**History skills progression across year groups**

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Context and Knowledge** | **Context:**  How have I changed since I was a baby?  Why do we wear different clothes at different times of the year?  What are our favourite celebrations each year?  **Perspective:**  Local  **Knowledge:**  Recognise the difference between past and present in their own life and the lives of others.  Recognise how they have changed over time. | **Context:**  Brunel (link with Bristol);  Toys  **Perspective:**  Local, national  **Knowledge:**  Recognise the difference between past and present in their own lives and others’ lives.  Know and recount episodes from stories about the past in and beyond living memory. | **Context:**  History of the school (St Bon’s);  Great Fire of London.  **Perspective:**  Local, national.  **Knowledge:**  Demonstrate factual knowledge and understanding of aspects of the past in and beyond living memory.  Make distinctions between aspects of their own times and different past times.  Recognise that there are reasons why people in the past acted as they did. | **Context:**  Ancient Civilisations:  Egypt;  Greece;  Britain in the Stone Age to Iron Age (link with Bristol).  **Perspective:**  Local, national, European, non-European.  **Knowledge:**  Find out about everyday lives of people in time studied and compare with our life today.  Demonstrate factual knowledge and understanding of some of the main events and people covered.  Recognise some of the similarities and differences between periods.  Begin to give reasons for and results of main events and changes studied and why people in the past acted as they did. | **Context:**  Invaders and Settlers:  Romans, Anglo-Saxons and Scots and Vikings (link with Bristol).  **Perspective:**  Local, national, Western and Northern European.  **Knowledge:**  Use evidence to reconstruct life in time studied.  Identify key features, people and events of time studied.  Recognise links and effects in the time studied.  Offer a reasonable explanation for some events. | **Context:**  WWII on the Homefront (link with Bristol);  Mayan civilisation (circa AD900;  Bristol chocolate industry.  **Perspective:**  Local, national, European,  Non-European.  **Knowledge:**  Study different aspects of different people – differences between men and women.  Compare life in early and late times studied.  Compare an aspect of life with the same aspect in another period; e.g. child’s experience. | **Context:**  Bristol Bus Boycott;  Chronological knowledge beyond 1066: Crime and Punishment (including local link)  **Perspective:**  Local, national, European, non-European.  **Knowledge:**  Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.  Compare beliefs and behaviour with another time studied.  Know key dates, characters and events of time studied.  Use factual knowledge to describe characteristic features of past societies and periods.  Give a range of reasons for, and results of, the main events and changes studied and why people in the past acted as they did. |

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Chronological understanding** | Begin to sequence familiar events and objects in their own life. | Sequence events/objects in their life.  Sequence artefacts from distinctly different periods of time.  Match objects to people of different ages.  Begin to know where people, places and events fit within a chronological framework.  Describe memories of key events in their life.  Place events on a simple timeline. | Be able to order key events, objects from different periods of their life.  Sequence photographs and artefacts closer together in time – check with a reference book.  Place events on a simple timeline, adding times previously studied.  Know where people, places and events fit within a chronological framework. | Recognise that the past can be divided into different periods of time.  Place the periods studied on a timeline and compare to previous periods studied.  Sequence several events or artefacts. | Begin to be able to place events, people and changes into different periods of time, showing an emerging sense of period.  Place events from periods studied on a time line and compare to previous periods studied.  Continue to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied. | Be able to place events, people and changes into a chronological framework.  Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.  Make comparisons between different times in the past, noting connections and contrasts.  Further develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied. | Be able to place events, people and changes within a chronological framework.  Use the chronological framework of British history fluently – e.g. Stone Age to present.  Place current study on time line in relation to other and previous studies.  Note trends over time.  Establish clear narratives within and across periods of study.  Make links with comparisons between different times in the past noting connections. |

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| **Historical Terms** | Extend everyday language related to time. | Use terms concerned with the passing of time: then, now, yesterday, old, new, days of the week, months, years. | Be able to order key events, objects from different periods of their life.  Sequence photographs and artefacts closer together in time – check with a reference book.  Place events on a simple timeline, adding times previously studied.  Know where people, places and events fit within a chronological framework. | Use historically accurate dates and terms related to the study unit and passing of time. | Begin to be able to place events, people and changes into different periods of time, showing an emerging sense of period.  Place events from periods studied on a time line and compare to previous periods studied.  Continue to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied. | Use appropriate conventions of time accurately and appropriately – e.g. BC, AD/BCE/CE years before present, century, decade, etc.  Use period labels.  Use abstract terms e.g. empire, civilisation etc. | Use dates and terms and conventions appropriately – e.g. era, period, medieval, prehistoric, ancient civilization, industrial revolution, Georgian, Tudor, etc. and be secure in recognising the concepts. |
|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Interpretations of History** | Begin to handle artefacts and use different forms of evidence. | Identify different ways in which the past is represented – e.g. pictures, documents, films, TV, museum displays.  Use stories to encourage children to distinguish between fact and fiction.  Compare adults talking about the past – how reliable are their memories? | Select information about places from photographs, texts and other sources.  Compare two versions of a past event.  Compare pictures or photographs of people or events in the past.  Discuss reliability of photos, accounts or stories.  Identify different ways in which the past is represented.  Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts. | Identify and give reasons for different ways in which the past is represented.  Distinguish between different sources – compare different versions of the same story.  Look at representations of the period – museum, cartoons, etc.  Note connections in Historical periods studied. | Look at the evidence available and begin to evaluate the usefulness of different sources;  Use text books and own growing Historical knowledge to gain a better perspective.  Ask and begin to answer a variety of historically valid questions.  Identify connections in Historical periods studied. | Understand how and why some historical events, people, situations and changes have been interpreted differently.  Begin to be able to evaluate these interpretations.  Compare accounts of events from different sources – fact or fiction.  Offer some reasons for different versions of events. | Understand and explain how and why some historical events, people, situations and changes have been interpreted differently and give reasons why.  Be able to analyse and evaluate these interpretations explaining and justifying reasons.  Link sources and work out how conclusions were arrived at.  Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.  Be aware that different evidence will lead to different conclusions. |

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| **Historical Enquiry and Communication** | Begin to develop a sense of historical enquiry to answer simple questions using a developing range of sources. | Begin to ask and find answers to simple questions about the past from sources of information e.g. artefacts.  Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT. | Know how to find out about the past from a wider range of sources e.g. artefacts, pictures, people, sites, documents, letters, postcards, diaries, paintings etc. and communicate their knowledge though discussion, drawing, drama and role play, making models, writing and ICT.  Choose and use parts of stories and other sources to show that they know and understand key features of events. | Find out about the past from a range of sources – what happened and when?  Begin to select a range of sources to find out about a period.  Observe small details – artefacts, pictures.  Select and record information relevant to the study.  Begin to ask and answer historically valid questions.  Begin to use the library and internet for research.  Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. | Use a range of evidence to build up a picture of a past event.  Choose relevant material to present a picture of one aspect of life in time past.  Ask a variety of questions and Construct own responses beginning to select and organise relevant Historical information.  Use the library and internet for research.  Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. | Begin to evaluate sources as part of an enquiry.  Ask and answer significant questions of sources in context.  Begin to identify primary and secondary sources.  Select relevant sections of information.  Begin to address own questions about cause, change, similarity, difference and significance.  Use the library and internet for research with increasing confidence.  Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.  Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. | Independently evaluate sources as part of an enquiry.  Ask and answer significant questions of sources in context.  Collect and record information and draw conclusions.  Identify sources for an investigation, being able to justify reasons why and begin to consider their bias and appropriateness.  Use a range of primary and secondary sources to find out about an aspect of time past.  Suggest omissions and the means of finding out.  Bring knowledge gathered from several sources together in a fluent account.    Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Address questions about cause, change, similarity, difference and significance.  Confidently use the library and internet for research. confidence.  Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. |

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| **Compare and Contrast/**  **Change and Continuity** | Begin to make simple observations in order to identify similarities and differences between themselves and others and changes over time. | Make simple observations between sources of evidence in order to identify differences between life in the present and life in the past. | Make observations between sources of evidence in order to identify differences between life in the present and life in the past and give reasons for these differences. | Compare and contrast evidence in order to describe and make links between different aspects, events, changes and situations within a period/society. | Compare and contrast in order to describe and explain links between different events, changes and situations within a period/society. | Compare and contrast sources of evidence in order to describe and make links between different events, changes and situations across periods and societies. | Compare and contrast sources of evidence in order to describe and make links between main events, changes and situations within and across different periods and societies. |

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| **Cause and Consequence** | Begin to question why things happened and give explanations. | Begin to recognise why people did things and why events happened. | Recognise and begin to give reasons for why people did things and why events happened and what happened as a result. | Identify reasons for and results of people’s actions and what happened as a result.  Begin to understand motive. | Give reasons for and results of main events and changes studied and why people in the past acted as they did. | Examine causes and results of great events and the impact on people.  Begin to understand how factors causing an event are interrelated.  Give some reasons for, and results of, the main events and changes studied and why people in the past acted as they did. | Analyse and give reasons for historical events, situations and changes.  Identify a range of contributory factors for a given event.  Write an alternative explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. |

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| **Significance** | Recognise special times and events for family or friends. | Talk about who was important in a period/context. | Explain who was important in a period/context giving reasons. | Describe the contribution of people, events and development. | Describe and use sources of information to explain the contribution made of particular people, events and development. | Explain the contribution of a significant person, event and development within a period/context. | Explain the contribution of a significant person, event and development within a period/  context.  Understand that this changes through time. |