



# History Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<p><u>Gun powder plot and local people in history</u> use words and phrases like: old, new and a long time ago</p> <p>they recognise that a story that is read to them may have happened a long time ago</p> <p>they know that some objects belonged to the past they retell a familiar story set in the past</p>	<p><u>Great Fire of London</u> use words and phrases like: <i>'before I was born'</i>, <i>'when I was younger'</i></p> <p>use the words 'past' and 'present' correctly</p>	<p><u>Stone Age/Iron Age/Bronze Age</u> describe events and periods using the words: BC, AD and decade</p> <p>describe events from the past using dates when things happened</p> <p>describe events and periods using the words: ancient and century</p> <p>timeline within a specific time in history to set out the order things may have happened</p>	<p><u>Ancient Greece</u></p> <p>place periods of history on a timeline showing periods of time</p> <p>use their mathematical skills to round up time differences into centuries and decades</p>	<p><u>The Romans</u></p> <p>draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc</p> <p>use their mathematical skills to work out exact time scales and differences as need be</p>	<p><u>World wars 1+2</u></p> <p>they say where a period of history fits on a timeline</p> <p>place a specific event on a timeline by decade</p> <p>they place features of historical events and people from past societies and periods in a chronological framework</p>
	<p><u>My Family and local life</u> Talk about things that happened when they were little</p> <p>they put up to three objects in chronological order (recent history)</p> <p>explain how they have changed since they were born</p>	<p><u>The Victorians and Stephenson's railway</u></p> <p>use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning</p> <p>use the words 'past' and 'present' correctly</p>	<p><u>Ancient Egypt</u> describe events and periods using the words: BC, AD and decade</p> <p>describe events from the past using dates when things happened</p> <p>describe events and periods using the words: ancient and century use a timeline within a specific time in history to set out the order things may have happened</p> <p>use their mathematical knowledge to work out how long ago events would have happened</p>	<p><u>Mayans</u></p> <p>place periods of history on a timeline showing periods of time</p> <p>use their mathematical skills to round up time differences into centuries and decades</p>	<p><u>Anglo Saxons and Vikings</u></p> <p>draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc</p> <p>use their mathematical skills to work out exact time scales and differences as need be</p>	<p><u>Leisure and entertainment through the ages</u></p> <p>they say where a period of history fits on a timeline</p> <p>they place features of historical events and people from past societies and periods in a chronological framework</p>
	<p><u>Tale of 2 Princes</u> they put up to three objects in chronological order (recent history)</p>	<p><u>Famous women in history</u></p> <p>use the words 'past' and 'present' correctly</p> <p>they use a range of appropriate words and phrases to describe the past</p>	<p><u>Local History Coal</u></p> <p>describe events and periods using the words: BC, AD and decade</p> <p>describe events and periods using the words: ancient and century</p> <p>use a timeline within a specific time in history to set out the order things may have happened</p> <p>use their mathematical knowledge to work out how long ago events would have happened</p>	<p><u>Local History- History of rugby league</u></p> <p>plot recent history on a timeline using centuries</p> <p>use their mathematical skills to round up time differences into centuries and decades</p>	<p><u>Local History – railways</u></p> <p>use dates and historical language in their work</p> <p>use their mathematical skills to work out exact time scales and differences as need be</p>	<p><u>Local History- Glass</u></p> <p>they say where a period of history fits on a timeline</p>



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<b>Knowledge and interpretation of events people and changes in the past</b>	<p><b>Gun powder plot and local people in History</b> recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago</p>	<p><b>Great Fire of London</b> they recount some interesting facts from an historical event</p> <p>they explain why Britain has a special history by naming some famous events and some famous people</p>	<p><b>Stone Age/Iron Age/Bronze Age</b> appreciate that the early Brits would not have communicated as we do or have eaten as we do</p> <p>begin to picture what life would have been like for the early settlers</p>	<p><b>Ancient Greece</b> appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</p> <p>appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</p>	<p><b>The Romans</b> describe historical events from the different period/s they are studying/have studied</p> <p>make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p>	<p><b>World wars 1+2</b> summarise the main events from a specific period in history, explaining the order in which key events happened</p> <p>summarise how Britain has had a major influence on world history</p>
	<p><b>My family and local life</b> they begin to identify the main differences between old and new objects</p> <p>they identify objects from the past, such as vinyl records</p>	<p><b>The Victorians and Stephenson's railway</b> they recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later</p> <p>they recount some interesting facts from an historical event</p> <p>they explain why Britain has a special history by naming some famous events and some famous people</p>	<p><b>Ancient Egypt</b> suggest why certain people acted as they did in history</p>	<p><b>Mayans</b> know that people who lived in the past cooked and travelled differently and used different weapons from ours</p> <p>appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</p>	<p><b>Anglo Saxons and Vikings</b> describe historical events from the different period/s they are studying/have studied</p> <p>make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p> <p>appreciate that significant events in history have helped shape the country we have today</p>	<p><b>Leisure and entertainment through the ages</b> describe features of historical events and people from past societies and periods they have studied</p> <p>recognise and describe differences and similarities/ changes and continuity between different periods of history</p>
	<p><b>Tale of 2 princes</b> appreciate that some famous people have helped our lives be better today</p> <p>understand that we have a queen who rules us and that Britain has had a king or queen for many years</p> <p>they identify objects from the past, such as royal memorabilia</p>	<p><b>Famous women in history</b> they recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later</p>	<p><b>Local History Coal</b> suggest why certain people acted as they did in history</p>	<p><b>Local History- History of rugby league</b> they explain how events from the past have helped shape our lives</p> <p>recognise that the lives of wealthy people were very different from those of poor people</p>	<p><b>Local History – railways</b> make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p> <p>appreciate that significant events in history have helped shape the country we have today</p>	<p><b>Local History- Glass</b> describe features of historical events and people from past societies and periods they have studied</p>



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<b>Historical enquiry</b>	<p><b>Gun powder plot and local people in History</b></p> <p>answer questions using a artefact/ photograph provided</p> <p>give a plausible explanation about what an object was used for in the past</p>	<p><b>Great Fire of London</b></p> <p>answer questions by using a specific source, such as an information book</p> <p>research the life of a famous Briton from the past using different resources to help them</p>	<p><b>Stone Age/Iron Age/Bronze Age</b></p> <p>use various sources of evidence to answer questions</p> <p>they, through research, identify similarities and differences between given periods in history</p>	<p><b>Ancient Greece</b></p> <p>research two versions of an event and say how they differ</p>	<p><b>The Romans</b></p> <p>they test out a hypothesis in order to answer a question</p> <p>appreciate how historical artefacts have helped us understand more about British lives in the present and past</p>	<p><b>World wars 1+2</b></p> <p>they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint</p> <p>identify and explain their understanding of propaganda</p> <p>describe a key event from Britain's past using a range of evidence from different sources</p>
	<p><b>My family and local life</b></p> <p>ask and answer questions about old and new objects</p> <p>spot old and new things in a picture</p> <p>give a plausible explanation about what an object was used for in the past</p>	<p><b>The Victorians and Stephenson's railway</b></p> <p>answer questions by using a specific source, such as an information book</p> <p>research the life of a famous Briton from the past using different resources to help them</p> <p>research about a famous event that happens in Britain and why it has been happening for some time</p>	<p><b>Ancient Egypt</b></p> <p>recognise the part that archaeologists have had in helping us understand more about what happened in the past</p> <p>use various sources of evidence to answer questions</p> <p>research a specific event from the past</p>	<p><b>Mayans</b></p> <p>give more than one reason to support an historical argument</p>	<p><b>Anglo Saxons and Vikings</b></p> <p>they test out a hypothesis in order to answer a question</p> <p>appreciate how historical artefacts have helped us understand more about British lives in the present and past</p>	<p><b>Leisure and entertainment through the ages</b></p> <p>appreciate how historical artefacts have helped us understand more about British lives in the present and past</p>
	<p><b>Tale of 2 princes</b></p> <p>ask and answer questions about old and new objects</p> <p>give a plausible explanation about what an object was used for in the past</p>	<p><b>Famous women in history</b></p> <p>answer questions by using a specific source, such as an information book</p>	<p><b>Local History Coal</b></p> <p>use various sources of evidence to answer questions</p> <p>use their 'information finding' skills in writing to help them write about historical information</p>	<p><b>Local History- History of rugby league</b></p> <p>they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</p>	<p><b>Local History – railways</b></p> <p>they test out a hypothesis in order to answer a question</p>	<p><b>Local History- Glass</b></p> <p>pose and answer their own historical questions</p>



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<b>Organisation and communication</b>	Communicate their knowledge through: Discussion; Drawing pictures; Drama/role play; Making models; Using ICT and simple written work.	Communicate their knowledge through: Discussion; Drawing pictures; Drama/role play; Making models; Using ICT and written work including reports and diaries.	Communicate their knowledge through: Discussion; Drawing pictures; Drama/role play; Making models; Using ICT and written work including reports, newspaper reports and explanation texts	Communicate their knowledge through: Discussion; Drawing pictures; Drama/role play; Making models; Using ICT and written work including reports, playscripts and explanation texts	Communicate their knowledge through: Discussion; Drawing pictures; Drama/role play; Making models; Using ICT and written work including reports, playscripts, narratives and explanation texts	Communicate their knowledge through: Discussion; Drawing pictures; Drama/role play; Making models; Using ICT and written work including reports, playscripts, narratives, discursive and explanation texts

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<b>Possible Enrichment opportunity</b>	Interviewing parents, Grandparents and local people.  A walk around the local area	Visit to Rainhill train museum	Visit to Liverpool World Museum	Mayan mask making	Trip to DEWA roman experience in Chester	Visit to ST Helens World of Glass



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