



History Progression of Skills

KS1

Chronological awareness	Knowledge and understanding of significant aspects of history	Understand historical concepts	Organisation, evaluation and communicate information	
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <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. 				
Year 1	<p>Pupils can sequence simple pictures within their own experiences.</p> <p>Pupils can begin to use appropriately terminology such as past, then and now.</p>	<p>Pupils can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods.</p>	<p>Pupils can give a simple explanation of a consequence to an action specifically a result of an event or action of an individual.</p>	<p>Pupils can write simple sentences to describe an event or period of time.</p>
Year 2	<p>Pupils can identify similarities and differences between their lives and events studied.</p> <p>Recognise that dates are used to identify when events happened in the past.</p>	<p>Pupils can draw simple conclusions and deduce information on the past from pictures and information.</p> <p>Pupils are beginning to give simple reasons why changes occurred in the past.</p>	<p>Pupils can give more than one effect of an event and give simple explanations</p>	<p>Pupils can describe an event using temporal markers to show structure.</p> <p>Pupils can connect ideas and give simple phrases as to why an event occurred.</p> <p>Pupils begin to understand that information on the past may differ.</p>



LKS2

LKS2					
Chronological awareness		Knowledge and understanding of significant aspects of history		Understand historical concepts	Organisation, evaluation and communicate information
<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>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</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 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. 					
Year 3	Pupils have some awareness of the different periods of the past and can identify some of the differences and similarities between the periods.	Pupils have knowledge and understanding of some of the main events, people and changes from the past.	Pupils can give reasons for and results of the main events and changes. Pupils can describe and explain simple concepts such as Cause and effect.	Pupils can identify some of the different ways in which the past is represented.	
Year 4	<p>Pupils can describe and compare different periods from the past.</p> <p>Pupils have some awareness of how people's lives have shaped this nation</p>	<p>Pupils can explain some of the main events and give reasons for, and results of, the changes.</p> <p>Can make connections between local, regional, national and international history</p>	Pupils can understand more complex, abstract concepts.	Pupils can understand that aspects of the past have been represented and interpreted in different ways.	



UKS2

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<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>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</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 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. 					
Year 5	Pupils can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.	Pupils can understand why some civilisations have been successful and why others have not	Pupils understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past.	Pupils can evaluate sources and identify those that are useful to the task. Pupils are beginning to make use of dates and terms to structure their work.	
Year 6	Pupils make appropriate use of dates and specialist terms.	Depth of factual knowledge and understanding of Britain and the wider world. Can identify features and make links between past societies and periods	Pupils use historical concepts to create their own structured accounts, including written narratives and analyses	Pupils can understand the methods of historical enquiry, including how evidence is used and discern how and why contrasting arguments and interpretations of the past have been constructed.	

