



History Skills Progression Grid

Early Years Outcome	KS1 National Curriculum Aims	KS2 National Curriculum Aims
<p>The main Early Years Outcomes covered in History are:</p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions (UTW – P&C ELG) • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes (UTW- TW ELG) 	<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. 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 	<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. 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-Saxon and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • 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:

	<p>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]</p> <ul style="list-style-type: none"> significant historical events, people and places in their own locality 	<p>Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <ul style="list-style-type: none"> 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
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Chronological Understanding						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children talk about past and present events in their own lives and the lives of family members.</p> <p>Follow a daily timetable. Children use everyday language to talk about time.</p>	<p>Sequence 2 or 3 events or objects in chronological order.</p>	<p>Sequence artefacts closer together in time.</p> <p>Sequence events. Sequence photos etc from different periods of their life.</p> <p>Describe memories of key events in lives Use a simple time line.</p>	<p>Place the time studied on a time line.</p> <p>Sequence events or artefacts.</p> <p>Use dates and terms related to the period being studied and the passing of time, e.g</p>	<p>Place events from period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD.</p>	<p>Place current study on time line in relation to other studies.</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant terms and periods labels.</p> <p>Relate current studies to previous studies.</p>	<p>Place current period of study on time line in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to ten events on a time line.</p> <p>Know key dates, characters and events of time studied.</p>
Similarities and Differences						

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children know about similarities and differences between themselves and others and among families, communities and traditions.	<p>Begin to describe similarities and differences in artefacts.</p> <p>Compare the period of time studied with today.</p>	<p>Find out about people and events in other times and compare to now.</p> <p>Confidently describe similarities and differences between different artefacts.</p>	Find out about everyday lives of people in time studied and compare with our life today and other time periods studied.	<p>Identify key features and events of the period.</p> <p>Develop a broad understanding of ancient civilisations and how they are similar/different to other time periods studied and today.</p>	<p>Study different aspects of life of different people.</p> <p>Compare life in early and late times studied, compare an aspect of life with the same aspect in another period.</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period studied. (e.g Viking invaders compared with Ancient Greeks).</p> <p>Compare and contrast ancient civilisations.</p>

Change and Continuity

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children can talk about how they change/stay the same as they get older.	Begin to use source material to consider how things have changed/stayed the same within living memory or between two events/people.	Use source material more confidently to consider how things have changed over a longer period of time.	Study change/continuity through the impact of invasions/settlement.	Explain change/continuity between different eras that they have studied and begin to give explanations.	Explain change/continuity between different eras that they have studied and give explanations as to why these things changed/continued.	Explore change and continuity in one aspect of life from 1066 to current times.

Enquiry and Interpretation

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children enjoy looking at photos of events in their past experience and can talk about what they show.</p>	<p>Use historical artefacts, photographs and visits to museums and visitors etc. to find out about the past.</p> <p>Know what an eye witness account is.</p>	<p>Use historical artefacts, photographs and visits to museums and visitors etc. to find out about the past.</p> <p>Know what an eye witness account is.</p> <p>Use a source to ask questions and find answers - why, what, who, how, where.</p> <p>Begin to discuss the effectiveness of sources.</p>	<p>Distinguish between different sources/accounts of history and evaluate their usefulness.</p> <p>Use a range of sources to find out about a period.</p> <p>Begin to use the library and internet for research.</p>	<p>Use a range of sources of evidence.</p> <p>Ask and answer questions about the source material to make decisions about the past.</p> <p>Begin to understand what is an original and interpretative source.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use the library and internet for research.</p>	<p>Compare and evaluate accounts of events from different sources.</p> <p>Offer some reasons for different versions of events.</p> <p>Evaluate source material, recognising that some will show bias, and offer reasons for opinions on how useful a source is.</p> <p>Identify original and interpretative sources.</p> <p>Use source material to answer a question independently.</p> <p>Use the library and internet for research with increasing confidence.</p>	<p>Recognise that some sources may be more reliable than others and reasons for bias.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently use the library and internet for research.</p> <p>Recognise original and interpretative sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>

						Evaluate sources showing an awareness that some sources may be propaganda, misinformation and opinion.
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Cause and Consequence

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children understand that their actions will cause something else to happen.	Know about the cause of an event studied.	Know about the cause and at least one consequence of an event they have studied.	Begin to make links between an event and its consequences at the time and now.	Make links between cause and a number of consequences and consider the significance of the consequences at the time and now.	Examine causes and consequences of great events and the impact on people at the time and now. Consider and reason about the significance of the consequences both at the time and now.	Provide another explanation of a past event in terms of cause and consequence using evidence to support and illustrate their explanation.

Significance

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know about significant events in their own lives and the lives of their family, such as birthdays, Christmas, Eid etc.	Know the name of a significant person and explain why it is famous.	Know the name of a significant person or event and explain why it is famous.	Know some significant places, people and events from the eras studied and explain why they are significant.	Know some significant places, people and events from the eras studied and explain why they are significant at the time and now.	Know, make links and draw comparisons between significant people, events and places that they have studied. Provide explanations as to why they are	Know, make links and draw comparisons between significant people, events and places that they have studied. Provide explanations as to why they are

					significant.	significant. And explain how significance might change over time.
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