



## Beeston Primary: History Skills progression



### Skill: **Chronological understanding**

NC aim: Children will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk about past and present events in their own lives and family members.	<p>Sequence some events or two related objects/events in order Eg: Ordering events (Neil Armstrong's space mission) on a simple timeline.</p> <p>Remembers parts of stories and memories about the past. Eg. Child can recall some facts about Grace Darling</p>	<p>Recount changes in own life over time Eg: ch can explain some events that have happened in their life from birth to present.</p> <p>Puts three people, events or objects in order using a given scale. Eg: Ordering events/ objects from oldest to newest *Uses past and present when telling others about an events</p>	<p>Understands timeline can be divided into BC and AD.</p> <p>Uses timelines to place events in order of year crossing beyond BC and AD</p>	<p>Divides recent history into present, using 21<sup>st</sup> century, and the past using 19<sup>th</sup> and 20<sup>th</sup> centuries.</p> <p>Names and places dates of significant events from past on a timeline with an appropriate scale of years</p> <p>Describe the main changes in a period in history. Eg. How did Ancient Egypt develop/ How did the Roman Empire decline?</p>	<p>Uses timelines, with an appropriate time scale, to place and sequence local, national and international events.</p> <p>Identifies changes within and across historical periods. Eg. Do children understand what was happening in other countries during the Anglo-Saxon period?</p> <p>Names date of a significant event studied from past and place it correctly on a timeline</p>	<p>Uses timelines to place events, periods and cultural movements from around the world on a timeline and changes and developments in culture, technology, religion and society.</p> <p>Uses these key periods as reference points: BC, AD Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history</p> <p>Understand how some historical events occurred concurrently in</p>

						different locations i.e. Ancient Egypt and Prehistoric Britain, build up to WW2 and Spanish Civil War
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### Skill: Historical Knowledge

NC aim: Children will know and understand significant aspects of the history of the wider world: . They will be taught to recognise continuity and changes similarity, difference, and use them to make connections, draw contrasts, analyse trends which have occurred through the past.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
similarities differences communities traditions past present	Tell the difference between past and present in own and other people's lives. Eg. Can sort objects/ events into past and present groups.	Uses information to describe the past and can make some comparisons to today. Eg. Ch can explain differences between Walt Disney now and then.  Recounts main events from a significant period in history.  Uses evidence to explain reasons why people in past acted as they did Eg. Children recognise that how people lived in the past explains some	Uses evidence to understand and describe aspects of past societies (Eg: Greece, Iron Age and Stone Age):  *Houses and settlements, *Culture and leisure activities. *Clothes, way of life and actions of people *Buildings and their uses*People's beliefs and attitudes *Things of importance to people *Differences between lives of rich and poor	Shows knowledge and understanding by describing features of past societies and periods.  Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Eg How did Roman women's lives compare to men?  Gives reasons why changes in houses, culture, leisure, clothes, buildings and belief occurred.	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.  Gives some causes and consequences of the main events, situations and changes in the periods studied.  Identifies changes and links within and across the time periods studied.  Describe similarities and differences between some people, events	Chooses reliable sources of evidence to describe: buildings; culture and leisure activities; clothes, way of life and actions of people; people's beliefs, religion; differences between lives of rich and poor.  Identifies how any of above may have changed during a time period and gives own reasons why changes may have occurred, backed up with evidence and

		reasons for why the great fire of London spread so rapidly	Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects.	Describes how some of the past events/people affect life today. Eg. Can they explain some of the ways Romans have impacted on Britain	and artefacts studied  Makes links between some features of past societies.	Shows identified changes on a timeline.  Describes similarities and differences between people and events. Describes how some changes affect life today.
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### Skill: Historical interpretation

NC Aim: Children will understand that primary and secondary sources of evidence are used to make claims about the past, and recognise how and why contrasting arguments and interpretations of the past have been constructed.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Look at their own families and immediate surroundings.	Begins to identify and recount some details from the past from sources eg.ch use photographs and artefacts from Florence Nightingale's life to gain better understanding of the past	Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet) to learn about the past.	Looks at two versions of same event and identifies differences in the accounts. (Eg: Ancient Greek Battle reported from different perspectives or opinions about a particular local Hero and their achievements)	Gives reasons why there may be different accounts of history.  Children will start to consider motives behind written sources and discuss why some might be more reliable than others	Looks at different versions of the same event and identifies differences in the accounts.  Gives clear reasons why there may be different accounts of history considering motives behind written sources.  Knows that people (now and	Understands that the past has been represented in different ways.  Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways and can recognise propaganda a misinformation.

					<p>in past) can represent events or ideas in ways that persuade others and appreciate that some evidence from the past is propaganda, opinion or misinformation.</p> <p>Can evaluate why some bits of evidence are more reliable than others.</p>	<p>Know that people both in the past have a point of view and that this can affect interpretation</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>
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**Skill: Historical Enquiry**

Children will select and analyse relevant sources of evidence to ask questions, carry out research and make judgements to deepen their own understanding of the past.

EYFS	Year 1	Year 2	Year 3	Year4	Year5	Year 6
Children know about similarities and differences between themselves, others, and families, and communities and traditions.	<p>Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"</p> <p>Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.</p>	<p>Looks carefully at pictures or objects to find information and presentations of the past.</p> <p>Asks and answers questions. Eg. Ch use sources to generate questions like 'what was it like for a ....?', 'what happened in the past?', 'how long</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions Eg: 'how did rich people entertain themselves in Ancient Greece? What did people</p>	<p>Understands the difference between primary and secondary sources of evidence. Can they sort primary and secondary sources into groups?</p> <p>Uses documents, printed sources, the internet, databases,</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Chooses reliable sources of evidence to</p>	<p>Identifies and uses different sources of information and artefacts. And evaluates the usefulness and accurateness.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p>

		<p>ago did .... happen?', Estimates the ages of people past and present by studying and describing their features.</p>	<p>believe in during this time?'</p> <p>Suggests sources of evidence to use to help answer questions.</p>	<p>pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'what was it like for Women during Roman times?'</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p>answer questions like: What was an Anglo-Saxon settlement like? What pagan gods did the Anglo-Saxons worship?</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>Forms own opinions about historical events from a range of sources.</p> <p>Investigate own lines of enquiry independently by posing answers to questions such as: What did the Tudors do for entertainment? How many people were put to death under Henry VIII? Did the Tudors play any kinds of sports?</p>
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## Skill: Organisation and communication

NC Aim: children will present their knowledge and understanding of the past in a variety of ways including use of writing, ICT, drawing and verbal presentations.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year6
Children talk about past and present events in their own liives and family members.	Shows knowledge and understanding about the past in different ways eg. role play, drawing, writing, talking about the past  Sort events or objects into groups (i.e. then and now.)  Use timelines to order events or objects.	Describes objects, people and events. Knows own date of birth and key dates in their lives. Writes simple stories and recounts about the past. Shows knowledge and understanding about the past in different ways eg. role play, drawing, writing, talking labelled diagrams to tell others about people, events and objects from the past.	Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy.  Discusses different ways of presenting information for different purposes Eg. How does the purpose of an advert differ from a diary entry? How would these help you understand history in different ways?	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Uses dates of key events and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience.	Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.  Uses dates and terms accurately.  Chooses most appropriate way to present information to an audience.  Plan and present a self-directed project or research about the studied period.	Presents information in an organised and clearly structured way.  Makes use of different ways of presenting information.  Presents information in the most appropriate way (eg written Explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.  Plan and present a self-directed project or research about the studied period.

**Skill: Vocabulary development**

NC Aim: children will gain and use a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Uses words and phrases: old, new, young, days, months, year, past, present, before, after, year, decade, century, ancient, modern	Uses words and phrases such as recently, before, after, now, later, Past, present Historians, Research Investigate, Evidence Danger, Era/period, Queen	Uses words and phrases: century, decade. Ancient, Invasion, Empire, Democracy, Athens, Sparta, Legacy, Achievements, Sources. (Before Christ) (Anno Domini)	Uses words and phrases: century, decade, BC, AD, after, before, during. Primary and secondary sources Uses subject specific words such as settlement, invader. Romans, Empire, Invasion, Emperor, Army/soldiers, Conquest, Resistance, War	Uses words and phrases like: Settlements Anglo Saxons Vikings Longboat, Protestant, Roman Catholic, invaders Raiders, Paganism, Christianity, conversion, Monastery, century, decade, BC, AD, after, before, during, era, period.	Poverty, inequality, Reign, Queen Victoria, Orphan, Gentleman, Industrial Revolution, Society, Lute, doublet, gallows, kingdom, ruff, courtier, Church of England, colony, Treaty, Spitfire, Appeasement, Pact, home front, dissolution, wattle and daub, alliance, ration, democracy, fascism, Anti-Semitism, prejudice.