareness of the need to think about why the source has been produced.</p> <p><b>Understand</b> that all history is to some extent interpretations and see why some people might write different versions of the same event.</p>
<p><b>Working above the expected standard</b></p>	<p><b>Analyse</b> ways in which the past is represented.</p> <p><b>Create</b> valid questions to guide their learning create answers using evidence from sources.</p>	<p><b>Evaluate</b> the usefulness of sources and parts of sources to answer historical questions.</p> <p><b>Create</b> a series of valid questions and produce effective responses using appropriate vocabulary confidently.</p>	<p><b>Analyse</b> why there might be more than one version of events.</p> <p><b>Evaluate</b> sources and draw conclusions and justifying them.</p>	<p><b>Analyse</b> information from different sources.</p> <p><b>Evaluate</b> sources and justify their reliability.</p>	<p><b>Evaluate</b> a range of different sources of information and identify those that are useful for particular tasks.</p> <p><b>Evaluate</b> reliability of sources and <b>judge</b> whether it is trustworthy.</p>	<p><b>Analyse</b> why there are different historical interpretations of events, people and changes.</p> <p><b>Evaluate</b> a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.</p> <p><b>Create</b> quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses.</p>