



Early Years Progression of Skills History

The teaching of historical skills and knowledge begins in Early Years at Hipsburn Primary School as part of the Understanding of the World curriculum. Alongside this progression grid, effective communication and language skills are an essential part of historical development for our youngest learners.

EYFS History		
Preschool 1 (2-3yr old)	Preschool 2 (3-4yr old)	Reception
<ul style="list-style-type: none">• Make connections between the features of their family and other families.• Notice differences between people.	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.• Explore how things work.• Continue developing positive attitudes about the differences between people.	<ul style="list-style-type: none">• Talk about members of their immediate family and community.• Name and describe people who are familiar to them.• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.• Understand that some places are special to members of their community.• Recognise some similarities and differences between life in this country and life in other countries.



Progression of Skills KS1 & KS2

Chronological Understanding					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Place known events and objects in chronological order. Sequence artefacts (such as toys) from different points in history. Sequence events in their life. Put up to three objects in chronological order (recent history) on a time line. Label timelines with pictures, words or phrases. Tell others about changes that have happened in their own life since their birth. Talk about how things have changed since their parents or grandparents were children. Use dates to talk about people or events from the past. <p>Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times.</p>	<ul style="list-style-type: none"> Place events or artefacts in order on an unscaled timeline. Label timelines with pictures, words or phrases and give reasons for their order. Make connections between long and short term time scales. Use dates to talk about people or events from the past. Connect their new learning of historical people or events to others that they have learnt about before. <p>Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/ carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times.</p>	<ul style="list-style-type: none"> 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. Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. 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 time line. <p>Understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade.</p>	<ul style="list-style-type: none"> Use dates and historical terms to describe events. Use a timeline within a specific time in history to set out the order things may have happened. Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. <p>Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade.</p>	<ul style="list-style-type: none"> Use dates and historical terms more accurately in describing events. Place features of historical events and people from past societies and periods in a chronological framework. Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. Describe the main changes in a period of history (using terms such as: social, religious and cultural). Identify periods of rapid change in history and begin to contrast them with times of relatively little change. Begin to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line. Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line. Begin to make connections and contrasts between different time periods studied and talk about trends over time. <p>Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade.</p>	<ul style="list-style-type: none"> Use dates and historical terms accurately in describing events. Place features of historical events and people from past societies and periods in a chronological framework. Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line. Make connections and contrasts between different time periods studied and talk about trends over time. Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p>



Historical Enquiry					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Show some understanding of how people find out about the past. • Show some understanding of how evidence is collected and used to make historical facts. • Ask questions such as: What was it like for people? What happened? How long ago? • Use a source of information to find out about someone's life in the past. Give examples of different sources of evidence (e.g. artefacts like old toys). • Answer questions by using different sources, such as an information book or pictures. • Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate, yesterday, last year, a long time ago, different, similar, invention. • Use 'because' to explain why events happened. 	<ul style="list-style-type: none"> • Understand and talk about how people find out about the past. • Show understanding of how evidence is collected and used to make historical facts. • Ask questions such as: What was it like for people? What happened? How long ago? • Answer questions by using a specific source, such as an information book. • Research the life of someone who used to live in their area using the Internet and other sources to find out about them. • Research the life of a famous Briton from the past using different resources to help them. • Begin to make inferences about the lives of people from the past based on physical evidence (e.g. diary of Samuel Pepys, alive at the time as GFOL). • Understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians & investigate. • Use 'because' in writing and terms such as investigate and evidence to justify historical inferences 	<ul style="list-style-type: none"> • 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 time period I am studying. • Begin to compare and contrast different forms of evidence in their research. • Begin to research what it were like for specific people e.g. children, during the time period they are studying. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • 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. • Recognise the part that archaeologists have had in helping us understand more about what happened in the past. • Use research skills in finding out facts about the time period studying. • Through research, compare and contrast different forms of evidence. • Research what it was like for men, women and children in a given period from the past and use different forms to present findings. 	<ul style="list-style-type: none"> • Devise historical questions about the period studying. • Seek out and analyse range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Test out a hypothesis in order to answer a question. • Appreciate how historical artefacts have helped us understand more about British lives in the present and past. • Use some different sources of evidence to deduce information about the past. • Select suitable sources of evidence, sometimes giving reasons for choices. • Give a reason to support an historical argument. • Identify propaganda and begin to show my understanding of it. • Refine lines of enquiry as appropriate. 	<ul style="list-style-type: none"> • Devise historical questions about change, cause, similarities and differences, and significance relating to the period studying. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Use sources of information to form testable hypotheses about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Test out a hypothesis in order to answer a question. • Appreciate how historical artefacts have helped us understand more about British lives in the present and past. • Use a wide range of sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Give more than one reason to support an historical argument. • Identify and explain understanding of propaganda. • Refine lines of enquiry as appropriate. • Give opinions about subjective debates from the past, justifying them with multiple pieces of evidence. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.



Knowledge and Interpretation					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Answer questions using a range of artefacts/ photographs/pictures provided. • Talk about the different ways that the past is represented. • Describe people's beliefs from the past (such as Columbus and flat Earth theory). • Recount some interesting facts from an historical event. • Describe why an event or individual from the past is important for us to learn about (e.g. in discoveries and exploration). • Compare stories/myths to different accounts of events to encourage children to distinguish between fact and fiction (looking at Robin Hood in medieval England). • Know and recount episodes from stories about the past, saying why it happened. • Talk about some important people from the past? • Talk about how their actions changed the way we do things today. • Compare similarities and differences about individuals or items (such as toys) from the past. • Recognise that there are reasons why people in the past acted as they did. • Can tell you how they found out about people or events in the past. • Find out more about a famous person from the past and carry out some research on him or her. 	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past and talk about what they did. • Describe people's beliefs from the past and why they might be different to our own (e.g. ideas on medicine in Florence Nightingale's time). • Explain the causes of an historical event and what the consequences were. • Explain what impact that significant events from the past have had on the way we live today. • Describe what has changed as the result of an event or an individual (such as city design after the Great Fire of London) • Describe how an important event or an individual is remembered and why (such as GFOL, WW2, FN and MS in medicine). • Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories. • Recognise why people did things, why events happened as a result (such as the Evacuation in WW2). • Talk about similarities and differences between two different time periods. • Explain how local people or events in history have changed things nationally or internationally. • Explain why someone in the past acted in the way they did. • Choose and use parts of stories or other sources to show that they understand events or people from the past. • Explain why Britain has a special history by naming some famous events and some famous people. • Talk about what type of evidence is reliable when finding out about the past. 	<ul style="list-style-type: none"> • Begin to give reasons why certain events happened as they did in history. • Can 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. • Understand how the earliest events in history contributed to the formation of civilisation. • Begin to appreciate why Britain would have been an important country to have invaded and conquered. • Begin to describe changes that have happened in the locality of the school throughout history. • Give a broad overview of what life was like in Ancient Greece. • Beginning to compare some of the times studied with those of other areas of interest around the world. • Beginning to describe the social, cultural or religious diversity of past societies. • Beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children. • Beginning to describe different accounts of an historical event, explaining some of the 	<ul style="list-style-type: none"> • Suggest why certain events happened as they did in history. • Suggest why certain people acted as they did in history. • Explain how events from the past have helped shape our lives today. • Explain how individuals or events contributed to national change and identity. • Begin to appreciate why Britain would have been an important country to have invaded and conquered. • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain under the Roman Empire. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past societies. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of 	<ul style="list-style-type: none"> • Answer historical questions, using information and evidence that I have carefully considered and selected. • Understand how our knowledge of the past is constructed from a range of sources. • Describe with some detail any historical events from the different period/s I am studying/have studied. • Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. • Begin to appreciate that how we make decisions as a country has been through a Parliament for some time. • Appreciate that significant events in history have helped shape the country we have today. • Describe how national and international events affected local lives in the past. • Examine causes and results of significant events and their impact on people and society. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain and some major events from the rest of the world. • Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic ideas, beliefs and attitudes of different cultures over time. • Study different aspects of people's beliefs in the past. 	<ul style="list-style-type: none"> • Answer historical questions, using information and evidence that has been carefully considered and selected, giving reasons for the choices made. • Understand how our knowledge of the past is constructed from a range of sources. • Describe in detail any historical events from the different periods they have studied or studying. • Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. • Begin to appreciate that how we make decisions as a country has been through a Parliament for some time. • Appreciate that significant events in history have helped shape the country we have today. • Develop an awareness of how the same event could impact different groups in different ways (e.g. how growth of democratic ideas led to civil rights/female emancipation). • Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Identify continuity and change in the history of the locality of the school. • Evaluate similarities and differences between studied civilisations and our own. • Describe similarities and differences between concurrent civilisations and begin to give reasons for the differences (through Y6 year enquiry on democracy).

Progression of skills History

<ul style="list-style-type: none"> • Can find out something about the past by talking to an older person. • Recognise that some forms of evidence are more reliable than others when finding out about the past. • Show an understanding of the word 'nation' and the concept of a nation's history. • Show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events. • Understand and use vocabulary such as: find out, explain, facts, reasons, events, actions. 	<ul style="list-style-type: none"> • Talk about a 'nation', an aspect of its history and the impact it has had on the nation. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events. • Create their own accounts of historical people or events. • Understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods. 	<p>reasons why the accounts may differ.</p> <ul style="list-style-type: none"> • Talk about the causes and consequences of some of the main events and changes in history. • Use English, maths and computing skills to communicate information about the past. 	<p>the main events and changes in history.</p> <ul style="list-style-type: none"> • Use English, maths and computing skills to a good standard to communicate information about the past. 	<ul style="list-style-type: none"> • Compare the lives of different people within one place or era and suggest reasons for the differences in attitudes towards men and women (why are most recognised inventors men?), rich and poor (such as in factory workers in 1900s). • Explain how some aspects of history/historical events have had an impact elsewhere in the world. • Use English, maths and computing skills to an exceptional standard to communicate information about the past. • Use original ways to present information and ideas. 	<ul style="list-style-type: none"> • Give a broad overview of life in Britain and some major events from the rest of the world. • Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic ideas, beliefs and attitudes of different cultures over time. • Explain how ideas and movements, as well as individuals, civilisations and events, contributed to national or worldwide change. • Describe features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Explain how some aspects of history/historical events have had an impact elsewhere in the world. • Use English, maths and computing skills to an exceptional standard to communicate information about the past. • Use original ways to present information and ideas.
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KS1 End of Key Stage Expectations	KS2 End of Key Stage Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory - where appropriate, these should be used to reveal aspects of change in national life; • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; • the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality. 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age; • the Roman Empire and its impact on Britain; • Britain's settlement by Anglo-Saxons and Scots; • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; • a local history study; • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; • the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; • Ancient Greece - a study of Greek life and achievements and their influence on the western world; • a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300