

Buckstones Primary School

Progression of History Skills

Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge and Understanding</p>	<p>Recognise past, present and future.</p> <p>Know that we grow and change from baby, toddler, child, adult and elderly.</p> <p>Describe simple differences between then and now.</p> <p>Describe simple differences between themselves and others.</p> <p>Know why we celebrate bonfire night and know who Guy Fawkes is. Recognise a poppy and know these are worn to remember soldiers in the war.</p> <p>Describe an event or family member from their past that</p>	<p>Recall some facts about people/ events before living memory.</p> <p>Say why people may have acted the way they did.</p> <p>Compare similarities and differences about individuals or items (toys) from the past.</p> <p>Compare the lives of different people within one place or era (equality – Suffragettes, Civil Rights in USA).</p> <p>Understand why an event or individual from the past is important for us to learn about.</p> <p>Know and recount episodes from stories about the past, saying why it happened.</p>	<p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history e.g. Remembrance Day.</p> <p>Describe what has changed as the result of an event or an individual.</p> <p>Describe why an event or individual from the past is important for us to learn about e.g. Remembrance Day, Queen Victoria.</p>	<p>To know about the lives of people in a time studied (Stone / Bronze/ Iron Age).</p> <p>Understand the process of change from the Stone Age to the Iron Age - changes in homes and settlements/ changes from Hunter Gatherers to Farmers.</p> <p>Begin to explain why people in the past acted as they did (e.g. move towards living in villages in Stone Age, in the Iron Age, people used iron tools) and why some events happened.</p> <p>Note connections, contrasts and trends over time (e.g. Stone /</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>To give reasons why people in the past acted as they did. (Why the Romans left Britain, Anglo Saxons).</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p> <p>Identify key features and events.</p> <p>Look for links and effects in the time studied, offering a</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Compare and contrast ancient civilisations and their influence on the western world.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Consider how democracy developed in</p>

	<p>is important to remember.</p> <p>Understand why we celebrate significant events.</p>	<p>Consider the links between the Geography of an area and its History e.g. London (links to Great Fire of London)</p>		<p>Bronze / Iron Age connections: need for food, shelter, warmth).</p> <p>Begin to develop a broad understanding of ancient civilisations.</p> <p>Begin to understand the hierarchy of Ancient civilisations (jobs and Responsibilities in Ancient Egypt).</p> <p>Compare lives of people from the past to our own and identify differences (Daily life as a hunter-gatherer).</p> <p>Understand how the earliest events in history contributed to the formation of civilization. (Ancient Egypt).</p> <p>Describe links between the Geography of an area and its History.</p>	<p>reasonable explanation for some events. (invasion and settlement in Britain).</p> <p>Continue to describe links between the Geography of an area and its History. (Hadrian's Wall/ Industrial Revolution in Manchester/ place names following the Anglo Saxon invasion).</p> <p>Explain how individuals or events contributed to national change and identity (Romans/ Industrial Revolution).</p>	<p>societies. (e.g. religion, houses, society, technology.)</p> <p>Compare and describe the differences between the lives of people from the past to our own today.</p> <p>Continue to describe links between the Geography of an area and its History and use this to explain how individual sites can inform our wider understanding of a civilisation (Viking invasion - Lindisfarne).</p>	<p>Ancient Greece and make comparisons with other and modern systems (democracy in Britain).</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> <p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe links between the Geography of an area and its History.</p> <p>Explain how movement informs our wider understanding of a civilisation/ empire (Greeks - growth of an empire, extent of conquests, city-</p>
--	---	--	--	--	---	---	--

				How individual sites can inform our wider understanding of a civilisation (Stonehenge, Skara Brae, River Nile, Pyramids).			states and rivalries).
Chronology	<p>Order a simple set of events in chronological order.</p> <p>Begin to use the correct words such as yesterday, past etc.</p>	<p>Understand the difference between things that happened in the past and the present (links to topics)</p> <p>Use words and phrases such as: * now / today * yesterday, last week, when I was younger, * a long time ago, a very long time ago, before I was born, when my [grown ups] were young.</p> <p>Describe things that happened to themselves and other people in the past.</p>	<p>Use vocabulary from the knowledge mat to describe events.</p> <p>Understand and use the words past and present when telling others about an event.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>Use a timeline to place important people and events (building from Year 1).</p>	<p>Use vocabulary from the knowledge mat to describe events.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Use a timeline to place historical events in chronological order (Stone Age to Iron Age) including BC and AD.</p> <p>Describe dates of and order</p>	<p>Use vocabulary from the knowledge mat to describe events.</p> <p>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</p>	<p>Use vocabulary from the knowledge mat to describe events.</p> <p>Consolidate Understanding of BC (Before Christ) and AD (Anno Domini).</p> <p>Place their area of study onto a timeline and correctly place it in comparison to previous areas studied.</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Describe the</p>	<p>Use vocabulary from the knowledge mat to describe events.</p> <p>Order significant events, movements and dates on a timeline on all areas of history studied.</p> <p>Note connections and contrasts over time.</p> <p>Make comparisons between different times in history.</p>

		<p>Recall historical events such as The Great Fire of London, Rosa Parks protest.</p> <p>Begin to order a set of events or objects in chronological order e.g. sequence artefacts (such as toys from different points in history), as well as events (such as Rosa Parks timeline or events of the Great Fire of London)</p> <p>Use a timeline to place important events studied.</p>		<p>significant events from the period studied.</p> <p>Sequence artefacts from different points in history (Periods of the Stone Age).</p>		<p>main changes in a period in history. Noting connections and contrasts over time (Anglo Saxons and Vikings, Ancient Egyptians, Stone Age – Iron Age).</p>	
Interpretations of History	Show awareness of and interest in the past.	<p>Begin to understand that past is represented in different ways (e.g. photos, paintings, stories, books videos, artefacts, adults talking about the past)</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, historical sites and the internet to find out about the past.</p> <p>Start to use stories or accounts to</p>	<p>Explore the idea that there are different accounts of history.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Discuss reliability of photos/</p>	<p>Identify some of the different ways in which the past is represented of periods studied.</p> <p>To use sources of information that go beyond simple observations to answer questions about the past.</p> <p>Begin to evaluate the usefulness of different sources.</p>	<p>Show some understanding that aspects of the past have been represented and interpreted in different ways of previous periods studied and current.</p> <p>Begin to select and combine</p>	<p>Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</p> <p>Use their knowledge and understanding, pupils are beginning to evaluate sources</p>

			distinguish between fact and fiction.	accounts/stories	Investigate different accounts of historical events.	information from different sources.	of information and identify those that are useful for particular tasks. Begin to consider ways of checking the accuracy of interpretations – fact or fiction and opinion.
Historical Enquiry	Explore and ask questions.	Identify different ways in which the past is represented. Explore events, look at pictures and ask questions e.g. “Which things are old and which are new?” or “What were people doing / wearing?” Look at objects from the past and ask questions i.e, “What were they (e.g. old toys) used for?” and try to answer.	Identify different ways in which the past is represented (sources) and understand that these are used to find out about the past. Ask and answer questions about the past to show their understanding of periods/people studies using a wide range of information. Begin to make inferences about the lives of people from the past based	To understand how our knowledge of the past (Stone Age to Iron Age) is constructed from a range of sources. E.g. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and	Identify some of the different ways in which the past is represented of periods studied. Use a range of sources of information that go beyond simple observations to answer questions about the past. Begin to evaluate the usefulness of different sources.	Begin to identify primary and secondary sources use evidence to build up a picture of life in time studied. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical	Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Use their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for

		To answer and begin to ask their own questions to show their understanding of the topics studied	on physical evidence.	galleries and visits to sites as evidence about the past. They observe and handle sources of information to answer questions about the past making simple observations.		questions. Investigate own lines of enquiry by posing questions to answer.	particular tasks. Begin to identify primary and secondary sources consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Begin to show an awareness of bias and how this impacts our understanding of the past.
--	--	--	-----------------------	--	--	---	---

Historical concepts and skills Vocabulary	Knowledge and Understanding compare similar difference different change Chronology change grown timeline place	Knowledge and Understanding compare different (difference) same / similar achievements Chronology past present day / now (today) sort / order place	Knowledge and Understanding significant compare similarity difference achievements Chronology past present timeline sequence	Knowledge and Understanding compare contrast similarity difference change significance achievements Chronology order events	Knowledge and Understanding change similarity difference compare contrast cause consequence significance Chronology place	Knowledge and Understanding compare similarity difference consequence significance change Chronology place order timeline	Knowledge and Understanding compare contrast similarity difference cause consequence achievements significance Chronology Place
--	--	--	--	---	---	---	---

	<p>order Interpretations of History know Historical Enquiry ask</p>	<p>events timeline then yesterday a long time ago when my [grown ups] were young before I was born when I was younger younger older</p> <p>Interpretations of History sources Historical Enquiry find out about ask / answer / explain</p>	<p>events Interpretations of History source Historical Enquiry research deduce identify</p>	<p>timeline B.C. A.D chronology Interpretations of History source Historical Enquiry question</p>	<p>plot date events timeline BCE A.D source evaluate describe Interpretations of History source evaluate Historical Enquiry identify</p>	<p>BCE A.D present day Interpretations of History source primary secondary evaluate Historical Enquiry identify</p>	<p>order timeline BCE A.D Interpretations of History Primary Secondary source Historical Enquiry Identify</p>
--	---	--	---	--	---	--	--