



HISTORY Progression of skills	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Chronological understanding</b>	<p><b>Past and Present</b> Begin to make sense of their own life story and families history</p> <p>Makes connections between the features of his/her family and other families</p> <p>Notices differences between people</p>	<p><b>Past and Present</b> Comments on images of familiar situations in the past</p> <p>Talk about immediate members of their family and community</p> <p>Name and describe people who are familiar to them</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Shows an understanding of the past through settings, characters and events encountered in books read in class</p>	<p>Place known events and objects in chronological order.</p> <p>Sequence events and recount changes within living memory.</p> <p>Use common words and phrases relating to the passing of time.</p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p>Use an increasing range of common words and phrases relating to the passing of time</p> <p>Describe memories of key events in his/her life using historical vocabulary.</p> <p>Can confidently spot major anachronisms from most periods studied when compared with today.</p> <p>Can sequence events in simple narrative e.g. Boudicca's revolt. Can talk about the past in terms of periods e.g. Egyptian, Roman.</p>	<p>Place some historical periods in a chronological framework.</p> <p>Use historic terms related to the period of study. Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s.</p> <p>Realises that Ancient means thousands of years ago.</p>	<p>Use dates to order and place events on a timeline.</p> <p>Uses more sophisticated time markers within, as well as between periods (e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 year.</p> <p>Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last</p>	<p>Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz.</p> <p>Can successfully match simple iconic images to each of the periods studied.</p> <p>Can make links between three periods in history, comparing, spotting similarities differences e.g.</p>





		<p>and storytelling (ELG)</p> <p>Talks about the lives of the people around him/her and their roles in society (ELG)</p> <p>Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG)</p>				<p>Can use some key dates as important markers of events.</p>	<p>10-15 years of her life.</p>	<p>influence of Greeks on Tudor theatre or on Victorian architecture.</p>
<p><b>Historical Enquiry</b></p>			<p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Describe some simple similarities and differences between artefacts</p> <p>Sort artefacts from 'then' and 'now'.</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p> <p>Show understanding of some of the ways in which we find out about the past</p>	<p>Children extract simple information from text/pictures/objects showing basic comprehension. Children make simple deductions about what text means based on what is included e.g. the teacher in the</p>	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Use a variety of resources to find out about aspects of life in the past.</p> <p>Can use some key dates as</p>	<p>Compare sources of information available for the study of different times in the past.</p> <p>Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>-Construct informed responses that involve thoughtful selection and organisation of</p>





			<p>Ask and answer relevant basic questions about the past</p>	<p>and identify different ways in which it is represented.</p>	<p>photograph of Victorian school is holding a cane, they must be strict.</p> <p>Children start combining information from more than one source e.g. web page, compared with video, oral evidence.</p>	<p>important markers of events.</p> <p>Children see that some sources are more useful than others and can explain why.</p>	<p>based on flimsy evidence. Will use phrases such as, We cannot tell for sure. Most evidence suggests.</p> <p>Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders</p>	<p>relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Make confident use of variety of sources for independent research</p> <p>Can consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ... e.g. This portrait of Elizabeth makes her seem far younger than she would have looked age 67.</p>
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								This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?
<b>Historical Interpretations</b>			<p>Relate his/her own account of an event and understand that others may give a different version.</p>	<p>Describe changes within living memory and aspects of change in national life.</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London.</p> <p>Describe significant historical events, people and places in his/her own locality.</p>	<p>Children give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation.</p>	<p>Understand that sources can contradict each other.</p> <p>Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing</p>	<p>Make comparisons between aspects of periods of history and the present day.</p> <p>Understand that the type of information available depends on the period of time studied.</p> <p>Evaluate the usefulness of a variety of sources.</p> <p>Children understand that people create different versions of the past for</p>	<p>Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events. Children grasp that interpretations might differ</p>





						<p>what Egyptians really looked like so historians and artists work from written sources and come up with different views.</p> <p>Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. version of a Viking battle.</p>	<p>different audiences and therefore might give a different emphasis e.g. novel about evacuation was written with a different purpose and audience in mind.</p> <p>Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has</p>	<p>depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.</p>
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							been discovered that they were traders to.	
<b>Organisation and communication</b>			Talk, draw or write about aspects of the past.	<p>Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how he/she has found out about the past.</p> <p>Speak about how he/she has found out about the past.</p> <p>Record what he./she has found out about the past.</p> <p>Record what he/she has learned by drawing and writing</p>	<p>Writes in simple and accurate, sequenced, sentences when narrating what happened in the past.</p> <p>Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas.</p>	<p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p> <p>Begins to sustain an answer, providing some supporting evidence.</p> <p>Can use appropriate ways of communicating their understanding.</p> <p>Answers are structured and provide supporting evidence for</p>	<p>Present findings and communicate knowledge and understanding in different ways.</p> <p>Provide an account of a historical event based on more than one source Give reasons for some important historical events.</p> <p>Able to see two sides of a question and can offer arguments on both sides.</p> <p>Answers are relevant to the question set.</p> <p>Widespread use of period specific</p>	<ul style="list-style-type: none"> <li>When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes.</li> </ul> <p>Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing.</p> <p>Able pupils use provisional and tentative</p>





						<p>statements made.</p> <p>Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations.</p> <p>Answers contain some simple period-specific references.</p>	<p>detail to make the work more convincing and authentic.</p>	<p>language, to express uncertainty e.g. perhaps, may, might, some people think.</p>
<p><b>Understanding of events, people and changes</b></p>			<p>Understand key features of events Identify some similarities and differences between ways of life in different periods</p>	<p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. E.g. Elizabeth I and Queen Victoria.</p>	<p>Realises that events usually happen for a combination of reasons, even though there is still some element of listing.</p> <p>Analysing actions of people in historical</p>	<p>Realises that events usually happen for a combination of reasons, even though there is still some element of listing.</p> <p>Moving from two causes to realising that you</p>	<p>Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people</p>	<p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.</p> <p>Note connections, contrasts and trends over time</p>





					<p>settings; focusing only on what one person wanted e.g. why Claudius wanted to invade. Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action. (E.g. Sees Break with Rome as more than simply Henry wanting to re-marry.)</p>	<p>need to give several causes to explain some events; Moves away from simply listing to trying to give a little detail about each cause.</p> <p>Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe.</p>	<p>were affected differently. Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. why the Armada sailed linking religion and exploration.</p>	<p>and show developing appropriate use of historical terms.</p> <p>Able to understand where different events they have studied link in a wider historical context. Use evidence to support</p> <p>Explain an event with reference to abstract ideas such as long and short-term or events building up. Starts to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important...</p>
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<b>Key Vocabulary</b>	<p>Ourselves Our family The past Baby Child Teenager Adult Before Changes Different and the same</p> <p>Festivals Stories (discussion of story language)</p>	<p>Ourselves Changes Baby Young Infant Child Teenager Adult Older The past Memory Differences Similarities Born</p> <p>Festivals Celebrations Stories, folk stories</p>	<p><b>Guy Fawkes</b> Gunpowder Plot Catholics Protestants Houses of Parliament Gunpowder</p> <p><b>Toys and Seaside</b> Past, present, then, now, similarities, differences, memory, time, periods of time</p>	<p><u>Great Fire of London</u> Bakery, St Paul's Cathedral, diary, Firebreak, burning, Tower of London, Samuel Pepys, Fireman, Smoke, cart, King Charles II, The Monument, leather bucket, axe, fire.</p> <p><u>Florence Nightingale</u></p> <p>Florence Nightingale, care, hospital, charity, sick, soldier, medal, lamp, Red Cross, injured, cleaning, Lady of the Lamp, Crimean War, Turkey.</p>	<p><u>Stone Age</u> Stone age, Palaeolithic, Mesolithic, Neolithic, prehistory, timeline, artefacts, stone, spears, cave paintings, Skara Brae, hammer stone, Stonehenge, flint fur pelt, Neolithic man / woman, farming, agriculture, extinct, club, huts, quern stone, hunter gatherer, primitive, caveman, tribe, hunting, forage, trap, fire</p> <p><u>Romans</u> Celt, Roman, Boudicca, Rome, Italy, Gaul, mosaic, history, timeline,</p>	<p><u>Egypt</u> Pyramids, coffin, Egypt, hieroglyphs, cartouche, sphinx, pharaoh, Tutankhamun, mummification, Canopic jar, afterlife, scroll, vizier, reed, Nile, goddess. ruler, dynasty, symbol, burial, kingdom, divide, god, tomb, preserved, authority, history, ancient, modern, BC, AD, beliefs</p> <p><u>Saxons</u> Anglo-Saxon, ceorl, slave, Thegn, hide, tithing, Earl, Witan, Oath, Shire reeve, Fyrd, Geld Tax, Blood Feud, Hue</p>	<p><u>Mayans</u> Ahau (Ahaw), aqueduct, archaeologist, astrology, astronomy, Atlatl, Bacabs, Baktun, Batab, Birth chart, cacao, Caiba, Cenote, City-state, Codex, Chichen Itza, Long-Count calendar, Mayans, Mesoamerica, terrace farming, Yucatan Peninsula, stela/stelae, Pok-ta-Pok, hieroglyph.</p> <p><u>Ancient Greece</u> Acropolis, agora, alliance, aristocracy, assembly, cultural borrowing, demagogue,</p>	<p><u>WW2</u> Allied Powers, Adolf Hitler, Germany, France, Spitfire, Messerschmitt, Winston Churchill, Nicolas Winton, ARP, rationing, evacuee, Blitzkrieg, Concentration camp, D-Day, Fuhrer, Final Solution, Gestapo, Holocaust, Luftwaffe, Nazi, RAF, V-E Day.</p> <p><u>Crime and Punishment</u> Crime, prison, gang, crimes against person, crimes against property, crimes against authority,</p>





				<p><u>Transport</u> Transportation,</p>	<p>numerals, aqueduct, Colosseum, Amphitheatre, chariot, gladiator, slave, soldiers, Julius Caesar, Emperor, Slave, chariot, gladius, pilum, centurion, London, roundhouse, cloak, jewellery, settlement, hill fort, fort, Druid.</p>	<p>and cry, bishop, hostage, succession, ale, Angles, Anglo-Saxon Chronicles, Archaeologist, Barn, Bayeux Tapestry, Bede, Beowulf, brooch, charm, conquer, court, Hadrians Wall, invaders, Jutes, loom, lyre, raider, thatch.</p> <p><u>Vikings</u> Monastery, missionaries, Scandinavia, settlement, conquer, pagan, kingdom, runes, Viking longship, Danelaw, realm, ritual, treaty, massacre, beserker, Valhalla, Viking Raid, knarr, Danegeld, excavation, archaeologist.</p>	<p>democracy, epic, harbour, Hellenistic, helot, isthmus, league, majority rule, multicultural, myth, oligarchy, plague, polis, tragedy, trireme, tyrant.</p> <p><u>Entertainment</u> Leisure, entertainment, silent, Charlie Chaplin, pianist, The Jazz Singer, talkie, The Wizard of Oz, television. Gaming, technology, century, decade, communicating, entertainment, coronation, popularity, armed forces, defence, leisure, software, engineers, Silicon Valley, app, messaging, online, email, video</p>	<p>tithings, hue and cry, parish constable, deterrence, retribution, sanctuary, benefit of clergy, heresy, treason, bloody code, transportation, vagabond, witchcraft, excommunication, smuggling, town constables, night watchmen, highway robbery, decriminalisation, martyr, trade union, home secretary, hard labour, reform, rehabilitation, Robert Peel, inhumane</p> <p><u>Where we live</u> Describe, local, history, connections, contrasts, trends, chronological,</p>
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HISTORY PROGRESSION OF SKILLS MAP



Pinner Wood School



							conference, download. First World War, Second World War, FA cup, Herbert Chapman, World Cup, Arsenal, Uruguay, Wembley Stadium, broadcast, Geoff Hurst, hat trick.	
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