



HISTORY PROGRESSION OF SKILLS AUTUMN 2022

Year 1	
Investigate and interpret the past, understand chronology, communicate historically.	
Understand chronology	
Expected	Might progress further
Sequence events in their life Sequence 3 or 4 toys from different periods of time. Label timelines using: past, present, older and newer. Recount changes that have occurred in their own lives.	Place events and artefacts in order on a timeline. Recount changes that have occurred in their own lives and put these in order. Use dates where possible.
Communicate historically	
Expected	Might progress further
Use words and phrases such as: a long time ago, recently, after, before, when my parents / carers were children.	Use words and phrases such as: a long time ago, recently, when my parents / carers were children, years, decades and centuries to describe time.
Knowledge and interpretation of events, people and changes over time.	
Expected	Might progress further
Describe some key events in historical events. Describe some important people from the past.	Describe historical events. Describe important people from the past. Understand that there are reasons why people in the past acted as they did.
Historical enquiry	
Expected	Might progress further
Look at and handle evidence to ask questions about the past. Begin to ask questions such as: what was it like for people? What happened? How long ago? What is the difference between fact and fiction? To hear and remember what they have found out about the past.	Look at and handle evidence to ask or answer questions about the past. Ask questions such as: what was it like for people? What happened? How long ago? Use artefacts, pictures, stories and websites to find out about the past.

Year 2	
Investigate and interpret the past, build an overview of world history, understand chronology, communicate historically.	
Understand chronology	
Expected	Might progress further
Sequence artefacts closer together in time. Sequence photographs from different periods of change. Recount changes that have occurred in their own lives.	Place events and artefacts in order on a timeline, using dates. Understand the concept of change over time. Use dates to describe events.
Communicate historically	
Expected	Might progress further
Use words and phrases such as: a long time ago, recently, when my parents / carers were children, years, decades and centuries to describe time.	Use historical vocabulary such as: dates, time period, era, change, chronology.
Knowledge and interpretation of events, people and changes over time.	
Expected	Might progress further
Describe historical events. Describe important people from the past. Understand that there are reasons why people in the past acted as they did.	Describe changes such as to the Holme School. Give a broad overview of life in Britain. Describe the different beliefs and experiences of men, women and children throughout history.
Historical enquiry	
Expected	Might progress further
Look at and handle evidence to ask or answer questions about the past. Ask questions about the Fire of London such as: what was it like for people? What happened? How long ago? Use Look at different ways the past has been presented.	Use more than one source of evidence to get a more accurate understanding of history. Explain why some historical accounts might be different. Suggest consequences of some of the main events and changes in history.

Year 3	
Investigate and interpret the past, build an overview of world history, understand chronology, communicate historically.	
Understand chronology	
Expected	Might progress further
<p>Begin to place several events and artefacts in order on a timeline, using dates.</p> <p>Begin to understand the concept of change over time. Identify changes during the Stone Age to Iron Age and compare with Ancient Egypt.</p> <p>Begin to use dates to describe events.</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events</p>
Communicate historically	
Expected	Might progress further
<p>Begin to use historical vocabulary such as: dates, time period, era, change, chronology.</p> <p>Use English, numeracy and computing skills to explain or retell history.</p>	<p>Use historical vocabulary such as: dates, time period, era, change, chronology.</p> <p>Use English, numeracy and computing skills to explain or retell history.</p>
Knowledge and interpretation of events, people and changes over time.	
Expected	Might progress further
<p>Describe local changes of Headley during the Victorian period.</p> <p>Give a broad overview of life in Britain during the Victorian period.</p> <p>Describe the different beliefs and experiences of men, women and children throughout history.</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p>
Historical enquiry	
Expected	Might progress further
<p>Use more than one source of evidence to get a more accurate understanding of history.</p> <p>Explain why some historical accounts might be different eg child labour.</p> <p>Suggest consequences of some of the main events and changes in history.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>

Year 4	
Investigate and interpret the past, build an overview of world history, understand chronology, communicate historically.	
Understand chronology	
Expected	Might progress further
Confidently place events and artefacts in order on a timeline, using dates. Clearly understand the concept of change over time and represent this on a timeline.	Begin to describe the changes in a period of history. Begin to identify periods of rapid change. Use dates and terms accurately when describing events.
Communicate historically	
Expected	Might progress further
Always use historical vocabulary such as: dates, time period, era, change, chronology, BC, AD, century, ancient, decade, time period. Use English, numeracy and computing skills to explain or retell history.	Use appropriate historical vocabulary such as: continuity, change, century, decade. Use original ways to present information and ideas.
Knowledge and interpretation of events, people and changes over time.	
Expected	Might progress further
Confidently describe changes that have occurred during the Roman reign . Describe the characteristic features of the past including different beliefs and experiences of men, women and children throughout history.	Give a broad overview of life in Britain and some major events in the rest of the world.
Historical enquiry	
Expected	Might progress further
Confidently use evidence to ask questions and find answers to questions about the impact of the Roman period on Ancient Britain . Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence to get a more accurate understanding of the Boudicca rebellion and explain why some accounts might be different. Discuss what caused the Vikings to successfully invade and what were the consequences?	Use sources of evidence to deduce evidence about the past. Select suitable sources of evidence giving reasons for your choices. Seek out and analyse a wide range of evidence.

Year 5	
Investigate and interpret the past, build an overview of world history, understand chronology, communicate historically.	
Understand chronology	
Expected	Might progress further
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.	Describe the main changes in a period of history using terms such as; social religious, political and cultural. Understand the concepts of continuity and change over time, along with the evidence on a time- line.
Communicate historically	
Expected	Might progress further
Use historical vocabulary such as: dates, time period, era, change, chronology. Use English, numeracy and computing skills to explain or retell history. Use original ways to present information and ideas.	Use appropriate vocabulary to communicate, including; dates, times, era, chronology, continuity, change century, decade, legacy.
Knowledge and interpretation of events, people, changes over time.	
Expected	Might progress further
Describe changes that have happened in Describe the characteristic features of the past including ideas, beliefs, attitudes and expectations of men, women and children	Identify continuity and change in the history of Describe and compare the characteristic features of the past including ideas, beliefs, attitudes and expectations of men, women and children.
Historical enquiry	
Expected	Might progress further
Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Understand the role parliament has played in national decision making. Understand the concept of propaganda.	Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a range of evidence to justify claims of past history.

Year 6	
Investigate and interpret the past, build an overview of world history, understand chronology, communicate historically.	
Understand chronology	
Expected	Might progress further
Place events, artefacts and historical figures on a timeline using dates. Use accurate dates and terms. Understand the concept of change over time, representing this, along with evidence on a time line. Make comparisons and contrasts between the Ancient Greeks and Mayans and describe trends over time.	Describe the main changes in a period of history using terms such as; social religious, political and cultural. Understand the concepts of continuity and change over time, along with the evidence on a time line.
Communicate historically	
Expected	Might progress further
Use historical vocabulary such as: dates, time period, era, change, chronology. Use English, numeracy and computing skills to explain or retell history. Use different sources of evidence to suggest hypotheses.	Use appropriate vocabulary to communicate, including; dates, times, era, chronology, continuity, change century, decade, legacy. Use original ways to present information and ideas.
Knowledge and interpretations of events, people and changes over time.	
Expected	Might progress further
Describe changes that have happened in the world due to migration and immigration Describe the characteristic features of the past including ideas, beliefs, attitudes and expectations of men, women and children.	Identify continuity and change in the history of the monarchy . Describe and compare the characteristic features of the past including ideas, beliefs, attitudes and expectations of men, women and children.
Historical enquiry	
Expected	Might progress further
Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Show awareness of propaganda and how historians must understand the social context of evidence studied.	Seek out and analyse a range of evidence to justify claims of past history.