

Haslington Primary Academy and Nursery
History Progression of Skills.

2-3 years old	3-4 years old	Reception
<ul style="list-style-type: none"> • Able to say who they are and who they live with • Can talk about any pets they may have • Can talk about some members of their family • Can talk about events that have happened in the past (birthdays, Christmas, holiday, etc) • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	<ul style="list-style-type: none"> • Sequence family members by size and name (baby, child, adult) • Comments on fictional characters in stories. • Shares similarities between characters, figures or objects. • Comments on pictures of experiences in their own life "this was me at the farm..." • Begin to make sense of their own life-story and family's history. • Continue developing positive attitudes about the differences between people. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Can talk about events that have happened in the past (birthdays, Christmas, holiday, etc) using taught vocabulary 	<ul style="list-style-type: none"> • Use books and stories to find out/ identify information. • Compare and contrast characters from stories, sharing similarities and differences. • Compare and contrast historical figures and objects, sharing similarities and differences. • Know about significant individuals. • Draw on own life story and those of familiar people. • Discuss similarities and differences between people in their family. • Identify emergency situations and know who to call. • Identify similarities and differences between jobs • Begin to see/use timelines for their own life and for a book read in class (events which happened in the book)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological knowledge/understanding (including characteristic features of periods)	<p>Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy.</p> <p>Pupils know what a timeline is.</p> <p>Pupils can identify where some people/events studied fit into a chronological framework.</p> <p>Pupils are beginning to make comparisons between areas of study.</p>	<p>Pupils can accurately order events they have learnt about from furthest away to most recent.</p> <p>Pupils can draw timelines, beginning to place areas of study on them.</p> <p>Pupils can compare areas of study, identifying similarities/differences between them.</p>	<p>Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline.</p> <p>Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying similarities between them.</p> <p>Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying differences</p>	<p>Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline.</p> <p>Pupils can confidently make links between areas of history they have studied, identifying similarities between them.</p> <p>Pupils can confidently make links between areas of history they have studied, identifying differences between them.</p>	<p>Pupils have a secure knowledge of chronology and are mostly accurate in placing a range of historical events from around the world on a timeline.</p> <p>Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history.</p> <p>Pupils can compare historical periods, identifying similarities between them.</p> <p>Pupils can</p>	<p>Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline.</p> <p>Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history.</p> <p>Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is.</p>

			between them.		compare historical periods, identifying differences between them. Pupils are beginning to identify trends over time.	Pupils can compare a range of historical periods, identifying differences between them. Pupils can identify trends over time, identifying how ideas have been continued/ developed.
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry – Using evidence/communicating ideas	<p>Pupils can ask and answer simple questions.</p> <p>Pupils can accurately answer some questions verbally related to an area of study.</p> <p>Understand some ways to find out about the past.</p>	<p>Pupils can ask simple questions to develop their understanding.</p> <p>Pupils are able to accurately answer simple questions related to an area of study confidently.</p> <p>Pupils can justify their answers using sources or stories.</p>	<p>Pupils are beginning to ask more in-depth questions for their age to develop their understanding.</p> <p>Pupils are able to answer questions accurately related to the area of study.</p> <p>Pupils can use sources to justify their answers.</p>	<p>Pupils can ask questions to develop their understanding.</p> <p>Pupils are beginning to challenge sources of information.</p> <p>Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions.</p>	<p>Pupils can ask questions to develop their understanding and also ask questions of what people have said.</p> <p>Pupils can challenge sources of information.</p> <p>Pupils are beginning to make purposeful selection about information they wish to include in responses.</p> <p>Pupils can organise information purposefully when responding to or asking questions.</p>	<p>Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance.</p> <p>Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda.</p> <p>Pupils can purposefully select information when forming responses to questions.</p> <p>Pupils can organise information purposefully</p>

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interpretations of history	<p>Pupils can remember most key events about the areas they have studied.</p> <p>Pupils are beginning to understand that they can find historical information in books.</p>	<p>Pupils can remember key events about the areas they have studied.</p> <p>Pupils can begin to identify how we know about past events.</p> <p>Pupils can begin to identify different representations of history e.g. books, visual clips, letters.</p>	<p>Pupils remember a range of key facts and information from areas of study in Year 3.</p> <p>Pupils can identify at least two ways we gather information.</p> <p>Pupils are able to use at least one type of source of information confidently.</p>	<p>Pupils remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study.</p> <p>Pupils are beginning to understand how our knowledge of history is developed through a range of sources.</p> <p>Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet,</p>	<p>Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study.</p> <p>Pupils are building their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding.</p> <p>Pupils can access different sources, including using books, the internet, film clips and direct</p>	<p>Pupils have a wide ranging knowledge about historical events, from local history to world history.</p> <p>Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding.</p> <p>Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</p>

				visual clips.	sources such as letters, diaries etc.	
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Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:

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Continuity and change in and between periods	Pupils are beginning to identify some similarities/differences between objects and people at different times.	Pupils can identify some similarities/differences between objects and people at different times. Pupils can identify	Pupils can explain what has changed between ways of life and why.	Pupils are beginning to make links between either main events, situations or changes within a period of time.	Pupils are growing increasingly confident making links between main events, situations or changes within a period of time.	Pupils can confidently describe / make links between main events, situations and changes within and across different

	Pupils are beginning to identify similarities / differences between ways of life at different times.	similarities / differences between ways of life at different times.				periods/societies.
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Cause and consequence	Pupils are beginning to recognise why things happened and what happened as a result.	Pupils can confidently recognise why people did things, why events happened and what happened as a result.	Pupils are beginning to use sources and evidence to explain why people did things, why events happened and what happened as a result.	Pupils are beginning to identify and give reasons for, results of, either historical events, situations or changes.	Pupils are growing increasingly confident and can give reasons for, results of, either historical events, situations or changes.	Pupils can confidently identify and give reasons for, results of, historical events, situations, changes.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Similarity/Difference (within a period/situation)	Pupils make some simple observations about different types of objects, people and events within society.	Pupils can confidently make simple observations about different types of people, events, beliefs within a society.	Pupils can observe different types of people, events, beliefs within a society and pose simple questions.	Pupils are beginning to describe some social, cultural, religious or ethnic diversity in Britain & the wider world.	Pupils are growing increasingly confident describing social, cultural, religious or ethnic diversity in Britain & the wider world.	Pupils can confidently describe social, cultural, religious and ethnic diversity in Britain & the wider world.

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Significance of events/people	Pupils are beginning to talk about who was important e.g. in a simple historical account.	Pupils can confidently talk about who was important eg in a simple historical account.	Pupils can talk about significant events and people and explain why they were significant.	Pupils are beginning to identify some historically significant people or events in situations based on the period of study they are learning.	Pupils are growing increasingly confident and can identify historically significant people or events in situations based on the period of study they are learning.	Pupils can confidently identify historically significant people and events in situations.

Children in KS2 should:

- Build a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain, of the Stone, Bronze and Iron ages, of British history from the Iron Age to Roman Britain, of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations, Crewe's industrial history, build an understanding of post-1066 Britain and the impact on today's world, and Viking Britain with the Maya civilisation by comparison on:
 - achievements,
 - housing,
 - society,
 - food,
 - entertainment,
 - beliefs(these should be used to also identify the continuity and change in the above comparisons)
- Identify the impact of the Ancient Greeks on the western world and their chronological place in the context of world history
- Understand the reasoning for similarities/differences between each civilisation
- Develop an understanding of concurrence of civilisations around the world during these times
- Place previously learnt periods into context and identifying their impact
- Place early civilisations into context – in-depth Egyptians
- Place Stone, Bronze and Iron Ages into wider contexts
- Place early civilisations into context – in-depth Egyptians
- Place Ancient Romans and Roman Britain into wider context
- Place Anglo-Saxon and Viking Britain into the wider context of historical chronology
- Place the Ancient Greeks into the wider context of historical chronology
- Continue development of concurrent civilisations around the world and their impact on later civilisations
- Place Ancient Maya into chronological context and in direct comparison with Anglo-Saxons
- Place Victorian Britain into chronological context and it's legacy and impact today
- Identify the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally
- Identify what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life
- Identify the causes and effects of industrialisation of Crewe – explaining the local, national and international impacts
- Identify the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today
- Identify the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)
- Identify the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.
- Identify the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.
- Identify that one event can have multiple effects – invasions of Britain by AS and V
- Identify why Victorian inventors created so many inventions that are still around today
- Identify the effect of Victorian inventions on today's world as either positive or negative
- Identify the cause and effect of Spanish explorers on the Maya – positive or negative?