

Progression in History skills: Key Stage 1

Skill	Year 1 Expectations	Year 2 Expectations
1. To understand where the events they study about fit into the chronological framework.	<p>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, focusing on how long-ago things took place (how long ago since I was born, my mum/dad were born etc.) Puts this information into basic timelines. Progresses to consider how long ago the events they study about took place, making comparisons to other events they know about. Begins by ordering the events they study and then thinking about events in terms of ‘a long time ago,’ ‘a very long time ago,’ ‘a short time ago,’ and ‘recently.’ When they are comfortable with this, they will begin to consider how long 100 years ago was and the look at events in terms of ‘less than 100 years ago,’ ‘more than 100 years ago,’ ‘more than 1000 years ago,’ etc. Begins to compare events on timelines.</p>	<p>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?’ ‘Which happened more recently?’ etc. Orders and reorders events on a timeline. Beginning to consider how much time passed between the events they study as well as how long ago they took place from today. Begins to make comparisons between the amount of time which took place between events, identifying those which are closer together and those which are further apart. Beginning to understand that when events took place within a shorter time of each other, life and society during these times had more in common than those which took place over a greater amount of time.</p>
2 To identify similarities and differences between ways of life in different periods.	<p>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 (for example, seaside holidays).</p>	<p>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.</p>
3. To ask questions about events which are relevant and develop their understanding	<p>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.</p>	<p>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.</p>

<p>4. To answer questions about events by selecting specific parts of stories/sources to show their understanding.</p>	<p>Understands that stories and sources can provide us with information about the past. Beginning 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 etc.</p>	<p>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.</p>
<p>5. To understand some of the ways in which we find out about the past.</p>	<p>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.</p>	<p>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 periods and are for others.</p>
<p>6. To identify different ways in which the past is represented.</p>	<p>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. They can identify some of the different things the different sources can tell us about the event/person/time they are studying.</p>	<p>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 being studied. Beginning to be able to evaluate how useful a source is and make comparisons between sources in terms of how useful they are in providing information.</p>
<p>7. To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Uses chronological understanding to understand what is meant by 'living memory'. Learns about the changes which have happened in exploration during living memory, with the focus on significant inventions and the changes these inventions brought to society, with focus on: the changes in technology. (what they knew after that they didn't know before); the impact this had on man's thoughts/feelings on what was possible/what they could achieve. Also learns about changes within living memory that have taken place in the countryside and at the seaside, with focus on what has caused/enabled these changes to happen.</p>	<p>Will develop understanding of changes which have taken place within living memory in a number of areas, for example during Queen Elizabeth II's reign.</p>
<p>8. To learn about events beyond living memory that are significant nationally or globally [for example, the</p>	<p>Uses chronological understanding to understand what is meant by term 'beyond living memory.' For example, learns about the Great Fire of London, how life was different at this time and why the event is still remembered/its significance today.</p>	<p>Uses chronological understanding to compare how long ago different events beyond living memory took place. Specifically studies The Battle of Hastings, The Gunpowder Plot and World War I, learning about key events and their significance at the time and today. Learns about what</p>

<p>Great Fire of London, the first aero plane flight or events commemorated through festivals or anniversaries].</p>	<p>Investigating the contrast between earth at this time compared to today and the difference in where knowledge about this time comes from compared to other periods studied.</p>	<p>it would have been like to live during times beyond living memory and makes comparisons to how this would have been different to today.</p>
<p>9. To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee]</p>	<p>Learns about significant individuals and their achievements and why these were important (nationally and internationally). Comparisons are made between them, why they were different and the differences between life/society at this time.</p>	<p>Learns about significant individuals and their achievements and why these were important (nationally and internationally). Comparisons are made between them, why they were different and the differences between life/society at this time. Comparisons are also made/similarities drawn on the significance of them to others.</p>
<p>10. To learn about significant events, people and places in their own locality.</p>	<p>Carries out a class investigation into the impact of The Great Fire of Nantwich.</p>	<p>Learns about significant events in the locality, why they were significant and who was involved as well as why they are still remembered today 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. World War I and the local war memorial.</p>

Progression in History Key Stage 2

SKILL	YEAR 3 EXPECTATIONS	YEAR 4 EXPECTATIONS	YEAR 5 EXPECTATIONS	YEAR 6 EXPECTATIONS	KEY STAGE 3 EXPECTATIONS
<p>1. To develop a chronologically secure knowledge of British, local and world history.</p>	<p>Learns where the Stone Age, Iron Age, and the Roman Empire in Britain and the wider world fit into the chronological time frame. Can relate this to present day and other periods of history/events they have previously studied.</p>	<p>Learns where the Anglo Saxons, Scots and Vikings in Britain and the wider world fit into the chronological time frame. Learns where the Ancient Greek civilisation fit into the chronological time frame. Can relate this to present day and other periods of history/events they have previously studied.</p>	<p>Learns where the Ancient Egyptians fit into the chronological time frame. Can relate this to present day and other periods of history/events they have previously studied. Develops an understanding of the chronological development of their local area and can relate this to changes in society and technology.</p>	<p>Learns where the Mayans fit into the chronological time frame. Can relate this to present day and other periods of history/events they have previously studied. Develops an understanding of the chronological development of crime and punishment and can relate this to the development of and changes to society, including the development of technology.</p>	<ul style="list-style-type: none"> • Pupils should extend and deepen their chronologically, secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. • Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. • They should use historical terms and concepts in increasingly sophisticated ways. • They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. • They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.
<p>2. To address historically valid questions about change, cause, similarity, difference and significance.</p>	<p>Understands the historical concepts of continuity and change and can address historically valid questions relating to these concepts in the periods they study. Can say what is similar and what is different when comparing periods of history. Can identify some reasons for why specific events happened or changes occurred. May require scaffold in organising this information into answers to questions.</p>	<p>Builds on understanding from Y3 to begin to be able to identify contrasts and trends within the periods they study and between periods of study and other periods they have knowledge about. Begins to develop an understanding of the term significance and why this is relevant in history. Can create their own structured accounts to answer questions, though some details may be sparse.</p>	<p>Builds of understanding of Y3 and Y4 but detail and accuracy in answers provided linked to previously learned concepts is greater. Is also now developing understanding of cause and consequence and is beginning to make connections between these two concepts in the periods/events they study.</p>	<p>Builds on learning and understanding from Y3, Y4 and Y5 to now be confident in addressing historically valid questions about all concepts described. Can identify which concept the question is addressing and focuses answers with this in mind.</p>	

<p>3. To devise historically valid questions about change, cause similarity, difference and significance.</p>	<p>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 investigation of this. Tries to identify some reasons for why specific events happened or changes occurred. May require scaffold in ensuring focus in question.</p>	<p>Builds on understanding from Y3 to begin to be able to investigate contrasts and trends within the questions they devise. Begins to develop an understanding of the term significance, why this is relevant in history and attempts to shape questions to focus on investigating the significance of events. Can create their own questions which are become more focused on concepts they are investigating.</p>	<p>Builds of understanding of Y3 and Y4 but focus in questions devised and the link to the concept being investigated is further improving. Is also now developing understanding of cause and consequence and is beginning to devise questions which help establish connections between these two concepts in the periods/events they study.</p>	<p>Builds on learning and understanding from Y3, Y4 and Y5 to now be confident in devising historically valid questions about all concepts described. Is clear about which historical concept they are investigating through their questions and is focused towards this in the questions they ask to seek focused answers.</p>	
<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. When direction or scaffold is provided, can select and organise information to respond to historical questions/present their ideas.</p>	<p>Builds on learning in Y3 and can now make links between historical claims and evidence even when this is not directly presented to them. Selects evidence from a range of sources available to inform their responses to historical questions/inform their ideas. May require support in organising their responses/information within them to ensure their ideas are coherent.</p>	<p>Building from learning in Y3 and Y4, can now independently select evidence from a range of sources to inform their responses. This selection is more focused in that only specific parts of a source might be referred to which directly link to a specific point being made. Now independently organises information to create historically secure arguments/statements</p>	<p>Builds on learning from Y3, Y4 and Y5 to independently construct their responses to questions/historical tasks by investigating, evaluating and then selecting historical information from a range of sources. Can organise this information to build a coherent argument or answer.</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. When scaffold is provided, begins to be able to explain some reasons for why.</p>	<p>Builds on learning in Y3 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 for why. Can label some types of historical sources and make valid predictions on the period/era it came from, based on evidence.</p>	<p>Builds on work in Y3 and 4 to be able to suggest when certain methods of historical enquiry might be more appropriate than others. Can accurately evaluate the validity and value of a range of historical sources, based on evidence. Can label specific types of historical sources, explaining which period of history they might be from and providing evidence to support this.</p>	<p>Builds on learning from Y3, Y4 and Y5 to now be able to discuss a range of methods of historical enquiry, explaining when and why each are used, as well as the limits of each. Independently evaluates a range of sources and can fully explain why some are more valid than others. Can accurately predict periods of history specific sources may be from, providing evidence to justify these ideas.</p>	
<p>6. Changes in Britain from the Stone Age to the Iron Age</p>	<p>Can explain some of the changes and developments which took place during Stone Age Britain to Bronze Age Britain, with specific focus on:</p> <ul style="list-style-type: none"> • Achievements • Food/farming • Beliefs • Medicine 	<p>Is able to refer back to learning which took place in Y3 and make comparisons to life in the Stone and Bronze ages compared to life in periods of history studied specifically in these year groups. Specific contrasts made will be between these periods with other periods of British history and with what was happening in the rest of the world at this time.</p>			

<p>7. The Roman Empire and its impact on Britain.</p>	<p>Develops knowledge of the key aspects of the Roman Empire and can explain the impact it had on Britain. There is specific focus on:</p> <ul style="list-style-type: none"> • Achievements • Food/farming • Beliefs • Medicine 				
<p>8. Britain's settlement by Anglo-Saxons and Scots.</p>		<p>Develops knowledge of why the Anglo-Saxons and Scots settled in Britain. There is specific emphasis on:</p> <ul style="list-style-type: none"> • Achievements • Food/farming • Beliefs • Medicine 			
<p>9. The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>		<p>Develops and understanding of the raids and invasions which were carried out during this time, the motivation of the raiders and invaders and the impact they had on Britain.</p> <p>There is specific emphasis on:</p> <ul style="list-style-type: none"> • Achievements • Food/farming • Beliefs • Medicine 			

<p>10. A local history study.</p>			<p>Uses taught skills of historical enquiry and source analysis to devise and answer their own questions about the place where they live. This might include how it came to be a place of settlement, any significant individuals or events which are linked to the area and any specific achievements, successes or misfortunes the area has experienced.</p>		
<p>11. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>			<p>Develops an understanding of the changes in Britain since WWII and the impact WWII had on the local area and Britain.</p>	<p>Develops an understanding of the changes in crime and punishment in Britain from Medieval times to today. Looks at how society's opinion of crime and criminals have altered, differences in how they are treated and why these differences occur.</p> <p>Develops an understanding of how the Victorians changed Britain. Look at how the Victorian era was important and to analyse different perspectives of the era.</p>	
<p>12. The achievements of the earliest civilizations- an overview of where and when the first civilizations</p>			<p>Investigates the life of the Ancient Egyptians to come to understand why the civilisation came to settle around the Nile and how</p>		

<p>appeared and a depth of study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>			<p>they managed to survive for such a long period. Specifically looks at:</p> <ul style="list-style-type: none"> • Achievements • Food/farming • Beliefs • Medicine 		
<p>13. Ancient Greece- a study of Greek life and achievements and their influence on the western world</p>		<p>Develops a knowledge about Ancient Greece society and everyday life. Investigates how they have influenced the western world specifically as well as investigating:</p> <ul style="list-style-type: none"> • Achievements • Food/farming • Beliefs • Medicine 			
<p>14. A non-European society that provides contrasts with British history- one study chosen from: early Islamic civilization, including a study of Bagdad c. AD 900; Mayan civilization c. AD 900; Benin</p>				<p>Develops knowledge and understanding of the Mayan civilization. Including:</p> <ul style="list-style-type: none"> • Achievements • Food/farming • Beliefs • Medicine <p>And makes comparisons to British history at this time.</p>	

(West Africa) c. AD 900- 1300.					
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As specific periods of history are studied, pupils will be expected to refer back to learning which took place in previous years to make comparisons to life between different periods. Specific contrasts will be made between periods within British history and between what was going on in Britain compared to other areas at specific times.