

Grange View C of E First School
History Skills Progression

	Reception	Year 1	Year 2	Year 3	Year 4
Knowledge (historical content)	<u>Historical Content</u> Understanding the world: <ul style="list-style-type: none"> - My family and I - Where I live 	<u>Historical Content</u> <ul style="list-style-type: none"> - Changes within living memory - Events beyond living memory that are significant nationally or globally - 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.) - Significant historical events, people and places in their own locality 		<u>Historical Content</u> <ul style="list-style-type: none"> - Changes in Britain from the Stone Age to the Iron Age - The Roman Empire and its impact on Britain - Britain's settlement by Anglo Saxons and Scots - The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor - A local history study - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - The achievements of the earliest civilisations e.g Ancient Egypt - A study of Ancient Greece - a study of Greek life and their achievements and influence on the Western World - A non- European society that provides contrasts with British history (All of KS2 content includes year 5 and 6)	
	<u>Chronology</u> Develop a sense of time through events in stories. Use the children's own lives and family relationships to understand the passing of time.	<u>Chronology</u> Develop an awareness of history through a study of people and events in the past, beginning to use common terminology to relate the passing of time. Know and begin to show where these people and events fit within a chronological time frame.	<u>Chronology</u> Develop, and then demonstrate, a deeper awareness of history studying people and events in the past, using common terminology to relate this passing of time. Know and show where these people and events fit more closely within a chronological time frame.	<u>Chronology</u> Develop a secure chronological knowledge and understanding of British, local and world history and begin to establish clear narratives within and across the periods studied. Begin to put dates, events, people, places and artefacts on a timeline with support.	<u>Chronology</u> Develop a secure chronological knowledge and understanding of British, local and world history and begin to establish clear narratives within and across the periods studied. Use this knowledge to gain a better understanding of the present. Put dates, events, people, places and artefacts more
	<u>Historical Terminology</u> Begin to be aware of and use common vocabulary when talking about the passing of time for e.g. old, new,	<u>Historical Terminology</u>	<u>Historical Terminology</u>	<u>Historical Terminology</u>	<u>Historical Terminology</u>

	yesterday, now, then, past	Use common words and phrases relating to the passing of time with greater confidence for e.g. old, new, past, present, a long time ago, years, then and now.	<u>Historical Terminology</u> Develop the use of a wide vocabulary of historical terms, such as: a long time ago, recently, when my ... were younger, years, decades, centuries...	Use the correct terminology to describe events in the past. Begin to build a larger historical vocabulary, such as 'empire', 'civilisation', 'monarch'...	closely together on a timeline. <u>Historical Terminology</u> Use the correct terminology to describe events in the past with greater confidence across a variety of interpretations. Develop the use of a larger historical vocabulary appropriately, such as 'empire', 'civilisation', 'monarch'...
Understanding (historical concepts)	<u>Understanding the world</u> Understand their place in the world by discussing events in their own lives and that of their family. Begin to build on future concepts of how things can change and stay the same. Know about similarities and differences in each other's lives and that of the wider community.	<u>Continuity and Change</u> Begin to identify and discuss change and continuity in an aspect of life, e.g. holidays. Use your own experiences as a reference point. <u>Cause and Consequence</u> Begin to recognise why people did things and what happened as a result of people's actions or events. <u>Historical Significance</u> Make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important beginning to think about why they were important.	<u>Continuity and Change</u> Identify and discuss change and continuity in different aspects of life, e.g. holidays, transport, homes. Reflect on own experiences of this aspect of life. <u>Cause and Consequence</u> Recognise why people did things and discuss what happened as a result of people's actions or events. Understand that a person's actions in history could have far reaching consequences. <u>Historical Significance</u> Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and	<u>Continuity and Change</u> Begin to make links between main events, situations and people with support. Begin to identify, with support, changes within and across different periods and societies studied. <u>Cause and Consequence</u> Begin to identify and give a reason for historical events, situations and changes with support. Begin to identify what the result of historical events, situations and changes are from those studied. <u>Historical Significance</u> Identify and begin to describe, with some support, historically significant	<u>Continuity and Change</u> Begin to make links between main events, situations and people describing the comparisons. Begin to identify changes within and across different periods and societies studied. <u>Cause and Consequence</u> Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes. <u>Historical Significance</u> Identify and begin to describe historically significant people and events in history.

		<p><u>Similarities and Differences</u> Begin to identify similarities and differences between different ways of life in different periods of time, including their own lives.</p>	<p>who was important and why.</p> <p><u>Similarities and Differences</u> Identify similarities and differences between ways of life in different periods of time, including their own lives.</p>	<p>people and events in history.</p> <p><u>Similarities and Differences</u> Describe some of the similarities and differences between different time periods, on an individual, local, national or international basis beginning to compare social, cultural, economic or religious contexts with support.</p>	<p><u>Similarities and Differences</u> Describe some of the similarities and differences between different time periods, on an individual, local, national or international basis comparing social, cultural, economic or religious contexts.</p>
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<p>Pr oc es s of en qu ir y (hi st or ic al sk ill s of en qu ir y)</p>	<p><u>Ask and investigate questions</u> Ask questions about the lives of others and answer questions you are asked.</p> <p><u>Interrogate and interpret evidence</u> Look at and discuss photographs and objects from each other's lives. Share stories and objects discussing why they are important.</p> <p><u>Make and communicate conclusions</u> Contribute to class and group discussions. Take part in role play activities. Recount events that have happened in your life and that of your family.</p>	<p><u>Ask and investigate questions</u> Begin to ask basic questions about past events and the people involved. What happened? Who was involved?</p> <p><u>Interrogate and interpret evidence</u> Use a variety of sources to compare lives past and present, for e.g. fictional accounts, illustrations, films, songs, museum displays. Understand that history is represented in different ways. Understand key features of events through the selection of parts of stories and relevant sources, with some support.</p> <p><u>Make and communicate conclusions</u> Begin to communicate verbally and through actions their understanding of the past, with support. Begin to structure their own account using stories, drama or as a written narrative with support.</p>	<p><u>Ask and investigate questions</u> Ask and begin to answer questions about past events and people e.g. When? What happened? What was it like...? Why? Who was involved?</p> <p><u>Interrogate and interpret evidence</u> Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays. Understand that history is represented in different ways and this is how we find out about the past e.g. using artefacts, pictures, stories and websites. Choose and use parts of stories and other sources to show understanding of events.</p> <p><u>Make and communicate conclusions</u> Communicate understanding of the past in a variety of ways. Structure their own account using drama or as a written narrative.</p>	<p><u>Ask and investigate questions</u> Ask and answer questions, with some support, about the past, considering aspects of change, cause, similarity/difference and significance. Begin to suggest where we might find answers to questions considering a range of sources.</p> <p><u>Interrogate and interpret evidence</u> Understand that knowledge about the past is constructed from a variety of sources. Building on those identified in Key stage 1. Begin to construct and organise responses by selecting relevant historical information and data.</p> <p><u>Make and communicate conclusions</u> Begin to show awareness that different versions of the past may exist and with support begin to suggest reasons for this. Begin to connect and make contrasts with trends over time. Use a variety of ways to represent knowledge through art and drama as well as the</p>	<p><u>Ask and investigate questions</u> Ask and answer questions about the past, considering aspects of change, cause, similarity/difference and significance. Make valid suggestions where we might find answers to questions considering a range of sources.</p> <p><u>Interrogate and interpret evidence</u> Understand that knowledge about the past is constructed from a variety of sources and confidently discuss the types of evidence. Construct and organise responses by selecting relevant historical information and data.</p> <p><u>Make and communicate conclusions</u> Show a growing awareness that different versions of the past may exist and begin to suggest reasons for this. Connect and make contrasts with trends over time. Use a variety of ways to represent knowledge through art and drama as well as the written word and technology.</p>
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