



Alice Ingham RC Primary School Progression in History

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Sequence some events or 2 related objects in order</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p> <p>changes within living memory</p>	<p>Recount changes in own life over time</p> <p>Puts 3 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p> <p>changes within living memory</p> <p>events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Uses timelines to place events in order.</p> <p>Understands timeline can be divided into BC and AD.</p> <p>changes in Britain from the Stone Age to the Iron Age</p> <p>the Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Uses words and phrases: century, decade.</p>	<p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Names and places dates of significant events from past on a timeline.</p> <p>changes in Britain from the Stone Age to the Iron Age</p> <p>the Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period.</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>a local history study</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Ancient Egypt;</p> <p>Ancient Greece</p> <p>Mayan civilization c. AD 900</p>	<p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>a local history study</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Ancient Egypt;</p> <p>Ancient Greece</p> <p>Mayan civilization c. AD 900</p>

<p>Knowledge and understanding of past events, people and changes in the past</p>	<p>Tell the difference between past and present in own and other people's lives</p>	<p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant event in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p>	<p>Uses evidence to find out about change during a time period.</p> <p>Describes similarities and differences between people, events and objects.</p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Can discuss the impact and causes of historical change in Britain.</p>	<p>Can discuss the impact and causes of historical change in Britain. Identifying and contrasting changes and trends between different periods.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p>
<p>Historical interpretation</p>	<p>Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p>	<p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understands why some people in the past did things.</p>	<p>Looks at 2 versions of same event and identifies differences in the accounts.</p>	<p>Gives reasons why there may be different accounts of history.</p>	<p>Looks at different versions of the same event and identifies differences in the accounts.</p> <p>Gives clear reasons why there may be different accounts of history.</p>	<p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
<p>Historical enquiry</p>	<p>Finds answers to simple questions about the past from sources of</p>	<p>Looks carefully at pictures or objects to</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and</p>	<p>Understands the difference between</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts,</p>	<p>Identifies and uses different sources of information and artefacts.</p>

	information (eg. pictures, stories)	<p>find information about the past.</p> <p>Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'</p>	<p>visits to collect information about the past.</p> <p>Asks questions such as 'how did people? What did people do for?'</p> <p>Suggests sources of evidence to use to help answer questions.</p>	<p>primary and secondary sources of evidence.</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>Asks questions such as 'what was it like for a during?'</p>	<p>historic buildings and visits to collect information about the past.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>
Organisation and communication	Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).	<p>Describes objects, people and events.</p> <p>Writes simple stories and recounts about the past.</p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy</p>	<p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Uses dates and terms correctly.</p> <p>Discusses most appropriate way to present information, realising that it is for an audience.</p> <p>Uses subject specific words such as monarch, settlement, invader</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Uses dates and terms accurately.</p> <p>Chooses most appropriate way to present information to an audience.</p>	<p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>