

Skills Progression - History

| Historical Concepts | | | | | |
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| Disciplinary concepts are concepts used in the study of history. They form the basis of many questions historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance. These concepts will enable children to ask historically-valid questions, create connections, identify contrasts, examine trends and construct analyses. | | | | | |
| Continuity and Change | | | | | |
| Skills Progression | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Begin to identify old and new things across periods of time through pictures, photographs and objects.</p> <p>Begin to understand that some things change and some things stay nearly the same.</p> | <p>Begin to identify old and new things across periods of time through pictures, photographs and objects.</p> <p>Begin to understand that some things change and some things stay nearly the same.</p> | <p>Start to explain the impact of some changes that have happened throughout different periods of time.</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these.</p> <p>Start to understand that there are times in history when change happens suddenly.</p> | <p>Start to explain the impact of some changes that have happened throughout different periods of time.</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these.</p> <p>Start to understand that there are times in history when change happens suddenly.</p> | <p>Identify why some changes between different periods of time have had more significant consequences than others.</p> <p>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history.</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history.</p> | <p>Explain why some periods in history may have had more changes (e.g post-war Britain) and some may have had more continuity.</p> <p>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history.</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history.</p> |

Skills Progression - History

| Similarities and Differences | | | | | |
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| Skills Progression | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Identify that some things within living memory are similar and some things are different.</p> <p>Recognise some similarities and differences between the past and the present.</p> | <p>Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.</p> <p>Identify that some things within living memory are similar and some things are different.</p> <p>Recognise some similarities and differences between the past and the present.</p> <p>Identify some similarities and differences between ways of life in different periods.</p> | <p>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</p> <p>Identify and give some examples of how life was similar in the past.</p> | <p>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</p> <p>Identify and give some examples of how life was similar in the past.</p> | <p>Explain and give varied examples of how life was similar and different in the past.</p> <p>Explain and give examples to show that things may have been different from place to place at the same time.</p> <p>Start to give reasons for these similarities and differences.</p> | <p>Explain and give varied examples of how life was similar and different in the past.</p> <p>Explain and give examples to show that things may have been different from place to place at the same time.</p> <p>Start to give reasons for these similarities and differences.</p> |

Skills Progression - History

| Similarities and Differences | | | | | |
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| Skills Progression | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Explain reasons why someone might be significant.</p> <p>Recognise some similarities and differences between the past and the present.</p> | <p>Explain reasons why someone might be significant.</p> <p>Talk about why the event or person was important and what changed/happened.</p> | <p>Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p> | <p>Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past.</p> <p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.</p> | <p>Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant.</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/ what happened and what impact it had.</p> | <p>Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant.</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/ what happened and what impact it had.</p> |

Skills Progression - History

| Cause and Consequence | | | | | |
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| Skills Progression | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | <p>Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>Begin to understand that historical events create changes that have consequences.</p> <p>Explain a series of directly related events that happened in the lead up to a historical event.</p> <p>Understand that historical events have consequences that sometimes last long after the event is over.</p> | <p>Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>Start to understand that there are short and long term causes of events.</p> <p>Begin to understand that historical events create changes that have consequences.</p> <p>Explain a series of directly related events that happened in the lead up to a historical event.</p> <p>Understand that historical events have consequences that sometimes last long after the event is over.</p> | <p>Understand that some causes may be more significant than others and that some causes are less significant.</p> <p>Begin to Understand that historians may not agree on the main causes of an event.</p> <p>Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World war being cited as one cause of the Second World War.</p> | <p>Examine in more detail the short and long term causes of an event being studied.</p> <p>Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World war being cited as one cause of the Second World War.</p> <p>Address and devise historical questions about cause and consequence.</p> |

Skills Progression - History

| Historical Enquiry | | | | | |
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| Historical enquiry refers to the skills historians use to critically examine evidence to make claims about historical events and to compare interpretations of the past and how they are constructed. Through historical enquiry, children learn about the nature of primary and secondary sources, begin to understand how our knowledge of the past is constructed, develop chronological understanding and make | | | | | |
| Historical Interpretations | | | | | |
| Skills Progression | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Observe and use pictures, photographs and artefacts to find out about the past; Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. | Start to compare two versions of past events; Observe and use pictures, photographs and artefacts to find out about the past; Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. | look at two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. begin to understand some of the ways in which historians and others investigate the past. | Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. Begin to understand some of the ways in which historians and others investigate the past. | Find and analyse a wide range of evidence about the past; | Find and analyse a wide range of evidence about the past; |
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Skills Progression - History

| Historical Investigations | | | | | |
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| Skills Progression | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p> <p>Sort some objects/artefacts into new and old and then and now.</p> | <p>Observe or handle evidence to ask simple questions about the past;</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p> <p>Use evidence to explain the key features of events;</p> <p>Sort some objects/artefacts into new and old and then and now.</p> | <p>Use a range of primary and secondary sources to find out about the past;</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>- gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>Regularly address and sometimes devise own questions to find answers about the past;</p> | <p>Use a range of primary and secondary sources to find out about the past;</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>Regularly address and sometimes devise own questions to find answers about the past;</p> <p>Begin to undertake their own research.</p> | <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> | <p>Show an awareness of the concept of propaganda;</p> <p>Find and analyse a wide range of evidence about the past;</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>Consider different ways of checking the accuracy of interpretations of the past;</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others;</p> <p>Continue to develop their understanding of how historians and others investigate the past.</p> |

Skills Progression - History

| Chronological Understanding | | | | | |
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| Skills Progression | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Sequence artefacts and events that are close together in time;</p> <p>Sequence pictures from different periods;</p> <p>Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p> | <p>Sequence artefacts and events that are close together in time;</p> <p>Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p> | <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> | <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> | <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>Accurately use dates and terms to describe historical events;</p> <p>Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> | <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>Accurately use dates and terms to describe historical events;</p> <p>Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> |

Skills Progression - History

| Knowledge and Understanding of Events and People in the Past | | | | | |
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| Skills Progression | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Describe significant individuals from the past. | <p>Know and recount episodes from stories and significant events in history;</p> <p>Understand that there are reasons why people in the past acted as they did;</p> <p>Describe significant individuals from the past.</p> | <p>Find out about the everyday lives of people in time studied compared with our life today;</p> <p>Explain how people and events in the past have influenced life today;</p> <p>Identify key features, aspects and events of the time studied;</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> | <p>Find out about the everyday lives of people in time studied compared with our life today;</p> <p>Explain how people and events in the past have influenced life today;</p> <p>Identify key features, aspects and events of the time studied;</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> | <p>Identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;</p> <p>- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> | <p>Identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> |

Skills Progression - History

| Presenting Communicating and Organising | | | | | |
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| Skills Progression | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Talk, write and draw about things from the past;</p> <p>Use historical vocabulary to retell simple stories about the past.</p> | <p>Talk, write and draw about things from the past;</p> <p>Use historical vocabulary to retell simple stories about the past.</p> | <p>Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</p> | <p>Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</p> <p>Start to present ideas based on their own research about a studied period.</p> | <p>Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;</p> <p>Plan and present a self-directed project or research about the studied period.</p> | <p>Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;</p> |

Skills Progression - History

| Substantive Concepts and Historical Skills Progression | | | | | |
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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;</p> <p>Talk and write about things from the past using some historical vocabulary.</p> | <p>Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;</p> <p>Talk and write about things from the past using some historical vocabulary.</p> | <p>Build on prior knowledge to start to gain further understanding of substantive concepts;</p> <p>Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p> | <p>Build on prior knowledge to start to gain further understanding of substantive concepts;</p> <p>Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p> | <p>Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;</p> <p>Start to recognise that some concepts, such as technology, will be different across different periods of history;</p> <p>Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p> | <p>Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;</p> <p>Start to recognise that some concepts, such as technology, will be different across different periods of history;</p> <p>Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p> |