

## Haslington Primary Academy and Nursery History Progression of Skills.

2-3 years old	3-4 years old	Reception
<ul> <li>Able to say who they are and who they live</li> </ul>	Sequence family members by size and name	<ul> <li>Use books and stories to find out/</li> </ul>
with	(baby, child, adult)	identify information.
<ul> <li>Can talk about any pets they may have</li> </ul>	• Comments on fictional characters in stories.	Compare and contrast characters from
• Can talk about some members of their family	<ul> <li>Shares similarities between characters,</li> </ul>	stories,
<ul> <li>Can talk about events that have</li> </ul>	figures or objects.	sharing similarities and differences.
happened in the past (birthdays,	<ul> <li>Comments on pictures of experiences in</li> </ul>	Compare and contrast historical figures and
Christmas, holiday, etc)	their own life "this was me at the farm"	objects, sharing similarities and differences.
<ul> <li>Understand simple questions about</li> </ul>	Begin to make sense of their own life-story	<ul> <li>Know about significant individuals.</li> </ul>
'who', 'what' and 'where' (but generally	and	Draw on own life story and those of
not 'why').	family's history.	familiar people.
	<ul> <li>Continue developing positive attitudes about</li> </ul>	Discuss similarities and differences between
	the differences between people.	people in their family.
	• Understand 'why' questions, like: "Why do	<ul> <li>Identify emergency situations and know who</li> </ul>
	you think the caterpillar got so fat?"	to
	Can talk about events that have happened	call.
	in the past (birthdays, Christmas, holiday,	Identify similarities and differences between
	etc) using taught vocabulary	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
	Pupils can order	Pupils can	Pupils are	Pupils are	Pupils have a	Pupils have a
	some events they	accurately order	developing their	becoming more	secure	secure
	have learnt about	events they have	knowledge of	secure in their	knowledge of	knowledge of
	from furthest	learnt about	chronology and	knowledge of	chronology and	chronology,
spc	away to most	from furthest	can generally	chronology and	are mostly	accurately
eric	recent with	away to most	place periods of	can place periods	accurate in	placing a range
of p	increasing	recent.	history they have	of history they	placing a range of	of historical
SS C	accuracy.		learnt about	have learnt	historical events	events from
ture		Pupils can draw	accurately on a	about accurately	from around the	around the
eat	Pupils know what a	timelines,	timeline.	on a timeline.	world on a	world on a
ic	timeline is.	beginning to			timeline.	timeline.
rist		place areas of	Pupils can	Pupils can		
cte	Pupils can	study on them.	confidently	confidently	Pupils can draw	Pupils can draw
ara	identify where		make links	make links	their own	their own
C <del>,</del>	some	Pupils can	between areas	between areas	timeline,	timeline,
. <u>□</u>	people/events	compare areas of	of history they	of history they	generally	deciding on
pn <u>l</u>	studied fit into a	study, identifying	have studied in	have studied,	producing	accurate
inc	chronological	similarities/differ	Year 3 and	identifying	accurate	intervals and
) වූ	framework.	ences between	previously,	similarities	intervals and	adding to it as
dir		them.	identifying	between them.	adding to it as	they learn about
tar	Pupils are		similarities		they learn about	new periods of
lers	beginning to make		between them.	Pupils can	new periods of	history.
pur	comparisons			confidently	history.	
)/e;	between areas of		Pupils can	make links		Pupils can
p p	study.		confidently	between areas	Pupils can	compare a range
<u> </u>			make links	of history they	compare	of historical
(no			between areas	have studied,	historical	periods,
<u> </u>			of history they	identifying	periods,	identifying a
gic			have studied in	differences	identifying	number of
Chronological knowledge/understanding (including characteristic features of periods)			Year 3 and	between them.	similarities	similarities
lo			previously,		between them.	between them and
ر <del>ک</del>			identifying			why this is.
			differences		Pupils can	

between them.    compare historical periods, identifying differences between them.   historical periods, identifying differences between them.   differences between them.   historical periods, identifying differences between them.   pupils can identify trends over time.   Pupils can identify trends over time, identifying how ideas have been continued/ developed.	Т	T	lant and the co	T		D
differences between them. identifying differences Pupils are between them. beginning to identify trends over time. Pupils can identify trends over time, identifying how ideas have been continued/			between them.			
between them.    between them.   identifying differences						
Pupils are between them.  Pupils are beginning to identify trends over time.  Pupils can identify trends over time, identifying how ideas have been continued/					differences	historical periods,
Pupils are between them.  Pupils are beginning to identify trends over time.  Pupils can identify trends over time, identifying how ideas have been continued/					between them.	identifying
beginning to identify trends over time.  Pupils can over time.  identify trends over time, identifying how ideas have been continued/						differences
identify trends over time.  Pupils can identify trends over time, identifying how ideas have been continued/					Pupils are	between them.
over time.  identify trends over time, identifying how ideas have been continued/					beginning to	
over time.  identify trends over time, identifying how ideas have been continued/					identify trends	Pupils can
over time, identifying how ideas have been continued/					over time.	identify trends
identifying how ideas have been continued/						
ideas have been continued/						identifying how
continued/						
						истогорош.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils can ask and	Pupils can ask	Pupils are	Pupils can ask	Pupils can ask	Pupils can ask a
	answer simple	simple	beginning to ask	questions to	questions to	range of
	questions.	questions to	more in-depth	develop their	develop their	questions,
		develop their	questions for	understanding.	understanding	creating
	Pupils can	understanding.	their age to		and also ask	questions that
	accurately		develop their	Pupils are	questions of what	develop
	answer some	Pupils are able to	understanding.	beginning to	people have said.	understanding
	questions	accurately		challenge sources		about change,
	verbally related	answer simple	Pupils are able to	of information.	Pupils can	cause and
	to an area of	questions related	answer questions		challenge sources	significance.
	study.	to an area of	accurately	Pupils are	of information.	
		study	related to the	beginning to		Pupils can
10	Understand some	confidently.	area of study.	show some	Pupils are	challenge
eas	ways to find out			organisation of	beginning to	sources,
<u>5</u>	about the past.	Pupils can justify	Pupils can use	information that	make purposeful	questioning the
tin		their answers	sources to justify	is purposeful for	selection about	validity of these
ica		using sources or	their answers.	responding to or	information they	and whether they
l unc		stories.		asking questions.	wish to include in	have been
E E					responses.	created for
03/						propaganda.
ce,					Pupils can	
der					organise	Pupils can
ević					information	purposefully
1 8 L					purposefully	select
Usi					when responding	information
l L					to or asking	when forming
uir					questions.	responses to
Historical enquiry – Using evidence/communicating ideas						questions.
al e						
oric						Pupils can
istc						organise
工						information
						purposefully

			when responding to or asking questions.

Y	ear 1	Year 2	Year 3	Year 4	Year 5	Year 6
P	upils can	Pupils can	Pupils remember	Pupils remember	Pupils remember	Pupils have a
re	emember most	remember key	a range of key	a range of key	key facts and	wide ranging
k	ey events about	events about	facts and	facts and	information from	knowledge about
th	he areas they	the areas they	information from	information from	areas of study in	historical events,
h	nave studied.	have studied.	areas of study in	areas of study in	Year 5 and can	from local history
			Year 3.	Year 4 and can	remember	to world history.
P	upils are	Pupils can begin to		remember a few	information from	
b	eginning to	identify how we	Pupils can	facts from	previous areas of	Pupils have a
u	ınderstand that	know about past	identify at least	previous areas of	study.	deep
th	hey can find	events.	two ways we	study.		understanding of
h	istorical		gather		Pupils are building	how our
ir	nformation in	Pupils can begin	information.	Pupils are	their	knowledge of
b	ooks.	to identify		beginning to	understanding of	history is
		different	Pupils are able to	understand how	how our	developed,
		representations	use at least one	our knowledge of	knowledge of	identifying how a
		of history e.g.	type of source of	history is	history is	range of sources
(no:		books, visual	information	developed through	developed,	build up our
hist		clips, letters.	confidently.	a range of sources.	identifying how a	knowledge and
of					range of sources	understanding.
Interpretations of history				Pupils are able to	build up our	
atio				use at least one	knowledge and	Pupils can access a
l etc				type of source of	understanding.	wide range of
irp				information		sources, including
Inte				confidently and	Pupils can access	using books, the
_				are beginning to	different sources,	internet, film clips
				use at least two	including using	and direct sources
				different types of	books, the	such as letters,
				sources e.g.	internet, film	diaries etc.
				books, internet,	clips and direct	

		visual clips.	sources such as letters, diaries etc.	

## Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
r in	Pupils are	Pupils can identify	Pupils can explain	Pupils are	Pupils are	Pupils can
change i	beginning to	some	what has changed	beginning to make	growing	confidently
hai	identify some	similarities/differe	between ways of	links between	increasingly	describe / make
and c	similarities/differ	nces between	life and why.	either main	confident making	links between
2	ences between	objects and		events, situations	links between	main events,
uity	objects and	people at		or changes within	main events,	situations and
	people at	different times.		a period of time.	situations or	changes within
Contin and k	different times.				changes within a	and across
		Pupils can identify			period of time.	different

Pupils	s are similarities /		periods/societies.
begin	ning to differences		
identi	ify between ways of		
simila	rities / life at different		
differ	ences times.		
betwe	een ways of		
life at	different		
times			

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils are	Pupils can	Pupils are	Pupils are	Pupils are	Pupils can
d)	beginning to	confidently	beginning to use	beginning to	growing	confidently
uc	recognise why	recognise why	sources and	identify and give	increasingly	identify and give
eouenbes	things happened	people did	evidence to	reasons for,	confident and	reasons for,
ıse	and what	things, why	explain why	results of, either	can give reasons	results of,
CO	happened as a	events happened	people did things,	historical events,	for, results of,	historical events,
and	result.	and what	why events	situations or	either historical	situations,
		happened as a	happened and	changes.	events,	changes.
ause		result.	what happened as		situations or	
			a		changes.	
			result.			

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils are	Pupils can	Pupils can talk	Pupils are	Pupils are	Pupils can
b b	beginning to talk	confidently talk	about significant	beginning to	growing	confidently
090	about who was	about who was	events and people	identify some	increasingly	identify historically
events/people	important e.g. in	important eg in	and explain why	historically	confident and can	significant people
,en	a simple	a simple	they were	significant people	identify	and events in
	historical	historical	significant.	or events in	historically	situations.
e of	account.	account.		situations based	significant people	
Significance				on the period of	or events in	
fice				study they are	situations based	
gni				learning.	on the period of	
Si					study they are	
					learning.	

## 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?