



Progression of Skills in History

	Chronological Knowledge/Understanding	Chronology Vocabulary	Historical Terms/Vocabulary	Enquiry Vocabulary	Historical Enquiry –using evidence /communicating ideas	Range and Depth of Historical Knowledge	Interpretations of History	Organisation and Communication
Nursery	<p>Pupils will describe main story settings, events and principal characters. Pupils will remember and talks about significant events in their own experience.</p> <p>Pupils will recognise and describes special times or events for family or friends.</p>	<p>Pupils can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p>	<p>Pupils can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Pupils will use a range of tenses (e.g. play, playing, will play, played).</p>	<p>Pupils will question why things happen and gives explanations. Ask e.g. who, what, when, how.</p> <p>Pupils will begin to understand 'why' and 'how' questions.</p>	<p>Pupils will begin to be aware of the way stories are structured.</p> <p>Pupils will suggest how the story might end.</p> <p>Pupils will listen to stories with increasing attention and recall.</p> <p>Pupils will show interest in different occupations and ways of life.</p>	<p>Pupils will develop an understanding of growth, decay and changes over time.</p> <p>Pupils will comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Pupils will remember and talk about significant events in their own experience.</p> <p>Pupils will use a range of tenses (e.g. play, playing, will play, played).</p>	<p>Pupils can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Pupils will use a range of tenses (e.g. play, playing, will play, played).</p> <p>Pupils will build up vocabulary that reflects the breadth of their experiences.</p> <p>Pupils will sometime give meaning to marks as they draw and paint.</p>

Reception	<p>Pupils will use everyday language related to time</p> <p>Pupils will order and sequences familiar events.</p> <p>Pupils will talk about past and present events in their own lives and in the lives of family members.</p>	<p>Pupils will use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Pupils will extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Pupils will use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Pupils will develop their own narratives and explanations by connecting ideas or events.</p> <p>Pupils will answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Pupils will demonstrate understanding when talking with others about what they have read.</p> <p>Pupils will know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Pupils will know that information can be retrieved from books and computers.</p>	<p>Pupils will look closely at similarities, differences, patterns and change.</p>	<p>Pupils will talk about past and present events in their own lives and in the lives of family members.</p> <p>Pupils will use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Pupils will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Pupils will extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Pupils will use language to imagine and recreate roles and experiences in play situations.</p> <p>Pupils will create simple representations of events, people and objects.</p> <p>Pupils will give meaning to marks they make as they draw, write and paint.</p>
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Year 1	<p>Pupils will know the difference between things that happened in the past and the present.</p> <p>Pupils will describe things that happened to themselves and other people in the past.</p> <p>Pupils will use a timeline to place important events using intervals of years & 10 years e.g. with base 10.</p> <p>Pupils will sequence 3-4 events or artefacts in chronological order.</p>	<p>Pupils will use words and phrases such as:</p> <p>yesterday, days, young, earlier, now, then, old, new, months, last week, when I was younger, a very long time ago, a long time ago, before I was born, when my parents/carers were born.</p>	<p>explorer, voyage, settlement, Beatlemania,</p>	<p>artefact, same, different, question</p>	<p>Pupils will find answers to simple questions and obtain ideas about the past from sources of information e.g. artefacts.</p>	<p>Pupils will recognise the difference between past and present in their own and others' lives.</p> <p>Pupils will give simple explanations of a consequence to an action specifically as a result of an event or action of an individual.</p>	<p>Pupils will begin to identify different ways to represent the past (e.g. <i>photos, stories, adults talking about the past, photos, BBC website</i>).</p>	<p>Pupils will use drama/role play to explain why people did things in the past.</p> <p>Pupils will write simple sentences and describe an event or a period of time.</p> <p>Pupils will communicate using simple language.</p> <p>Pupils will know and recount stories from the past.</p>
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Year 2	<p>Pupils will briefly describe features of particular events from family, local, national and global history e.g. briefly explain the significance of the Titanic; Florence Nightingale</p> <p>Pupils will independently sequence 5-6 events closer together in time</p> <p>Pupils will use a timeline to sequence events using a given scale beyond 100 years, including events they have previously learnt about</p> <p>Pupils will briefly describe features of the lives of particular people from local, national and global history e.g. retell the story of Kitty Wilkinson</p>	<p>Pupils will understand and use a wider range of time terms: long ago, later, century, before,</p> <p>sequence, modern, past.</p> <p>Pupils will use common words and phrases relating to the passage of time, such as: 'nowadays', 'in the past' and 'previously'.</p>	class system, emigration, Maiden voyage, memorial, Queen,	enquiry, evidence, similarity, difference, cause, change	<p>Pupils will use a source – observe or handle sources to answer questions, deduce information and draw simple conclusions about the past from pictures or photographs and information.</p> <p>Pupils will begin to ask informed, relevant questions.</p>	<p>Pupils will identify similarities and differences between their lives and the lives of those studied.</p> <p>Pupils will recognise why people did things, why events happened and what happened, giving more than one effect of an event and a simple explanation.</p> <p>Pupils will identify differences between ways of life at different times.</p> <p>Pupils will give simple reasons for why changes have occurred in the past e.g. through changes made by individuals e.g. Kitty Wilkinson.</p>	<p>Pupils will identify different ways to represent the past (e.g. photos, stories, adults talking about the past, photos, BBC website).</p>	<p>Pupils will use drama/role play to develop empathy and understanding (hot seating, sp. & listening).</p> <p>Pupils will connect ideas and use simple phrases as to why an event occurred</p> <p>Pupils will begin to write in a different genre e.g. diaries, postcards, reports, letters.</p> <p>Pupils will begin to use simple historical language to communicate ideas.</p>
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Year 3	<p>Pupils will identify details from several themes, societies, events and significant people, covered in global history <i>e.g. the achievements of the Ancient Greeks.</i></p> <p>Pupils will understand that timelines can be divided into BC and AD, the past is on the left on a timeline and the numbers get larger the closer to the present they are</p> <p>Pupils will use timelines to place events in order using intervals of decades and centuries with given markers.</p> <p>Pupils will sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms <i>e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages.</i></p>	BC, AD, Stone Age, Bronze Age, Iron Age, prehistory, period, ancient, chronology, decade, century.	invasion, Hunter-gatherer, archaeology, democracy, agriculture, prehistory, Earl, estate, civilization.	historical source, represented, consequence	<p>Pupils will use a range of sources to find out about a period.</p> <p>Pupils will know that there are different types of source <i>e.g. diaries, photographs, paintings, newspapers, etc.</i> and identify some of the different ways that the past is represented.</p> <p>Pupils will ask and answer relevant questions about the past, using a range of sources.</p> <p>Pupils will observe smaller details from artefacts, pictures, to make deductions.</p> <p>Pupils will select and record information relevant to the study when following an enquiry.</p>	<p>Pupils will have knowledge and understanding of the everyday lives of people in the times studied and compare these with their own lives.</p> <p>Pupils will understand why people may have wanted/had to do something.</p> <p>Pupils will describe and explain simple reasons for (cause) and results (effect) of people's actions and changes over time.</p>	<p>Pupils will identify and give reasons for different ways in which the past is represented.</p> <p>Pupils will distinguish between different sources <i>e.g. compare different versions of the same story/event.</i></p>	<p>Pupils will communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, captions, labels, phrases, drama, writing, use of ICT.</p> <p>Pupils will use some historical language to communicate ideas.</p> <p>Pupils will ensure written work makes sense. Use age appropriate conjunctions to produce historical work <i>e.g. when making comparisons.</i></p>
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Year 4	<p>Pupils will identify details and features from local, national and global history to demonstrate some overall awareness of themes, societies, events and people e.g. recall a number of details about the impact of the Romans on Britain; understand aspects of life in the Victorian period and how this changed the Liverpool.</p> <p>Pupils will create and use a scaled timeline, using events from the time period studied.</p> <p>Pupils will divide recent history into present, using 21st century and the past using 19th and 20th centuries.</p> <p>Pupils will sequence a number of the most significant events, objects, themes, societies periods and people from Lower KS2 topics, using some dates, period labels and terms.</p>	<p>before, during, after, ...th century, recent, present</p> <p>Middle Ages (500-1500 AD), Medieval (1000-1300 AD)</p>	<p>Empire, Emperor, conquest, resistance, rebellion, revolt, leadership, dissolution, parliament, monarch(y), power, Magna Carta, Catholic, Protestant,</p>	<p>primary source, interpret, symbolise, effect</p>	<p>Pupils will use evidence to build up a picture of a past event or life in a period studied.</p> <p>Pupils will choose relevant material to present a picture of one aspect of life in time past.</p> <p>Pupils will ask a variety of relevant questions, make deductions from sources and begin to find the answers to historical questions.</p> <p>Pupils will understand that the past has been represented and interpreted in different ways.</p> <p>Pupils will begin to select and combine information from different sources.</p>	<p>Pupils will identify key features and events of the time studied and give reasons for, and results of, the changes Pupils will make connections between local, national and international history Pupils will have some awareness of how people's lives and decisions have shaped this nation <i>e.g. the decisions of monarchs, parliament, etc.</i> Pupils will offer a reasonable explanation for some events</p> <p>Pupils will understand more complex, abstract concepts <i>e.g. symbolism, parliament, dissolution</i></p>	<p>Pupils will look at the evidence available and begin to evaluate the usefulness of different sources.</p> <p>Pupils will show historical knowledge when interpreting evidence or the past.</p>	<p>Pupils will use historical language to communicate ideas.</p> <p>Pupils will use paragraphs to organise their historical ideas around a theme.</p>
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<p style="text-align: center;">Year 5</p>	<p>Pupils will sequence with some independence the key events, societies and people in topics covered and those prior, using appropriate dates, period labels and terms <i>e.g. complete larger scale timeline or peoples studied with dates; complete more detailed shorter timelines adding events (see below).</i></p> <p>Pupils will create and use a scaled timeline, using events from the time period studied, deciding on a suitable scale and beginning to plot the points accurately.</p> <p>Pupils will sequence with some independence many of the significant events, societies and people within topics covered, using appropriate dates, period labels and terms.</p>	<p>era, The Dark Ages (400-1000 AD), post-war, inter-war period</p>	<p>settler, pagan, Christianity, conversion, migration, Ancient Civilization, polytheistic religion, afterlife, hieroglyphs, dynasty, Blitz/Blitzkrieg</p>	<p>secondary source/evidence, hypothesis, impact</p>	<p>Pupils will begin to identify primary and secondary sources.</p> <p>Pupils will identify different viewpoints and begin to suggest why they have occurred.</p> <p>Pupils will select relevant sections or parts of information.</p> <p>Pupils will use evidence to find the answers to enquiry-based questions with structured support, suggesting hypotheses and beginning to draw conclusions.</p> <p>Pupils will begin to evaluate sources of information and identify those that are useful for the task.</p>	<p>Pupils will identify why some civilizations have been successful and have an awareness that others have not.</p> <p>Pupils will examine causes and effects of events and the impact on people.</p> <p>Pupils will identify and describe key features of the time studied and their impact on today's society.</p> <p>Pupils will make some connections, draw some contrasts and analyse some trends.</p> <p>Pupils will compare an aspect of life with the same aspect in another time studied <i>e.g. religious beliefs in Egyptian and Anglo-Saxon times.</i></p> <p>Pupils will begin to form arguments.</p>	<p>Pupils will compare accounts of different events from different sources.</p> <p>Pupils will offer some reasons for different versions of events.</p>	<p>Pupils will begin to make use of dates and terms to structure their work or within their work using age appropriate expectations.</p> <p>Pupils will use historical terminology appropriate to the topic.</p>
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<p style="text-align: center;">Year 6</p>	<p>Pupils will sequence with independence the key events, societies and people in UKS2 topics covered, using dates, period labels and terms e.g. select from a range of material and sequence using appropriate labels and dates many of the main Ancient Egyptian/Anglo-Saxon & Viking developments, people and events.</p> <p>Pupils will create and use a scaled timeline, using events from the time period studied, deciding on a suitable scale and plotting the points accurately.</p> <p>Pupils will sequence with independence many of the significant events, societies and people within topics covered, using appropriate dates, period labels and terms.</p>	<p>Pre-Classic, Classic & Post-classic periods, 15th-17th Century (The Age of Discovery)</p>	<p>Slavery, diversity, Danelaw, abolition, colony, exploitation, justice, Danegeld, Heptarchy, sacred, legacy, raider, plunder</p>	<p>bias, causation, revised hypothesis,</p>	<p>Pupils will recognise both primary and secondary sources and use a range of sources to find out about an aspect of time past.</p> <p>Pupils will bring knowledge gathering from several sources together in a fluent account.</p> <p>Pupils will use evidence to find the answers to enquiry-based questions with some support, suggesting hypotheses and drawing conclusions.</p> <p>Pupils will identify and evaluate sources of information and identify those that are useful for the task, which they use to support and reach conclusions</p> <p>Pupils will have an awareness of different viewpoints, begin to understand biased sources and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Pupils will have depth of knowledge about beliefs, behaviour and characteristics of people in the eras studied, recognising that not everyone shares the same views and feelings.</p> <p>Pupils will compare beliefs and behaviour with another period studied.</p> <p>Pupils will write an explanation of a past event including causation and effect using relevant ideas and evidence to support and illustrate their explanation.</p> <p>Pupils will know key dates, people and events of time studied.</p>	<p>Pupils will ink sources and work out how conclusions were arrived at.</p> <p>Pupils will consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions.</p>	<p>Pupils will select, organise and deploy relevant information to produce structured accounts, including written/descriptive narratives and analyses, which deploy subject knowledge.</p> <p>Pupils will use historical terminology, which is mostly accurate and is appropriate to the topic.</p>
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British Values

*Coverage according to Staff Questionnaire, Dec. 2019