

Progression of Skills and Learning in History



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	History at Key Stage 1 is very much an introduction to the process of being a historian and the key skills this involves. It also serves as an introduction to periods of history that the children will study in more detail in subsequent years.		History at Key Stage 2 is about developing the process of being a historian and the key skills this involves. The children's learning should combine overview and depth studies to help them understand both the long arc of development and the complexity of specific aspects of the content.			
Knowledge and Understanding Continuity and Change, Cause and Consequence	<p>Know about and understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Learn about significant historical events, people and places in their own locality.</p>	<p>Know about and understand events beyond living memory that are significant nationally or globally.</p> <p>Compare 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.</p> <p>Learn about and understand significant historical events, people and places in their own locality.</p>	<p>The children develop a knowledge and understanding of the main events, people and changes in:</p> <p>Britain from the Stone Age to the Iron Age,</p> <p>And</p> <p>The Roman Empire and its impact on Britain.</p> <p>They are beginning to give reasons for, and results of, the main events and changes during these periods.</p>	<p>The children develop a knowledge and understanding of the main events, people and changes during:</p> <p>The settlement in Britain of the Anglo-Saxons and the Scots,</p> <p>and</p> <p>The Viking period through to Edward the Confessor</p> <p>They give reasons for, and results of, the main events and changes during these periods.</p> <p>The children are building an understanding of concepts such as continuity and change, cause and consequence and similarity and difference between and across periods of British history.</p>	<p>Pupils use an increasing knowledge and understanding of the history of Britain to help them to understand, and make comparisons with, that of the wider world.</p> <p>Greek Life - its influence on the western world.</p> <p>A non-European society which contrasts with Britain. Eg. Benin c. AD900 - 1300 or Mayan civilisation c AD900.</p> <p>They compare people, events, and changes in Britain and other societies.</p> <p>They consider causes and consequences for events and changes.</p>	<p>Pupils use their 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>They examine and explain the reasons for, and results of, events and changes.</p> <p>They use this to describe features of past societies and periods and to make links between them.</p> <p>Theme in British history 1066+ Inventions</p> <p>Earliest civilisations - overview with a focus on The Shang Dynasty of Ancient China</p>
Chronology	<p>The children should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework.</p>	<p>The children should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and</p>	<p>The children develop an understanding of AD and BCE, of scaled timelines and British history organised into different ages.</p>	<p>The children show their 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>The children understand 'centuries' and how they are used to date different ages. They use other terms such as 'circa.'</p> <p>They are beginning to understand an overview/long arc of development of British history.</p>	<p>The children are developing a chronologically secure knowledge and understanding of British history. They confidently use a range of dates and terms to record and discuss their work.</p>

		differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.				
Historical Enquiry Use of Sources	The children should choose and use parts of stories and other sources to show that they know and understand key features of the events studied. They should understand some of the ways in which we find out about the past eg. artefacts, pictures/paintings, eye-witness accounts, historic buildings, visits, books, computers, etc. They are beginning to identify some of the different ways in which the past is represented.	The children should ask and answer historically relevant questions, They should choose and use parts of stories and other sources to show that they know and understand key features of the events studied. They understand some of the ways in which we find out about the past and identify different ways in which it is represented. (Primary and secondary sources of history). Eg artefacts, pictures/paintings/portraits, eye-witness accounts, diaries, songs, music, historic buildings, visits, books, television, computers, etc.	The children should begin to look for evidence of the changes that happen over time, start comparing and start drawing conclusions and justifying them. They use sources of information in ways that go beyond simple observations to answer questions about the past. They should make use of: artefacts; pictures; eye-witness accounts; historic buildings; visits; fictional stories. They identify some of the different ways in which the past is represented.	The children should look for evidence of the changes that happen over time, compare and draw conclusions and justify them. They make use of: artefacts; pictures; eye-witness accounts; historic buildings; visits; fictional stories. They show some understanding that aspects of the past have been represented and interpreted in different ways. They are beginning to select and combine information from different sources.	The children should begin to question the validity of written sources. They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Using their knowledge and understanding, pupils are beginning to evaluate a range of different sources of information and identify those that are useful for particular tasks.	The children describe, and begin to analyse, why there are different historical interpretations of events, people and changes. Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions. 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.

Skills and vocab

Posing historical questions, research skills, observation, deduction

Old, new, modern, past, present, a long time ago, when I was ..., when my granny was ..., before I was born, in the olden days,

Era, period, decade, century, millennium, Viking, Saxon, Elizabethan, Tudor, Victorian times, the Stone Age, (Mesolithic, Neolithic), the Ice Age, etc, dates, BCE, AD