St John The Evangelist Catholic Primary School,
a Voluntary Academy

History Progression of Knowledge and Skills

	Reception Foundations of history	Year 1 Toys Kings and Queens Mary Seacole	Year 2 Space Exploration Great Fire of London	Year 3 Stone Age/Ice Age Romans Saxons	Year 4 Vikings Ancient Greece	Year 5 Tudors Egyptians Industrial Revolution	Year 6 WW2 Mayans
Knowledge and Interpretation	Begin to make observations using vocabulary such as, I can see, I saw, same, different. Notice changes and patterns.	Answer questions about the past using pictures and artefacts. Recount a historical event. Begin to discuss how we find information as historians and what it can tell us. Talk about different people from the past and how actions may have influenced today. Use vocabulary such as, find out, explain, facts, research, events, and actions.	Describe a historical event and how it may have impacted the way we live today. Explain the cause of a historical event and the consequences of this event. Begin to compare the similarities and differences between two time periods. Use vocabulary such as, cause and consequence, impact, actions and time period.	Begin to give reasons why certain events happened as they did in history. Begin to talk about why certain people acted as they did in history. Begin to explain how events from the past have helped shape our lives today. Give a broad overview of what life was like in Roman Britain Begin to compare some of the times studied with those of other areas of interest around the world Begin to describe the social, cultural or religious diversity of past societies Talk about the causes and consequences of some of the main events and changes in history	Understand why certain events happened and why people acted the ways in which they did. Understand how events from the past have shaped today and the impact they have had. Can begin to understand different beliefs and attitudes in the past. Understand the cause and consequences of different events through time. Begin to describe different accounts of a historical event, explaining some of the reasons why the accounts may differ? Begin to appreciate why Britain would have been an important country to have invaded and conquered.	Describe with detail the events/ time periods I have studied. Understanding: - Cause and consequences - Impact of events overtime on modern day - Attitudes, beliefs, and religious battles overtime. Use English and Maths skills to communicate information on the past, using creative ways of presenting my own findings. Look locally at the changes that have occurred throughout history. Focusing on how Bradford changed during the revolution.	To answer historical questions, supporting with evidence from a range of sources that have been chosen. Describe with detail the events/ time periods I have studied. Understanding: - Cause and consequences - Impact of events overtime on modern day - Attitudes, beliefs, and religious battles overtime. Present findings in a clear and concise way, using literacy skills to highlight the different findings and understandings. Recognise how propaganda has been used and how it helps understand the different means of control throughout time.(particularly in the two world wars)

Chronological Understanding	Begin to use historical understanding of my own family. Begin to use historical vocabulary to talk about events in my own life.	Sequence events or objects in chronological order Begin to label a timeline with pictures, words, or phrases. Understand changes that have happened to myself. Begin to use dates when talking about events from the past.	Place artefacts or events in order on a timeline and label the timeline. Begin to make connections between long and short periods of time – using a timeline to support. Use dates when talking about historical events. Begin to create links between prior learning about historical figures.	Begin to use dates and historical terms to describe events Begin to use a timeline within a specific time in history to set out the order things may have happened Place events, artefacts and historical figures on a timeline using dates. Begin to understand the concept of change over time, representing this, along with evidence, on a timeline.	Place events from period studied on a timeline use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD Use a timeline to recognise changes that have occurred overtime. Recognising the different time periods that exist between different groups.	Place current study on timeline in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons. between different times in history use a timeline to describe when events happened and the way in which developments occurred (revolutionary developments) use a timeline to identify times of great change in comparison to times of little developmental changes. Begin to make links between time periods that have been taught, seeing continuity and change within these periods.	place current study on timeline in relation to other studies use relevant dates and terms. sequence up to ten events on a timeline. Use a timeline to discuss events and when they happened. To describe the maid changes in the period being studies. (What happened and when) Contract times of huge change with times of little/ no change.

Historical Enquiry	Begin to question why something happens. Can I ask how and why questions about an event or story? Use vocabulary such as, how, why, because I wonder.	Ask questions about the past such as, what was it like for people? What happened? How long ago? – begin to ask questions using a picture to support. Use vocabulary such as, history, research, objects, historian, investigate, questions, find out.	Understand and talk about how people find out about the past. Begin to show understanding of what a historical source is and how we use them to find information out. Ask questions such as, what was it like for people? What happened? How long ago? Begin to conduct independent research into a person or event using a range of different resources.	Begin to use evidence to ask questions and find answers to questions about the past. Begin to suggest suitable sources of evidence for historical enquiry. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past. Begin to use research skills in finding out facts about the period I am studying. Begin to compare and contrast different forms of evidence in my research. Begin to research what it was like for specific people e.g. children, during the time period I am studying.	Using evidence and sources to ask questions about the past. Use sources to work out information about the pass, accessing a range of different types of sources. To use my findings to understand differences in the past to modern day. Compare and contrast different evidence/ sources, enabling discussion on the reliability.	To devise historical questions about the period I am studying. Use a range of sources to understand and investigate the past. Recognise the reliability of sources and understand it will not show the whole picture of the past. To begin to find my own sources, and give reason why I chose them. Using sources to support my historical arguments.	Ask my own questions about change, cause, similarities, and differences relating to the period. Use sources to create my own idea of what the past was like in the time period being studied. Understand the reliability of a sources and the importance of using a number of sources to reach a conclusion. To find/ select suitable sources to support my research.