



History Skills Progression

School Aims

Each History topic is carefully planned to ensure that National Curriculum requirements are met across the school. Our approach gives children the opportunity to explore a topic in a variety of ways. Lessons can range from creative art sessions to writing diary entries; it aims to bring learning in History to life and inspires children with a love of learning. Children are able to gain a deeper understanding of the past and can use historical terms to talk about it and know how it has impacted on our lives today.

History is brought to life by exploiting opportunities to visit localities of historical significance to enrich the children's learning. Workshops and visitors to the school also enhance the learning, understanding and recall of our History curriculum. Children learn by exploring and doing wherever possible.

Links to other subjects / curriculum areas:

- English – forms of writing (e.g. letter or diary writing linked to period in time) and using texts linked to periods in time.
- Computing – using ICT to explore topics.
- PSHE – exploring impact of historical events.
- Geography – linking places to historical events or people.
- Art & D&T – artwork and projects linked to History focus.

National Curriculum

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Links to learning in EYFS

People and communities:

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children do not always enjoy the same things, and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.



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	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Concepts	Identifying similarities and differences between things in the past and now.	Identify independently a range of similarities, differences and changes within time. Identify some relevant causes and effects for some of the main events.	Identify similarities and differences between ways of life within periods of history. Use information and evidence to describe the past.	Identify independently a range of similarities, differences and changes within time. Identify a few relevant causes and effects for some of the main events. Develop understanding of key historical concepts (settlement, invasion).	Identify similarities and differences between ways of life within periods of history. Develop greater understanding of key historical concepts (settlement, invasion, industrial revolution).	Identify independently a range of similarities, differences and changes within a period of history. Identify a few relevant causes and effects for some key historical events. Compare and contrast key aspects of society across a range of historical periods. Develop understanding of key historical concepts (settlement, invasion, democracy, justice).	Identify similarities and differences between ways of life within periods of history. Understand the development of a key aspect of modern life across a range of historical periods. Develop understanding of key historical concepts (society, civilisation, warfare, technological development)
Chronological Awareness	Chronological understanding of children themselves.	Understand the difference between things that happened in the past and present. Order events or subjects using the words "then" and "now".	Understand the use of the words past and present. Order people and events which fit within a chronological framework. Use common words and phrases relating to the passing of time.	Sequence a number of the most significant events, objects, themes, societies, periods and people. Use BC and AD.	Place events from periods studied on a timeline. Sequence key events within a historical era. Use terms related to the period. Use BC and AD.	Place events from periods studied on a timeline. Sequence key events within a historical era and across a range of eras. Use terms related to the period. Use BC and AD.	Place events from periods studied on a timeline. Sequence key events within a historical era and across a range of eras Understand life before and after a key period in history

Historical enquiry	Differences between “then” and “now”.	Explore events and objects to ask questions and produce answers to some historical enquiries using historical terminology.	Carry out enquiries and produce effective responses using appropriate vocabulary.	Use a wide range of sources to find out about a period from the past. Understand and empathise with the lives of a range of people from the past.	Use a wide range of sources to find out about a period from the past. Interpret resources in order to explore similarity and difference and lives of people of the past.	Understand and give reasons why there may be different accounts in history. Analysing sources to draw conclusions. Making inferences from evidence from archaeological sites.	Plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources. Identify how a non-European society contrasts with British history.
Historical sources	Understand the past through settings, characters and events encountered in books and storytelling.	Select information from several different types of source including written, visual and oral sources and artefacts.	Critically evaluate the usefulness of a wider range of sources and parts of sources (stories, eye-witness accounts, photographs, artefacts, buildings) to find out about the past.	Identify possible uses of a range of sources for answering historical enquiries.	Comment on the usefulness and reliability of a range of sources for particular enquiries. Using sources with increasing independence to answer historical enquiries.	Develop understanding of primary and secondary sources and advantages and disadvantages of both. Use sources independently to answer historical enquiries.	Evaluate independently a range of sources for historical enquiries, considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. Understand that some evidence from the past is propaganda or opinion.
Legacy	Understand that things from the past survive today.	Identify some significant historical events and/or people in own locality.	Identify the lives of significant individuals who contributed to national and international achievements.	Identify the lives of significant individuals who contributed to national and international achievements. Identify some influences on modern society from periods in the past.	Identify the lives of significant individuals who contributed to national and international achievements. Identifying key inventions and creations from the past. Comparing aspects of ancient life with today.	Identify the lives of significant individuals who contributed to national and international achievements. Describe how historical events studied affect and influence life today.	Identify the lives of significant individuals who contributed to national and international achievements. Make links between some of the features of past societies and today.