



Hesters Way Primary School – History – Skills progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy.</p> <p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past. Order a set of events or objects.</p> <p>With support begin to use a simple timeline to place important events.</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Recount changes in my own life over time</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>With guidance use a timeline to place important events.</p> <p>Pupils can compare areas of study, identifying similarities and</p>	<p>Begin to 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 and discuss why they have placed events in that order.</p> <p>Describe dates of, and order, significant events from the period studied.</p> <p>Pupils can confidently make links between areas of history they have studied in Year 3 and previously,</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)*</p> <p>Make simple chronological links to previous historical learning.</p> <p>Order significant events and dates linked to period studied on a timeline.</p> <p>Describe the main Changes in a period in history.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)*</p> <p>Make chronological links to previous historical learning.</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p> <p>Pupils can compare historical periods, identifying similarities and differences between them</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations.</p> <p>Make chronological links to previous historical learning.</p> <p>Pupils can identify trends over time, identifying how ideas have been continued/ developed.</p>

	<p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p> <p>Pupils are beginning to make comparisons between areas of study.</p>	<p>differences between them.</p>	<p>identifying similarities and differences between them.</p>		<p>Pupils are beginning to identify trends over time.</p>	
Vocabulary	<p>Pupils can use and are beginning to remember names and places that link to areas of study.</p> <p>Pupils are beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago.</p>	<p>Pupils can remember and use a range of names and words specific to areas of study.</p> <p>Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries</p>	<p>Pupils can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a few names and words from previous study.</p> <p>Pupils are beginning to use more specific words and phrases to</p>	<p>Pupils can remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study.</p> <p>Pupils can generally use words and phrases to indicate time,</p>	<p>Pupils can remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study.</p> <p>Pupils can use words and phrases to indicate time, talking about</p>	<p>Pupils can remember and use a range of names and words from the areas they have studied over the years.</p> <p>Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</p>

			<p>indicate time, talking about decades, centuries, millennium etc.</p> <p>Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</p>	<p>talking about decades, centuries, millennium etc.</p> <p>Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</p>	<p>decades, centuries, millennium etc.</p> <p>Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</p>	<p>Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</p>
Historical enquiry	<p>Identify different ways in which the past is represented.</p> <p>Explore events, look at pictures and ask questions i.e. , "Which things are old and which are new?" or "What were people doing?"</p> <p>Look at objects from the past and ask questions i.e., "What were they used for?"</p>	<p>Identify different ways in which the past is represented.</p> <p>Ask open questions about the past.</p> <p>Use a wide range of information to answer questions.</p>	<p>Introduce the term 'Primary source'. Children begin to gain an understanding that this is a direct source of historical information dating back to the period being studied e.g Roman coins made by the Romans in AD45.</p> <p>Introduce the term 'Secondary source'. Children</p>	<p>Continue to embed the term 'Primary source'. Children continue to develop their understanding that this is a direct source of historical information dating back to the period being studied e.g Roman coins made by the Romans in AD45.</p> <p>Continue to embed the term 'Secondary</p>	<p>Children understand and use the terms 'Primary' and 'secondary' sources when investigating the past. They can explain what a primary and secondary source is when asked.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures,</p>	<p>Children understand and use the terms 'Primary' and 'secondary' sources when investigating the past. They can confidently explain what a primary and secondary source is when asked.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases,</p>

			<p>begin to gain an understanding that these sources are interpretations of history. They are written or created after the event e.g. a film about the Romans or a book written about the Roman period.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>With support, ask open questions and find answers about</p>	<p>source'. Children continue to develop their understanding that these sources are interpretations of history. They are written or created after the event e.g a film about the Romans or a book written about the Roman period.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>With support ask</p>	<p>photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>With support investigate own lines of enquiry by posing questions to answer.</p>	<p>pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a singular answer to historical study.</p> <p>Independently investigate own lines of enquiry by posing questions to answer.</p>
--	--	--	---	---	--	---

			the past.	questions and find answers about the past following a line of enquiry.		
Historical interpretation	Look at books, videos, photographs, pictures and artefacts to find out about the past.	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.	Explore the idea that there are different accounts of history.	Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others.	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Start to give reasons why there may be different accounts of history. Start to evaluate evidence to choose the most reliable forms.	Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Knowledge	Pupils can remember most key events about the areas they have studied. Pupils are beginning to	Pupils can remember key events about the areas they have studied. Pupils can begin to identify how	Pupils remember a range of key facts and information from areas of study. Pupils can identify at least two ways	Pupils remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from	Pupils remember key facts and information from areas of study in Year 5 and can remember information from	Pupils have a wide ranging knowledge about historical events, from local history to world history.

	<p>understand that they can find historical information in books.</p>	<p>we know about past events.</p> <p>Pupils can begin to identify different representations of history e.g. books, visual clips, letters.</p>	<p>we gather information.</p> <p>Pupils are able to use at least one type of source of information confidently.</p>	<p>previous areas of study.</p> <p>Pupils are beginning to understand how our knowledge of history is developed through a range of sources.</p> <p>Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips.</p>	<p>previous areas of study.</p> <p>Pupils are building their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding.</p> <p>Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</p>	<p>Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding.</p> <p>Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</p>
<p>Organisation and communication</p>	<p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p> <p>Communicate ideas about</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>

	people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.			With support work in a group to plan and present a project or research about the studied period.	Work in a group to plan and present a self-directed project or research about the studied period.	Independently plan and present a self-directed project or research about the studied period
--	---	--	--	--	---	---