

Progression of History Paget Primary School KS1/2

Year 1



Progression of Skills in History

Chronological understanding			Historical knowledge				Interpretations of history		Historical enquiry
Sequence events in their life	Sequence 3 or 4 artefacts from distinctly different periods of time	Match objects to people of different ages	Recognise the difference between past and present in their own and others	They know and recount episodes from stories about the past	Begin to learn about a local significant individual	Begin to compare significant individuals	Use stories to encourage children to distinguish between fact and	Compare adults talking about the past - how reliable are their memories?	Find answers to simple questions about the past from sources of

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y1</b>	Changes within living memory  Black History Day  Significant individuals – <b>Florence Nightingale/Mary Seacole</b>  Changes in living memory	Compare aspects of the past – based on toys		Compare aspects of the past – school and local area.  Josiah Mason		

Year 2



Chronological understanding			Historical Knowledge		Interpretations of history			Historical enquiry
Sequence artefacts closer together in time	Sequence photographs from different periods of their life	Describe memories of key events in life	Recognise why events happened	Identify differences between time periods.	Compare 2 versions of a past event	Compare pictures or photographs of people or events in the past	Discuss reliability of photos/ accounts/stories	Use a source - observe or handle sources to answer questions about the

Communicate their knowledge through:  
 Discussion...  
 Drawing pictures...  
 Drama/Role play...  
 Making models...  
 Writing...  
 Using ICT...

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y2</b>	Compare aspects of their own lives  Compare aspects of life of significant individuals  ( <b>Ruby Bridges and Rosa Parks</b> ) comparing aspects of school life and hospital changes.		Great Fire of London  Compare aspects of life at a different period of time			

### Year 3

Chronological understanding			Historical knowledge				Interpretations of history			Historical enquiry			
Place the time studied on a time line	Use dates and terms related to the study unit and passing of time	Sequence several events or artefacts	Find out about every day lives of people in time studied	Compare with our life today	Identify reasons for and results of people's actions	Understand why people may have wanted to do something	Identify and give reasons for different ways in which the past is represented	Distinguish between different sources – compare	Look at representations of the period – museum,	Use a range of sources to find out about a period	Observe small details – artefacts, pictures	Select and record information relevant	Begin to use the library and internet for research
Organisation and communication			Communicate their knowledge through:										
			Discussion...										
			Drawing pictures...										
			Drama/Role play...										
			Making models...										
			Writing...										
			Using ICT...										

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y3</b>	Stone Age to Iron Age  Black History	Stone Age to Iron Age	Local history inc. local maps			Famous Scientists

### Year 4

Chronological understanding			Historical knowledge				Interpretations of history			Historical enquiry				
Place events from period studied on time line	Use terms related to the period and begin to date	Understand more complex terms eg BC/AD	Use evidence to reconstruct life in time studied	Identify key features and events of time studied	Look for links and effects in time studied	Offer a reasonable explanation for some events	Learn about a significant individual	Look at the evidence available	Begin to evaluate the usefulness of different sources	Use text books and historical knowledge	Use evidence to build up a picture of a	Choose relevant material to present a	Ask a variety of questions	Use the library and internet for research
Recall, select and organise historical information														
Communicate their knowledge and understanding														

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y4</b>	What the Romans did for us?  What the Romans left behind.  Boudicca					Earliest ancient civilisations- Ancient Egyptians (masks and sculptures).

## Year 5

Chronological understanding			Historical knowledge				Interpretations of history		Historical enquiry				
Know and sequence key events of time studied	Use relevant terms and period labels	Make comparisons between different times in the past	Study different aspects of different people - differences between men and women	Examine causes and results of great events and the impact on people	Compare life in early and late 'times' studied	Compare an aspect or lie with the same aspect in another period	Research a significant individual	Compare accounts of events from different	Offer some reasons for different versions of	Begin to identify primary and secondary	Use evidence to build up a picture of a past event	Select relevant sections of information	Use the library and internet for research with increasing

Recall, select and organise historical information  
Communicate their **knowledge and understanding**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y5</b>	Anglo Saxons and Vikings, including Roman withdrawal from Britain, Scots invasion, Invasions. Settlements and kingdoms, Viking invasions, Danegald, Edward the Confessor		Shakespeare		Ancient Greeks	

## Year 6

Chronological understanding			Historical knowledge				Interpretations of history				Historical enquiry			
Place current study on time line in relation to other studies	Use relevant dates and terms	Sequence up to 10 events on a time line	Find out about beliefs, behaviour and characteristics of people,	Compare beliefs and behaviour with another time studied	write another explanation of a past event in terms of cause and effect using	Know key dates, characters and events of time studied	Link sources and work out how conclusions	Consider ways of checking the accuracy of interpretations	Be aware that different evidence will lead to	Confidently use the library and internet for research	Recognise primary and secondary sources	Use a range of sources to find out about an aspect of	suggest omissions and the means of	Bring knowledge gathered from several

Select and organise information to produce structured work, making appropriate use of dates and terms.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y6</b>	Historical study of a non-European country - China		Extended period – Victorians		WW2	