



Wallsend Jubilee Primary School

Skills Progression: History

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chronology (continuous timeline from EYFS- y6)</p>	<p>Can retell an event in the correct order i.e. went down the slide, hurt finger</p> <p>Developing an awareness of time (longer and shorter periods)</p> <p>Recall past experiences</p> <p>Can remember special times or events such as a party or holiday</p> <p>Uses a range of tenses</p> <p>Can say how old they were on their last birthday</p> <p>Talk about special events such as their birthdays</p> <p>I am beginning to say what happens on what day</p>	<p>Understand and sequence the routine of the day</p> <p>Know it's a long time (1 year) between birthdays and Christmas</p> <p>Talk about past and present events in their own lives</p> <p>Use common words to describe the passing of time, e.g. before, yesterday, after, a long time ago.</p> <p>I can 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>I can talk about past and present events in the lives of family members (when mam was little etc)</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>Begins to use dates to sequence events.</p> <p>Describe memories of key events in lives extending their chronological vocabulary using words and phrases like recently, century, <i>when my parents were children and decade.</i> (link to Victorian Seaside)</p>	<p>Know that the past can be divided 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 showing increasing secure chronological knowledge.</p> <p>Use correct terminology related to the period to describe events in the past.</p> <p>Uses dates when discussing time.</p> <p>Understand more complex terms e.g. BCE/AD.</p>	<p>Develop a sense of duration by comparing periods.</p> <p>Know and sequence key events and changes within a period.</p> <p>Use relevant terms and dates</p> <p>Relate current studies to previous studies. (linked to previous timelines EYFS to Y4)</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 demonstrating an understanding of period, change, change and significant events.</p> <p>Make comparisons between different times in history demonstrating a sense of period. Linked to previous learning EYFS – Y6)</p> <p>Conduct an extended chronological study</p>
<p>Historical enquiry</p>	<p>Begin to sort objects by basic property such as colour</p>	<p>Sort objects by property.</p> <p>To begin to ask questions about past events in their own and families lives.</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 source – why, what, who, how, where to ask questions and find answers.</p> <p>Choose and use parts of stories and other sources to show understanding of events.</p> <p>Discuss the effectiveness of sources – ability to communicate understanding of the past in a variety of ways.</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</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</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>Develop an understanding of the reliability of sources.</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</p>

					specific questions of various sources.	considering aspects of change, cause, similarity and difference and significance. Infer from sources.		gathering from several sources together in a fluent account.
Historical interpretation	Can talk about a picture of when they were a baby	Can use a prompt such as a photo or memento to talk about a past event in their own life or the life of a family member e.g. a wedding or birthday	Begin to identify different ways to represent the past, e.g. photos, stories, adults talking about the past. (invite visitor to school)	Compare pictures or photographs of people or events in the past. Able to identify different ways to represent the past, e.g. fictional accounts, illustrations, films, song, museum displays Visit to Newcastle Quayside	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness. Compare different versions of the same event/ story.	Look at the evidence available. Begin to evaluate the usefulness of different sources showing increasing awareness of the different versions of the past. Use of text and historical knowledge.	Compare accounts of events from different sources. Fact or fiction? Reliable or not? Offer some reasons for different versions of events, showing understanding that the past is represented and interpreted in different ways.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction, and opinion. Awareness that different evidence will lead to different conclusions; ability to reach a balanced conclusion.
Range and depth of historical knowledge	Can look closely at an object and talk about a feature - such as it is soft / it is red Can make links between an item and themselves – that's red like my coat Know when something is the same i.e. if they both have the same top	Can identify similarities and differences in objects. Can identify and talk about links between objects Can identify which is old /which is new based on appearance, and give reasons why	Begin to describe similarities and differences in artefacts. Drama – why people did things in the past. Use a range of sources to find out characteristic features of the past.	Find out about people and events in other times. (Samuel Pepys) Collections of artefacts – confidently describe similarities and differences. Drama – develop empathy and understanding (hot seating, speaking and listening).	Find out about everyday lives of people in time studied. Compare Stone age with our life today. Identify reasons for and results of people's actions. Understand why people may have had to do something. Study an ancient civilization in detail - Egypt	Use evidence to reconstruct life in time studied.(hold a Victorian Day) Identify key features and events look for links and effects in time studied. Offer a reasonable explanation for some events. Study change through the lives of significant individuals Queen Victoria.	Study different aspects of life of different people Examine causes and results of great events and the impact on people. Compare life in early and late times studied. Compare an aspect of life with the same aspect in another period.	Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Study different aspects of life of different people – differences between men and women/ Black and White citizens Compare beliefs and behaviour with another period studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied. Compare and contrast the locality from different eras. Develop a broad understanding of ancient civilisations, e.g. The

								Mayans
Continuity and change	Can say that once they were a baby	Identify differences in their appearance and behaviour now compared to when they were a baby	Identify some changes between then and now, e.g. toys. Know some things that stay the same.	Describe some historical changes.	Make links between main events, situations and changes within and across periods.	Make links between main events, situations and changes within and across periods; give some reasons with evidence of why changes occurred.	Identify and explain change and continuity within and across periods.	Analyse change for type, extent and speed, and use more precise vocabulary, e.g. slow, gentle, progress.
Causes and consequences		Can understand that actions have consequences	Recognise why people did things and why events happened.	Understand what a consequence is and give examples. Recognise what happened as a result of people's actions or events.	Identify consequences of events, situations and changes. Begins to identify results of historical events, situations and changes.	Give reasons for the cause and consequences of events, situations and changes. Identifies results of historical events, situations and changes.	Draw contrasts and spot trends when exploring cause and consequence. Begins to offer explanations about why people in the past acted as they did.	Analyse the reasons for, and the results of, historical events, situations and changes. Can confidently offer explanations about why people in the past acted as they did.
Similarities and differences		Can say what is the same and different in themselves and their family over time	Identify similarities and differences between then and now, including their own lives.	Make some observations about similarities and differences within a period, e.g. rich and poor.	Compare different ways of life within a period, e.g. social, belief, local and individual.	Give reasons for similarities and differences within a period, e.g. social, belief, local and individual.	Understand and explain people's diverse experiences within a period.	Draw contrasts across periods when exploring similarities and differences.
Significance	Able to talk about a significant event in my own life such as a birth or a wedding	Can talk about special birthdays, holidays and events involving family members. Can follow a recount of a historical event and answer questions	Recognise and make simple observations about what was important in an historical event/ account. Eg introduction of electricity and impact on toys today	Understand the term 'significant' and give some examples. Know why someone or something was important.	Identify significant people and events within a period.	Understand what makes something significant, e.g. affecting lots of people, leading to other events. E.g. Mining/Roman Wall	Understand how significance can develop over a longer period of time.	Compare the significance of events, people and developments in their context, with their significance in the present day. Give reasons why some events, people or developments are seen as more significant than others.
Organisation and communication			Visitor to school –toys	Display visit to Quayside Assembly (Summer term)	Visit to Durham oriental Museum Assembly Autumn term - Egyptians	Victorian Day Segedunum Visit Assembly- Victorians Spring term	Greek day Display Autumn Assembly- Greeks	Display Summer term – leavers assembly
Overarching historical Vocabulary	EYFS Past Present Traditions Communities Remember memories		Key Stage 1 Century Chronological order Living memory Similarities Differences Opinion Fact Source Interpret Enquire/enquiry Impact Research Evidence Experts		Lower Key stage 2 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		Upper key stage 2 Primary/secondary source Evidence Reliable Eye-witness Extent of change Extent of continuity Legacy Ambiguous omits	

			Significant Recent lifetime	monarchy	
--	--	--	-----------------------------------	----------	--