



**Progression in History skills**

Skill	Pre-School	Skill	Reception
These are based from our early years curriculum which feed into our reception and school curriculum.		These are based on supporting the children to achieve the Early Learning Goals at the end of Reception	
Make connections between the features of their family and others	Through discussion, children to chat about their families and those of the children around them. To begin to understand that all families are different. Support children in finding out about others.	<b>Historical interpretation</b> Continue to make sense of their own-life story and family's history	Discussing and listening to each talk about our families, special events and times in our families lives. Adults to share about their own family and provide children with the opportunity to ask and answer questions. Exploring where their families fit in with others and then to explore the differences in our families.
Begin to make sense of their own lives	Photos about their families and who is important to them. Talk about changes in families, new baby, moving house	<b>Historical investigation</b> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past	Share texts, images and to tell stories from the past. Provide children with the opportunity to ask and answer questions about the past. Include fictional and non-fictional characters from different beliefs and cultures. Look at different choices and kindness and talk about children's own experiences. Introduce storytelling and characters from the past. Exploration of objects, comparing and contrasting old and new both in their lives and in the past such as changes in toys.
		<b>Chronological investigation</b> To ask and answer questions about the lives of people around them and their roles in society.	Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as toy workshop, seaside in the past workshop where children can explore and investigate objects from now and then. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events

			using basic chronology, organise that things happened before they were born.
		<p><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Share texts, images and to tell stories from the past. Provide children with the opportunity to ask and answer questions about the past. Include fictional and non-fictional characters from different beliefs and cultures. Look at different choices and kindness and talk about children's own experiences.</p> <p>Introduce storytelling and characters from the past.</p>

Skill	Year 1 expectations	Year 2 expectations
1. To understand where the events that they study about fit in to the chronological framework	Introduced to the term chronology (putting things in the order that they happened) Considers their own chronology by looking at the events which have happened in their lives so far and putting them in order. Considers where their families and those close to them fit into the chronological framework, focussing on how long ago things took place (how long since I was born..) Puts this information into basic timelines. Begin to use language linked to history such as, a long time ago,	Revises knowledge from Year 1 by beginning each new unit by considering how long ago the event took place and by making comparisons with other events they have studied, answering questions such as which came first. Orders events on timelines and to begin to compare lengths of time that happened between events.
2. To identify similarities and differences between different periods of life in different periods	Introduced to different periods of time. Identifies similarities and differences between ways of life during the periods studied and how we live today. Identifies similarities and differences between two specific events they study.	Continues to develop their ability to identify similarities and differences between ways of life in different periods by making comparisons between a specific time under study to all other areas they have previously studied. Also beginning to identify

		similarities and differences within a specific area/place over time. For example how Bonfire or carnival has changed
3. To ask questions about events which are relevant and develop their understanding	Is introduced to the idea that to find out about history, they need to ask questions about the past. Starts to ask questions which focus on the events/people/times they are studying. Eg. Guy Fawkes, Victorian homes.	Builds on knowledge of year 1 by considering what it is they want to know about a certain time/person/event and shapes a question which returns information related to their area of study. Can evaluate given questions to identify which will provide them with the best information about a time/event/person's history.
4. To answer questions about events by selecting specific parts of stories/sources to show their understanding	Understands that stories and sources can provide us with information about the past. Begin to refer to the sources they are shown and the stories they read/are told when answering questions about historical events/people from the past	Now knows that historians gather their information from historical sources. Understands that sometimes these sources have been used to create stories about significant events. Is now more specific in their selection of information from sources.parts of stories when answering questions. Uses this information to explain their understanding.
5. To understand about some of the ways that we find out about the past	Knows that historians find out about the past from: pictures, stories, written records, books, photographs, films, first hand accounts and from objects which were used/made at the time. Beginning to understand that not all of these sources are available for every time period or event they study.	Builds on their knowledge from Year 1 by being able to suggest which sources are available for specific time periods studied. Can suggest why some sources are not available for specific time periods studied. Can suggest why some sources are not available for specific periods and are for others.
6. To identify different ways that the past is represented	Building on their learning from the above skill, pupils are beginning to understand that the same historical event can be reflected in a number of ways (Guy Fawkes) They can identify some of the different things the different sources can tell us about the event/person/time they are studying.	As well as understanding that a number of historical sources can be used to tell us different things about events/times/people from the past, is now also aware that some of these sources were created at the time and some after the time. Beginning to be able to evaluate how useful a source is and make comparisons between sources.

7. To learn about changes in living memory. Where appropriate, these should be used to reveal aspects of change of national life	Uses chronological understanding to understand what is meant by 'living memory'. Learns about the changes which happened in exploration during living memory, with the focus on the moon landings and the changes this exploration brought to society, with focus on: changes in technology which allowed man to travel to the moon at this time and how this was different to the past; the changes the moon landings brought to man's knowledge. Also learns about changes within living memory that have taken place at the seaside, and to look at the causes which have enabled these changes to happen.	Will develop understanding of changes which have taken place within living memory in a number of areas: changes to transport and the impact this has had for people locally, nationally and internationally.
8. To learn about 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)	Uses chronological understanding to understand what is meant by 'beyond living memory'. Learns about the gun powder plot, how life was different at this time and why the event is still important today.	Uses chronological understanding to compare how long ago different events beyond living memory took place. Specifically studies the Great Fire of London, learning about key events and their significance at the time and today. Learns about how journeys were made beyond living memory, how they were different to journeys made today and the changes which occurred which enabled them to change.
9. To learn about the lives of significant individuals who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example Elizabeth I, Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the elder and LS Lowry, Rosa Parks and Emily Davidson, Mary Seacole and/or Florence Nightingale)	Learn about Christopher Columbus and Neil Armstrong, their achievements and why these were important. Comparisons made between their explorations, why they were different and the differences between life/society at this time.	To learn about Samuel Peyps and the impact of his life and his way of life.
10. To learn about significant events, people, places and their locality		Carries out a class investigation into the history of the school locality, applying their knowledge of historical sources and enquiry. Learns about significant events in

		the locality, why they were significant and who was involved as well as why they are still remembered today.
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Skill	Year 3 expectations	Year 4 expectations
1. To develop a chronologically secure knowledge of British, local and world history	Can relate historical times to present day and other periods of history/events they have study in previous years. Develops an understanding of the chronological development of historical inventions and can relate this to the development of technology.	Learns where the Ancient Egyptian civilisation fit into the chronological time frame. Can relate this to the present day and other periods of history/events they have previously studied.
2. To address historically valid questions about change, cause, similarity, difference and significance	Understand the historical concept of continuity and changes and can address historically valid questions relating to these concepts in the period that they study. Can say what is similar and different when comparing periods of history. Can identify some reasons for why specific events happened or changes occurred. May need scaffolding in order to organise this information into answers and questions	Builds on understandin from Y3 to begin to be able to identify contrasts and trends within the periods they sturdy and between periods of study and other periods of study and other periods they have knowledge of. Begins to develop an understanding of the term significance and why this is relevant in history. Can create their own structured accounts.
3. To devise historically valid questions about change, cause similarity, difference and significance	Understands the historical concepts of continuity and change and can suggest and devise historically valid questions relating to these concepts in the periods they study. Is curious to identify the similarities and differences between periods of history and shapes questions to support invetsigation of this. To begin to identify why some things happened in the past	Builds on understanding from yr 3 to begin to be able to investigate contrasts and trends within questions they have devised about history. Begins to understand the significance and why some events are relevant in history. Can create their own questions which are becoming more focussed concepts.

<p>4. To construct informed responses that involve selection and organisation of relevant historical information</p>	<p>Can make links between evidence and historical claims when appropriate sources are provided. With support, can select and organise information to respond to historical questions/present their ideas.</p>	<p>Builds on learning from year 3 and can now make links between historical claims and evidence even when this is not directly presented to them. Can select evidence from a range of sources available to inform their responses to historical questions/inform their ideas.</p>
<p>5. To understand how knowledge of the past is constructed from a range of sources</p>	<p>Begins to understand methods used in historical enquiry. Knows that the information we have about the past comes from historical sources of evidence. Knows that some sources of evidence have more value than others. With support, begin to explain some reasons why.</p>	<p>Builds on learning in year 3 and can now refer to a range of methods of historical enquiry that a historian might use. Knows that some historical sources are more valuable than others, providing reasons why. Can label some types of historical sources and make valid predictions on the period/era it came from, based on evidence.</p>
<p>6. The Roman Empire and its impact on Britain Taught as part of a rolling programme across year 3 and 4</p>	<p>Develops knowledge of the key aspects of the Roman Empire and can explain the impact it had on Britain. There is a specific focus on achievements, food, farming, beliefs and medicines.</p>	<p>Develops knowledge of the key aspects of the Roman Empire and can explain the impact it had on Britain. There is a specific focus on achievements, food, farming, beliefs and medicines.</p>
<p>7. The achievements of the earliest civilisations – an overview of when the first civilisations appeared and a depth of a study of one of them following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang of Dynasty of Ancient China Egyptians taught as a rolling programme across year 3 and 4</p>	<p>Investigates the life of the Ancient Egyptians to come to understand why the civilisation came to settle around the Nile and how they managed to survive for such a long period Specifically looks at Achievements, food, farming, beliefs and medicines.</p>	<p>Investigates the life of the Ancient Egyptians to come to understand why the civilisation came to settle around the Nile and how they managed to survive for such a long period Specifically looks at Achievements, food, farming, beliefs and medicines.</p>

