

History Skills Progression - Key Stage 1

	Reception	Year 1/Y2		NC Key Stage Expectations
		<ul style="list-style-type: none"> Changes in living memory linking to aspects of change in national life – Toys (Year A), Technology (Year B) Lives of significant individuals – Kings and Queens (Year A) Lives of significant individuals - Florence Nightingale, Mary Seacole (Year B) Lives of significant individuals – Neil Armstrong, Charles Darwin, Ibn Battuta, Roald Amundsen, Sylvia Earle and Edmund Hillary (Year C) Events beyond living memory, significant nationally or globally – The Great Fire of London (Year A) The achievement of the earliest civilizations – Ancient Egypt 		
		Year 1	Year 2	
Chronological understanding	<p>As a historian: Can I talk about the lives of the people around me and my role in society? Can I talk about some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class? Can I understand the past through settings, characters and events encountered in books read in class and storytelling?</p> <p>Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p>	<p>As a historian: Can I put up to three objects in chronological order (recent history) on a time line? Can I label timelines with pictures, words or phrases? Can I tell others about changes that have happened in my own life since I was born? Can I talk about how things have changed since my parents or grandparents were children? Use dates to talk about people or events from the past? (when appropriate)</p> <p>Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times?</p>	<p>As a historian: Can I place events or artefacts in order on a timeline? Can I label timelines with pictures, words or phrases and give reasons for their order? Can I make connections between long- and short-term time scales? Use dates to talk about people or events from the past? (when appropriate) Can I connect my new learning of historical people or events to others that I have learnt about before?</p> <p>Can I 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"> Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they are studying fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways we find out about the past and identify different ways in which it is represented.

<p>Historical Enquiry</p>	<p>As a historian: Can I make comments about what I have learnt and ask questions to make sure I understand?</p> <p>Can I understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?</p>	<p>As a historian: Can I show some understanding of how people find out about the past? Can I show some understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for people? What happened? How long ago? Can I answer questions by using different sources, such as an information book or pictures?</p> <p>Can I understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate?</p>	<p>As a historian: Can I understand and talk about how people find out about the past? Can I show understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for people? What happened? How long ago? Can I answer questions by using a specific source, such as an information book? Can I research the life of someone who used to live in my area using the Internet and other sources to find out about them? Can I research the life of a famous Briton from the past using different resources to help me?</p> <p>Can I 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?</p>	
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Knowledge and Interpretation	<p>As a historian: Am I beginning to make sense of my own life-story and family's history? Am I beginning to show interest in different occupations?</p> <p>Can I understand and use vocabulary such as: I can see, I saw, same, different, similar, change, why, because?</p>	<p>As a historian: Can I describe my immediate environment using knowledge from observation, discussion, stories and non-fiction texts?</p> <p>Can I understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain?</p>	<p>As a historian: Can I answer questions using a range of artefacts/ photographs/pictures provided? Can I talk about the different ways that the past is represented? Can I recount some interesting facts from an historical event? Can I talk about some important people from the past? Can I talk about how their actions changed the way we do things today? Can I recognise that there are reasons why people in the past acted as they did? Can I tell you how I found out about people or events in the past? Can I find out more about a famous person from the past and carry out some research on him or her? Can I find out something about the past by talking to an older person? Can I recognise that some forms of evidence are more reliable than others when finding out about the past? Can I show an understanding of the word 'nation' and the concept of a nation's history? Can I show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events?</p> <p>Can I understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?</p>	<p>As a historian: Can I describe historical events? Can I describe significant people from the past and talk about what they did? Can I explain the causes of an historical event and what the consequences were? Can I explain what impact that significant events from the past have had on the way we live today? Can I talk about similarities and differences between two different time periods? Can I explain how local people or events in history have changed things nationally or internationally? Can I explain why someone in the past acted in the way they did? Can I choose and use parts of stories or other sources to show that I understand events or people from the past? Can I explain why Britain has a special history by naming some famous events and some famous people? Can I talk about what type of evidence is reliable when finding out about the past? Can I talk about a 'nation', an aspect of its history and the impact it has had on the nation? Can I show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events? Can I create my own accounts of historical people or events?</p> <p>Can I understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods?</p>	
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	Year 3 <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age-The Stone Age (Cycle C) The achievements of the earliest civilisations- Ancient Egypt (Cycle B) 	Year 4/5/6 <ul style="list-style-type: none"> The achievement of the earliest civilizations – Shang Dynasty (Year A) A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 – Crime and Punishment from the Anglo-Saxons to the present (Year A) The Roman Empire and it's impact on Britain (Year A) A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 – A significant turning point in British history – World War II (Year B) A non-European society that provides contrasts with British history – The Mayans (Year B) Ancient Greece (Year C) Britain's settlement by Anglo-Saxons and Scots (Year C) The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – The Vikings (Year C) 	NC Key Stage Expectations
Chronological understanding	<p>In Year 3 as a historian: Can I use dates and historical terms to describe events? Can I use a timeline within a specific time in history to set out the order things may have happened? Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? Can I place events, artefacts and historical figures on a timeline using dates? Can I understand the concept of change over time, representing this, along with evidence, on a time line?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, era, change, chronology, ancient, century, decade?</p>	<p>In Year 4/5/6 as a historian: Can I use dates and historical terms accurately in describing events? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)? Can I identify periods of rapid change in history and contrast them with times of relatively little change? Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Can I make connections and contrasts between different time periods studied and talk about trends over time?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy?</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> 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. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

<p>Historical Enquiry</p>	<p>As a historian: Can I use evidence to ask questions and find answers to questions about the past? Can I suggest suitable sources of evidence for historical enquiry? Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history? Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I use my research skills in finding out facts about the time period I am studying? Through my research, can I compare and contrast different forms of evidence? Can I research what it was like for men, women and children in a given period from the past and use different forms to present my findings?</p> <p>Can I understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate, suggestions, archaeologist?</p>	<p>As a historian: Can I devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying? Can I seek out and analyse a wide range of evidence in order to justify claims about the past? Can I use sources of information to form testable hypotheses about the past? Can I understand that no single source of evidence gives the full answer to questions about the past? Can I test out a hypothesis in order to answer a question? Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I use a wide range of sources of evidence to deduce information about the past? Can I select suitable sources of evidence, giving reasons for choices? Can I give more than one reason to support an historical argument? Can I identify and explain my understanding of propaganda? Can I refine lines of enquiry as appropriate?</p> <p>Can I understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate, suggestions, archaeologist, causes, effects, impact, hypothesis, deduce, propaganda?</p>	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources.
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<p>Knowledge and Interpretation</p>	<p>As a historian: Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history? Can I explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Can I give a broad overview of life in Britain during the time period studied? Can I compare some of the times studied with those of other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past societies? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ? Can I suggest causes and consequences of some of the main events and changes in history? Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?</p> <p>Can I understand and use vocabulary such as: compare, contrast, reasons, events, cause, effect, consequences, impact, overview, characteristic features, civilisations, culture, diversity, aspects, beliefs, attitudes, historical accounts, explain?</p>	<p>As a historian: Can I answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made? Can I understand how our knowledge of the past is constructed from a range of sources? Can I describe in detail any historical events from the different period/s I am studying/have studied? Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same? Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time? Can I appreciate and explain that significant events in history have helped shape the country we have today? Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied? Can I identify continuity and change in the history of the locality of the school? Can I give a broad overview of life in Britain and some major events from the rest of the world? Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past society? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past? Can I use original ways to present information and ideas?</p> <p>Can I understand and use vocabulary such as: connections, compare, contrast reasons, events, cause, effect, consequences, impact, overview, characteristic features, civilisations, culture, diversity, aspects, beliefs, attitudes, historical accounts, explain, social context?</p>	
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