



HISTORY PROGRESSION OF KEY SKILLS KEY STAGE ONE

	YEAR ONE	YEAR TWO
	As Historians, we are learning to:	As Historians, we are learning to:
Chronological Understanding	<ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. • Order a set of events or objects, putting up to three objects in chronological order (recent history) • arrange objects in order of their age • begin to use simple timelines to place and order important events • use words and phrases such as: 'old', 'new' and 'a long time ago' • use simple words and phrases to describe the past – 'after', 'before', 'between' • talk about things that happened when they were little • understand about time passing through birthdays <p>CHALLENGE:</p> <ul style="list-style-type: none"> • put up to five objects/events in chronological order • use words and phrases like: 'very old', 'when mummy and daddy were little' • use the words 'before' and 'after' correctly 	<ul style="list-style-type: none"> • understand and use the words past and present when telling others about an event • recount changes in my own life and my grandparents/ parents lives over time • understand and use the words 'past' and 'present' when telling others about an event • recount changes in my own life and my grandparents/ parents lives over time • understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me • use a timeline to order and place important events • describe things that happened to themselves and other people in the past • use words and phrases such as: 'old', 'new' and 'a long time ago' • use simple words and phrases to describe the past – 'after', 'before', 'between'
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> • recall some facts about people/ events before living memory • say why people may have acted the way they did • appreciate that some famous people have helped our lives be better today • recognise that we celebrate certain events, such as Bonfire Night, because of what happened many years ago • understand that we have a queen who rules us and that Britain has had a king or queen for many years 	<ul style="list-style-type: none"> • use information to describe the past • look at evidence to give and explain reasons why people in the past may have acted in the way they did • recount the main events from a significant event in history • recognise that we celebrate certain events because of what happened many years ago • appreciate that some famous people have helped our lives be better today

	<ul style="list-style-type: none"> • understand that some objects belonged to the past • explain how they have changed since they were born • recognise a past and a present in their own and other people's lives • identify some things from their own past • identify some differences between past and present • recognise that a story that is read to them may have happened a long time ago 	<ul style="list-style-type: none"> • explore objects that belonged to the past and begin to appreciate how technology has changed • identify some differences between past and present • understand that we have a queen who rules us and that Britain has had a king or queen for many years
Historical interpretation	<ul style="list-style-type: none"> • look at books, videos, photographs, pictures and artefacts to find out about the past begin to identify the main differences between old and new objects • identify objects from the past, such as vinyl records • identify old and new in a picture <p>CHALLENGE:</p> <ul style="list-style-type: none"> • explain why certain objects were different in the past, e.g. iron, music systems, televisions • explain differences between past and present in their life and that of other children from a different time in history • explain why they think a story was set in the past 	<ul style="list-style-type: none"> • look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past • identify and describe the main differences between old and new object • explain why certain objects were different in the past, e.g. iron, music systems, televisions • explain differences between past and present in their life and that of other children from a different time in history • explain why they think a story was set in the past
Historical enquiry	<ul style="list-style-type: none"> • identify different ways in which the past is represented • explore events, look at pictures and ask questions about the past • ask and answer questions about old and new objects i.e. 'What were they used for?' • answer questions using an artefact/ photograph provided • observe and handle artefacts, and use this to ask and answer questions • identify different ways in which the past is represented • use a wide range of information to answer questions • give a plausible explanation about what an object was used for in the past 	<ul style="list-style-type: none"> • identify different ways in which the past is represented • ask questions about the past • explore events, look at pictures and ask questions about the past • observe and handle artefacts and ask and answer questions about artefacts i.e. 'What were they used for?' 'What material is it made from?' • identify different ways in which the past is represented • give a plausible explanation about what an object was used for in the past • use a wide range of information to answer questions <p>CHALLENGE:</p> <ul style="list-style-type: none"> • find out more about a famous person from the past and carry out some research on him or her

	<ul style="list-style-type: none"> • use stories as sources for answering questions about the past <p>CHALLENGE:</p> <ul style="list-style-type: none"> • answer questions using a range of artefacts/ photographs provided • find out more about a famous person from the past and carry out some research on him or her 	
<p>Organisation and Communication</p>	<ul style="list-style-type: none"> • sort events or objects into groups (i.e. then and now) • use timelines to order events or objects • tell stories about the past • talk, write and draw about things from the past 	<ul style="list-style-type: none"> • describe objects, people or events in history • sort events or objects into groups (i.e. then and now) • use timelines to order events or objects or place significant people • tell and write stories about the past • communicate ideas about people, objects or events from the past in speaking, writing, drawing, , storytelling and using ICT • interpret the past actions, through role play such as hot seating
<p>Areas of Study:</p>	<p>Changes within living history – toys</p> <p>Significant events in history – The Great Fire of London</p> <p>The life of a significant person – Samuel Pepys, Florence Nightingale</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements, comparing aspects of life in different periods - Christopher Columbus</p> <p>Significant historical events, people and places in their own locality - Wigan, Leigh and Lowton</p> <p>Changes within living memory –The Seaside. Similarities and differences – revealing aspects of change in national life</p>

HISTORY PROGRESSION OF KEY SKILLS LOWER KEY STAGE TWO



	YEAR THREE	YEAR FOUR
	As Historians, we are learning to:	As Historians, we are learning to:
Chronological Understanding	<ul style="list-style-type: none"> • understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • describe events and periods using the words: 'BC', 'AD' and 'decade' • use a timeline with dates, including both BC and AD • describe events using dates when things happened • describe events and periods using the words: 'ancient' and 'century' • use a timeline within a period in history to place historical events in chronological order • describe dates of and order significant events from the period studied • use evidence to describe changes within a time period • use their mathematical knowledge to work out how long ago events would have happened 	<ul style="list-style-type: none"> • understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • describe events and periods using the words: 'BC', 'AD', 'centuries' and 'decades' • order significant events and dates relating to specific periods in history on a timeline • place periods of history on a timeline showing periods of time • use their mathematical skills to round up time differences into decades and centuries • use a full range of dates and historical terms when referring to specific events • use a time line to place events, periods and cultural movements • show changes on a time line • describe and make links between events and changes <p>CHALLENGE:</p> <ul style="list-style-type: none"> • To begin to build up a picture of what main events happened in Britain/ the world during different centuries.
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> • find out about everyday life in the periods of history studied • use evidence to show how the lives of rich and poor people from the past differed • describe similarities and differences between people, events and artefacts studied • use evidence to describe buildings and their uses • suggest why certain events happened as they did • suggest why certain people acted as they did • begin to identify the main differences between different periods in history 	<ul style="list-style-type: none"> • find out about everyday life in the periods of history studied • suggest why certain events happened as they did • suggest why certain people acted as they did • explain how events from the past affect life today and have helped influence our lives • begin to identify the main differences between different periods in history • appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences • understand and describe differences in social, religious, political and cultural history in relation to specific periods in history

	<ul style="list-style-type: none"> • describe similarities and differences between people, events and artefacts studied 	<ul style="list-style-type: none"> • understand the relationship between beliefs and action in historical change <p>CHALLENGE:</p> <ul style="list-style-type: none"> • appreciate that people’s lifestyles were different (e.g. food choices) because of events that occurred • appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period
<p>Historical Interpretation</p>	<ul style="list-style-type: none"> • use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the different periods in history and events studied • recognise the part that archaeologists have had in helping us understand more about what happened in the past • explore the idea that there are different accounts of history • understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict • distinguish between different sources and evaluate their usefulness 	<ul style="list-style-type: none"> • use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the different periods in history and events studied • recognise the part that newspaper articles, propaganda and archaeologists have had in helping us understand more about what happened in the past • explore the idea that there are different accounts of history and different viewpoints • understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict • distinguish between different sources and evaluate their usefulness
<p>Historical enquiry</p>	<ul style="list-style-type: none"> • ask questions and find answers about life in different periods in history studied • use various sources of evidence to answer questions about periods in history studied • use the Internet for research • select and record information relevant to the study • use various sources to piece together information about the periods of history studied • research a specific event from the past • understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict 	<ul style="list-style-type: none"> • appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past • research two versions of an event and say how they differ • research what it was like in specific periods in history and use photographs and illustrations to present their findings • give more than one reason to support an historical argument • communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out • use a range of documents and printed sources • identify the most useful sources for a particular task • use graphs and charts to confirm information from different sources • make connections with different periods in history • give reasons for change through analysing evidence

Organisation and Communication	<ul style="list-style-type: none"> • communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT • use a simple database to organise information • use their 'information finding' skills in writing to help them write about historical information • interpret the past actions, through role play such as hot seating 	<ul style="list-style-type: none"> • communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT • use their 'information finding' skills in writing to help them write about historical information • use graphs and charts to confirm information from different sources • interpret the past actions, through role play such as hot seating • communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out • research what it was like during a specific period of history and use photographs and illustrations to present their findings <p>CHALLENGE To independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so.</p>
Areas of Study:	<ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt • 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 	<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The impact of World War Two upon the lives of individuals • Changes in Britain from the Stone Age to the Iron Age. • Iron Age hill forts: tribal kingdoms, farming, art and culture

HISTORY PROGRESSION OF KEY SKILLS UPPER KEY STAGE TWO



	YEAR FIVE	YEAR SIX
	As Historians, we are learning to:	As Historians, we are learning to:
Chronological Understanding	<ul style="list-style-type: none"> • confidently use dates and historical language in their work, including 'BC', 'AD', 'decades', 'centuries' • draw a timeline with different time periods outlined which shows different information, such as, periods of history, significant events, changes in law, industry etc • identify and explain changes across a period in history, using chronological links and historical terms • order significant events, cultural movements and dates relating to the Victorian period on a timeline • place periods of history on a timeline showing periods of time pre-Victorian and post-Victorian • show increasing depth of factual knowledge and understanding of British and local history • use their mathematical skills to round up time differences into decades and centuries • describe and make links between events and changes <p>CHALLENGE:</p> <ul style="list-style-type: none"> • To create timelines which outline the development of specific features, such as medicine; industry; education; transport, etc. • To continue to build up a picture of what main events happened in Britain/ the world during different centuries. 	<ul style="list-style-type: none"> • confidently use dates and historical language in their work, including 'BC', 'AD', 'decades', 'centuries' • draw a timeline and place features of historical events and people from past societies and periods in a chronological framework • order significant events, cultural movements and dates on a timeline • use their mathematical skills to round up time differences into decades and centuries • identify and explain changes across a period in history, using chronological links and historical terms • identify and compare changes within and across different periods, describing and making links, noting connections, contrasts and trends over time • show increasing depth of factual knowledge and understanding of British and world history • understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain <p>CHALLENGE:</p> <ul style="list-style-type: none"> • To create timelines which outline the development of specific features, such as medicine; industry; education; transport, exploration etc. • To continue to build up a picture of what main events happened in Britain/ the world during different centuries. • To appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.
Knowledge and understanding of events, people and	<ul style="list-style-type: none"> • choose reliable sources of information to find out about the everyday life in a specific period in history • describe similarities and differences between some people, events and artefacts studied (rich and poor – clothing, homes, education, employment, leisure) 	<ul style="list-style-type: none"> • choose reliable sources of information to find out about everyday life in a specific period in history • describe how some of the historical events studied from the past affect/influence life today

<p>changes in the past</p>	<ul style="list-style-type: none"> • describe historical events from the different period/s they are studying/have studied • make links between some of the features of past societies (e.g. religion, houses, society, technology) • give own reasons why changes may have occurred, backed up by evidence • describe how historical events studied affect/influence life today • make comparisons between historical periods; explaining things that have changed and things which have stayed the same • begin to appreciate the impact of decisions made in Parliament have historically and today • begin to appreciate that significant events in Victorian Britain and how changes affect and shape the country we have today • describe the main changes in a period of history, from several perceptions – e.g. political, cultural 	<ul style="list-style-type: none"> • make links between some of the features of past societies (e.g. religion, houses, society, technology, education) • describe the main changes in a period of history, from several perceptions – e.g. political, cultural • give own reasons why changes may have occurred, backed up by evidence • make comparisons between historical periods; explaining things that have changed and things which have stayed the same • recognise and describe differences and similarities/ changes and continuity between different periods of history • begin to appreciate that significant events and people have affected and shape the country we have today • speculate how present events and actions might be seen and judged in the future • summarise how Britain has had a major influence on world history • summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently <p>CHALLENGE: To suggest relationships between causes in history. To appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today. To trace the main events that define Britain’s journey from a mono to a multi-cultural society.</p>
<p>Historical interpretation</p>	<ul style="list-style-type: none"> • use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the different periods in history and events studied • recognise the part that archaeologists have had in helping us understand more about what happened in the past • explore the idea that there are different accounts of history and give reasons why there may be different accounts • understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict 	<ul style="list-style-type: none"> • use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the different periods in history and events studied • recognise the part that archaeologists have had in helping us understand more about what happened in the past • explore the idea that there are different accounts of history and give reasons why there may be different accounts • understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict • distinguish between different sources and evaluate their usefulness

	<ul style="list-style-type: none"> • distinguish between different sources and evaluate their usefulness, evaluating evidence to choose the most reliable forms • understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history • explain their own point of view, justifying this with a broad range of evidence • adapt their ideas and viewpoints as new information arises • begin to identify causal factors in change • explore and debate viewpoints <p>CHALLENGE: To appreciate major events have created huge differences to modern British society. How did the Industrial Revolution improve transport links, living conditions and medicine?</p>	<ul style="list-style-type: none"> • understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history • evaluate evidence to choose the most reliable forms
<p>Historical enquiry</p>	<ul style="list-style-type: none"> • use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past • investigate own lines of enquiry by posing questions to answer • give more than one reason to support an historical argument • appreciate how historical artefacts have helped us understand more about British lives in the present and past • choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions • use a range of documents and printed sources • identify the most useful sources for a particular task • make connections with different periods in history • give reasons for change through analysing evidence • give a balanced view of interpretations of the past, using different points of view • make conclusions with evidence as to the most likely version of events 	<ul style="list-style-type: none"> • use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past and identify the most useful sources for a particular task • investigate own lines of enquiry by posing questions to answer • give more than one reason to support an historical argument • choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions • look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint • make connections with different periods in history • give reasons for change through analysing evidence • devise historically valid questions about change, cause, similarity and difference • understand the role of opinion and propaganda and explain their understanding • interpret the past using a range of concepts and ideas • begin to understand significance

		<ul style="list-style-type: none"> • speculate and hypothesise about the past, formulating their own theories about reasons for change • understand and use the concept of legacy, including Royal families and dynasties <p>CHALLENGE: To suggest why there may be different interpretations of events. To suggest why certain events, people and changes might be seen as more significant than others. To pose and answer their own historical questions.</p>
<p>Organisation and Communication</p>	<ul style="list-style-type: none"> • communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT • use their ‘information finding’ skills in writing to help them write about historical information • use graphs and charts to confirm information from different sources • interpret the past actions, through role play such as hot seating • communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out • research what it was like during specific periods of history and use photographs and illustrations to present their findings • plan and present a self-directed project or research about the studied period. 	<ul style="list-style-type: none"> • communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT • use their ‘information finding’ skills in writing to help them write about historical information • use graphs and charts to confirm information from different sources • interpret the past actions, through role play such as hot seating • communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out • research what it was like during specific periods of history and use photographs and illustrations to present their findings • plan and present a self-directed project or research about the studied period.
<p>Areas of Study:</p>	<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Victorian Britain. • A local history study – how has the landscape of Wigan changed over time. • A non-European society that provides contrasts with British history –Mayan civilization c. AD 900 	<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Explorers and Adventurers