

Feniton C of E Primary School

Progression in History Skills

		KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Breath of Study & Enquiry Questions		Homes in the past. Toys and games in the past. Seaside holidays in the past.	Christopher Columbus/ Charles Darwin Local transport/history of transport First aeroplane Flight	Romans (x2) Ancient Egyptians Summer term The Bronze Age (Heatree)	Invaders & Settlers The Vikings (AUT) Victorians (SUM)	WW2 Aut Crime and Punishment Spr Ancient Greece Sum	The Tudors – Sensational Shakespeare Local History Unit – Rebellion! The Life of Bishop John Patteson
Chronological Understanding Time lines to be displayed in all classrooms during history themed terms.	Use everyday language related to time. Order and sequence stories. Talk about past and present events in their own lives and that of family members.	Sequence events in their own life on a time line Sequence 3-4 artefacts from distinctly different periods of time. Match objects to people of different ages	Sequence photographs etc from different periods of their life. Describe memories of key events in their lives.	Place the time studied on a time line. Use dates and terms relating to the period studied and the passing of time. Sequence several events or artefacts.	Place events from the period studied on a time line. (Vik/Vic) Use terms relating to the period and begin to date events. Understand the meaning of BC/AD (link with RE)	Know and sequence key events of time studied. Make comparisons between different times in the past. Study on aspect of social (crime and punishment) from Romans to present day	Place current study on time line in relation to other periods studied. Use relevant dates and terms to establish a clear narrative within and across periods studied. Sequence up to 10 events on a time line. Note connections, contrasts and trends over time.
Historical Enquiry	Be curious about people and show interest in stories. Answer 'how' and 'why' questions in response to stories or events. Know that information can be retrieved from books and computers. Record using marks they can explain.	Begin to understand some ways we find out about the past. Find answers from simple questions about the past from sources of information e.g artefacts.	Understand some ways we find out about the past. Observe and handle sources to answer questions about the past on the basis of simple observations. Begin to use a teacher-directed website and the non-fiction books for research	Use a range of sources to find out about a period. Observe small details in artefacts and pictures. Select and record information relevant to the study.(Sum) Use the internet and the non-fiction books for research.	Use evidence to build a picture of a past event.(Vik) Choose relevant material to present a picture of one aspect of life in the past. (VIC) Ask a variety of questions. (Vik/Vic) Use the internet and library with increasing confidence. (Vik/Vic)	Begin to devise historically valid enquiries. Begin to identify primary and secondary sources of evidence to build a picture of a past event. Select and organise relevant sections of information. Ask a variety of questions. Use the internet and library with increasing	Devise historically valid enquiries. Recognise primary and secondary sources of evidence. Use a range of sources to find out about the past. Bring knowledge gathered from several sources together in a fluent account.

						confidence.	
Historical Knowledge	Recognise the difference between past and present in their own lives and others' lives.	Recognise the difference between past and present in their own lives and others' lives. Know and recount episodes from stories about the past.	Recognise why people did things; why events happened and what happened as a result. Identify differences between ways of life at different times.	Find out about the everyday lives of people in time studied. (SPR) Compare with our life today. (SPR/SUM) Identify reasons for and results of people's actions. Understand why people may have wanted to do something. (SUM)	Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.	Study different aspects of different people (men/women old/young, rich/poor). Examine causes and results of great events and the impact on people. Compare an aspect of life with the same aspect in another time period already studied.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Know key dates and characters and events of the time.
Interpretations of History	Use story to distinguish between fact and fiction (real and pretend)	Use story to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories?	Compare two versions of a past event. Compare pictures or photos of people or events in the past. Discuss reliability of stories/ photos/ accounts.	Identify and give reasons for different ways in which the past is represented. (SUM) Distinguish between different sources (different versions of the same story). Look at representations of the period – cartoons, museum displays. (SPR)	Look at what different sources of information are available. (Vik/Vic) Begin to evaluate the usefulness of different sources. (Vik/Vic)	Offer some reasons for different versions of events. Compare accounts of events from different sources.	Link sources and work out how conclusions were reached. Consider ways of checking the accuracy of interpretations – fact, fiction, opinion. Be aware that different evidence will lead to different conclusions.
Key Concept Continuity & Change in and between periods	Look closely at similarities, differences, patterns and change over time. Develop an understanding of growth, decay and changes over time.	Look closely at similarities, differences, patterns and change over time and at different times.	Look closely at similarities, differences, patterns and change over time and at different times.	Describe and make links between main events, situations and changes within and across periods. (Bronze/Eyg)	Describe and make links between main events, situations and changes within and across periods. (Vik/Vic)	Describe and make links between main events, situations and changes within and across periods.	Describe and make links between main events, situations and changes within and across periods.
Key Concept Cause & Consequence	Question why things happen and give an explanation.	Recognise why people did things, why events happened and what happened as a result.	Recognise why people did things, why events happened and what happened as a result.	Identify and give reasons for/ results of, historical events, situations or changes. (Rom/Eyg)	Identify and give reasons for/ results of, historical events, situations or changes. (Vik/Vic)	Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate the explanation.	Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate the explanation. Begin to analyse and explain reasons for/results

							of historical events/changes.
Key Concept Similarity & Difference (diversity within and between periods)	Know about similarities and differences between themselves and others, and among families, communities and traditions.	Make simple observations about different types of people, events, beliefs within a society.	Make simple observations about different types of people, events, beliefs within a society.	Describe social, cultural, religious and ethnic diversity in Britain and the wider world. Rom / Christianity RE	Describe social, cultural, religious and ethnic diversity in Britain and the wider world. Compare to Melanesia	Describe social, cultural, religious and ethnic diversity in Britain and the wider world.	Begin to understand and explain the diverse experiences and ideas, beliefs and attitudes of men/women/children in past societies.
Key Concept Significance of Events /People	Recognise and describe special times or events for family and friends.	Talk about who was important at the time.	Give a short account about who was important at the time.	Identify historically significant people and events of the time. Tutankhamun	Identify historically significant people and events of the time. King Alfred Queen Victoria Lord Shaftsbury	Identify historically significant people and events of the time and begin to explain their significance in the context of their time and now.	Identify historically significant people and events of the time and begin to explain their significance in the context of their time and now.