



Wallsend Jubilee Primary School

Skills Progression: History

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological knowledge	<p>Talk about special events such as their birthdays</p> <p>Begin to recall and describe a sequence of real events (in the correct order) using words such as first/then</p> <p>Count down to forthcoming events on the calendar in terms of number, days, sleeps</p> <p>Refer to days of the week and day before or after yesterday and tomorrow.</p> <p>Recall what happens on some days.</p>	<p>Understand and sequence the routine of the day.</p> <p>Use common words to describe the passing of time, e.g. after, a long time ago.</p> <p>Use past, present and future forms accurately when talking about events that have happened or events that are to happen in the future</p>	<p>Sequence events or objects in chronological order.</p> <p>Show where places, people and events fit into a broad chronological framework.</p> <p>Use common words to describe the passing of time, e.g. before, yesterday, after, a long time ago.</p>	<p>Put people, events and objects on a simple timeline.</p> <p>Begin to use dates to sequence events.</p> <p>Describe memories of key events in lives while extending chronological vocabulary, eg, recently, century, <i>when my parents were children and decade.</i></p>	<p>Divide the past into periods and sequence these on a time line.</p> <p>Use dates related to the passing of time.</p>	<p>Place events, people, places and artefacts from period studied on a time line.</p> <p>Use correct terminology related to the period to describe events in the past.</p> <p>Uses dates when discussing time.</p> <p>Use more complex terms e.g. BCE/AD.</p>	<p>Compare time periods.</p> <p>Sequence key events and changes within a period.</p> <p>Use relevant terms and dates</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in history. (eg compare Anglo Saxons to Romans)</p>	<p>Confidently use and understand relevant dates and terminology.</p> <p>Create timelines of historical periods, change, change and significant events.</p> <p>Make comparisons between different times in history.</p> <p>Conduct an extended chronological study</p>
Historical enquiry	<p>Begin to sort objects by basic property such as old/new</p> <p>Use why questions to understand</p> <p>Start a conversation with an adult or friend and continue it for many turns (finding out about the past from an older family member)</p>	<p>Ask questions to find out more about events in their own lives, family members lives or historical events and to check they understand what has been said to them.</p> <p>Identify which is old /which is new based on appearance, and give reasons why</p> <p>Listen to and talk about historical stories, building familiarity and understanding.</p>	<p>Sort artefacts “then” and “now”.</p> <p>Use as wide a range of sources as possible to understand ways we find out about the past, e.g. artefacts, pictures, stories and websites.</p> <p>To ask and answer questions related to different sources and objects.</p> <p>Use a range of sources to find out characteristic features of the past.</p>	<p>Use a source to ask questions and find answers.</p> <p>Choose and use parts of stories and other sources to show understanding of events.</p> <p>Find out about people and events in other times. (Samuel Pepys)</p>	<p>Combine a range of sources to find out about a period.</p> <p>Understand that knowledge about the past is constructed from a variety of sources.</p> <p>Select and record information relevant to the study to answer questions.</p> <p>Observe the small details.</p> <p>Ask and answer questions about the past, asking specific questions of various sources.</p> <p>Find out about everyday lives of people in time studied.</p> <p>Study an ancient civilization in detail.</p>	<p>Use a range of evidence to build up a picture of a past event.</p> <p>Construct and organise response by selecting relevant historical material to present a picture of an aspect of life.</p> <p>Suggest where we might find answers to questions considering a range of sources.</p> <p>Ask and answer questions about the past considering aspects of change, cause, similarity and difference and significance.</p> <p>Infer from sources.</p> <p>Use Historical texts</p>	<p>Distinguish between primary and secondary sources.</p> <p>Devise, ask and answer more complex questions about the past, considering key concepts in history.</p> <p>Select relevant sections of information independently giving reasons for choices.</p>	<p>Devise and ask complex questions; contrast and organise responses by selecting and organising relevant historical data.</p> <p>Recognise primary and secondary sources – ability to analyse information.</p> <p>Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Develop a broad understanding of ancient civilisations, e.g. The Mayans</p>

<p>Historical interpretation</p>	<p>Can talk about a picture of when they were a baby</p> <p>Understand how others might be feeling in different historical periods</p> <p>Comment on images of familiar situations in the past</p> <p>Can talk about what they see – that is old, red, soft.</p>	<p>Describe events in some detail.</p> <p>Use prompts such as photographs or leaflets to talk about things that have happened in the past.</p>	<p>Begin to identify different ways to represent the past, e.g. photos, stories, adults talking about the past. (invite visitor to school)</p>	<p>Compare pictures or photographs of people or events in the past.</p> <p>Able to identify different ways to represent the past, e.g. fictional accounts, illustrations, films, song, museum displays</p> <p>Confidently describe similarities and differences between a collection of artefacts.</p> <p>Discuss the effectiveness of sources – ability to communicate understanding of the past in a variety of ways.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Compare different versions of the same event/ story.</p>	<p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources showing increasing awareness of the different versions of the past.</p> <p>Use evidence to reconstruct life in time studied.</p>	<p>Compare accounts of events from different sources. Fact or fiction? Reliable or not?</p> <p>Offer some reasons for different versions of events, showing understanding that the past is represented and interpreted in different ways.</p> <p>Develop an understanding of the reliability of sources.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction, and opinion.</p> <p>Awareness that different evidence will lead to different conclusions; ability to reach a balanced conclusion.</p>
<p>Continuity and change</p>	<p>Discuss their own life story and families history (photos and memories)</p> <p>Explore how things work and have changed over time. e.g. wind-up toys and pullys</p>	<p>Identify differences in their appearance and behaviour now compared to when they were a baby</p> <p>Identify how things may look different between the past and present</p>	<p>Identify some changes between then and now, e.g. toys.</p> <p>Know some things that stay the same.</p>	<p>Describe some historical changes locally and nationally.</p>	<p>Make links between main events, situations and changes within and across periods.</p> <p>Compare a time period from the past with our life today.</p>	<p>Look for links and effects in time studied.</p> <p>Study change through the lives of significant individuals.</p>	<p>Identify and explain change and continuity within and across periods.</p>	<p>Analyse change for type, extent and speed, and use more precise vocabulary, e.g. slow, gentle, progress.</p>
<p>Causes and consequences</p>			<p>Recognise why people did things and why events happened.</p>	<p>Understand what a consequence is and give examples.</p> <p>Recognise what happened as a result of people’s actions or events.</p>	<p>Identify consequences of events, situations and changes.</p> <p>Begins to identify results of historical events, situations and changes.</p> <p>Identify reasons for and results of people’s actions.</p> <p>Understand why people may have had to do something.</p>	<p>Give reasons for the cause and consequences of events, situations and changes.</p> <p>Identify results of historical events, situations and changes.</p> <p>Offer a reasonable explanation for some events.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Make links between main events, situations and changes within and across periods; give some reasons with evidence of why changes occurred.</p>	<p>Draw contrasts and spot trends when exploring cause and consequence.</p> <p>Begins to offer explanations about why people in the past acted as they did.</p>	<p>Analyse the reasons for, and the results of, historical events, situations and changes.</p> <p>Can confidently offer explanations about why people in the past acted as they did.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p>

<p>Similarities and differences</p>	<p>Begin to comment on what is the same and different between old and new objects.</p>	<p>Can say what is the same and different in themselves and their family over time</p> <p>Think about the perspectives of others.</p> <p>Identify similarities and differences in old and new objects.</p>	<p>Identify similarities and differences between then and now, including their own lives.</p> <p>Begin to describe similarities and differences in artefacts.</p>	<p>Make some observations about similarities and differences within a period, e.g. rich and poor.</p>	<p>Compare different ways of life within a period, e.g. social, local and individual.</p>	<p>Give reasons for similarities and differences within a period, e.g. social, local and individual.</p>	<p>Explain people's diverse experiences within a period.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Study different aspects of life of different people</p> <p>Compare life in early and late times studied.</p>	<p>Draw contrasts across periods when exploring similarities and differences.</p> <p>Find out about beliefs, behaviour and characteristics of people.</p> <p>Study different aspects of life of different people – men and women/ Black and White citizens</p> <p>Compare beliefs and behaviour with another period studied.</p> <p>Compare and contrast the locality from different eras.</p>
<p>Significance</p>	<p>Able to talk about an important event in life such as a birth or a wedding</p>	<p>Can talk about special, holidays and events involving family members.</p> <p>To understand that we celebrate an event because of something that happened a long time ago.</p>	<p>Recognise and make simple observations about what was important in an historical event/ account. Eg. introduction of electricity and impact on toys today</p>	<p>Understand the term 'significant' and give some examples.</p> <p>Know why someone or something was important.</p>	<p>Identify significant people and events within a period.</p>	<p>Understand what makes something significant, e.g. affecting lots of people, leading to other events.</p>	<p>Understand how significance can develop over a longer period of time.</p>	<p>Compare the significance of events, people and developments in their context, with their significance in the present day.</p> <p>Give reasons why some events, people or developments are seen as more significant than others.</p>
<p>Overarching historical Vocabulary</p>	<p><u>EYFS</u> First Then After Before Yesterday Tomorrow Baby Old New</p>		<p><u>Key Stage 1</u> Century Chronological order Living memory Similarities Differences Opinion Fact Source Interpret Enquire/enquiry Impact Research Evidence Experts Significant Recent Lifetime</p>		<p><u>Lower Key stage 2</u> Era/period BCE(before Common era) ACE (after Common Era) BC (before Christ) CE (Common Era) AD (Anno Domini) decade Archaeology Pre-history Biased Opinion Impact Consequences Continuity Monarchy</p>		<p><u>Upper key stage 2</u> Primary/secondary source Reliable Eye-witness Extent of change Extent of continuity Legacy Ambiguous Omits</p>	