



North Marston C of E School



History Skills Progression



Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Vocabulary used:</p> <p>Next, now, later, days, months, old, young, older, younger, new, baby, grandparent, parent, time. Birthdays, change, grow</p>	<p>Sequence some events or 2 related objects in order</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p> <p>Vocabulary</p> <p>Past present thatched Parents</p> <p>Grandparents</p> <p>Materials</p> <p>Windows Beams</p> <p>Tudor Yeoman Windmill</p> <p>John Schorne Well</p> <p>Florence Nightingale</p> <p>Century</p> <p>Queen Victoria</p> <p>Crimean War</p> <p>Vocabulary associated with space</p> <p>Local farmer to talk about their history</p>	<p>Recount changes in own life over time</p> <p>Puts 3 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p> <p>Vocabulary</p> <p>Past present thatched Parents</p> <p>Grandparents</p> <p>Materials</p> <p>Windows Beams</p> <p>Tudor Yeoman Windmill</p> <p>John Schorne Well</p> <p>Florence Nightingale</p> <p>Century</p> <p>Queen Victoria</p> <p>Crimean War</p> <p>Vocabulary associated with space</p> <p>Comparison between farming then and now</p>	<p>Uses timelines to place events in order.</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade.</p> <p>Use dates and terms to describe events.</p> <p>Understand the concept of change over time.</p> <p>Vocabulary</p> <p>Chronological, Sequence, time line, after, before, during.</p> <p>(BCE)Before Common Era, (BC) Before Christ, (AD)Anno Domini, century, decade</p>	<p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Names and places dates of significant events from past on a timeline using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Vocabulary</p> <p>Chronological, Sequence, time line, after, before, during.</p> <p>(BCE)Before Common Era, (BC) Before Christ, (AD)Anno Domini, century, decade</p>	<p>Uses timelines to place and sequence local, national and international events.</p> <p>Uses timelines to understand the concept of change over time representing them along with evidence on a timeline.</p> <p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, chronological, after, before, during, Tudors, Stuarts, Victorians, religious, era and period.</p> <p>Identifies changes within and across historical periods.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to understand the concept of continuity and demonstrate changes and developments in culture, technology, religion and society, representing them along with evidence on a timeline.</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>Describes main changes in a period in history using words such as: social, political, technological and cultural.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline.</p>

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Knowledge and understanding of past events, people and changes in the past	<p>Children can talk about how they have similarities to themselves and others.</p> <p>Children can talk about how they have differences in themselves and others.</p> <p>Children can talk about the similarities and differences between families, communities and traditions at home.</p> <p>Vocabulary used:</p> <p>Next, now, later, days, months, old, young, older, younger, new, baby, grandparent, parent, time, same, different, change,</p>	<p>Tell the difference between past and present in own and other people's lives</p> <p>Vocabulary</p> <p>Past present thatched</p> <p>Parents</p> <p>Grandparents</p> <p>Materials</p> <p>Windows</p> <p>Beams</p> <p>Tudor</p> <p>Yeoman</p> <p>Windmill</p> <p>John</p> <p>Schorne</p> <p>Well</p> <p>Florence</p> <p>Nightingale</p> <p>Century</p> <p>Queen</p> <p>Victoria</p> <p>Crimean</p> <p>War</p> <p>Vocabulary associated with space</p> <p>Vocabulary associated with transport</p> <p>Farming in the past</p> <p>Great Fire</p> <p>Samuel Pepys</p> <p>Toys in the past</p>	<p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p> <p>Vocabulary</p> <p>Past present thatched</p> <p>Parents</p> <p>Grandparents</p> <p>Materials</p> <p>Windows</p> <p>Beams</p> <p>Tudor</p> <p>Yeoman</p> <p>Windmill</p> <p>John</p> <p>Schorne</p> <p>Well</p> <p>Florence</p> <p>Nightingale</p> <p>Century</p> <p>Queen</p> <p>Victoria</p> <p>Crimean</p> <p>War</p> <p>Vocabulary associated with space</p> <p>Vocabulary associated with transport</p> <p>Farming in the past</p> <p>Great Fire</p> <p>Samuel Pepys</p> <p>Toys in the past</p>	<p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Houses and settlements</p> <p>Culture and leisure activities</p> <p>Clothes, way of life and actions of people</p> <p>Buildings and their uses</p> <p>People's beliefs and attitudes</p> <p>Things of importance to people</p> <p>Differences between lives of rich and poor</p> <p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects</p>	<p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describes the social, ethnic, cultural or religious diversity of past society.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Describe the characteristic features of the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes and experiences of men, women and children may have occurred during a time period.</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied and compares them with other areas of interest around the world.</p> <p>Identifies continuity and change in the history of the locality of the school and suggests some reasons for these.</p>	<p>Chooses reliable sources of factual evidence to describe characteristic features of the past including: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; attitudes and experiences of men, women and children; differences between lives of rich and poor.</p> <p>Identifies continuity and change in the history of the locality of the school and suggests some reasons for these.</p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p>

	birthdays, years, family.			Shows changes on a timeline. Give a broad overview of life in Britain from ancient until medieval times. Vocabulary Changes, compare, social, , ideas, beliefs, attitudes and experiences	Describes how some of the past events/people affect life today. Vocabulary Characteristics, social diversity, ethnic diversity, cultural diversity or religious diversity, experiences, impact, change		Shows identified changes on a timeline. Describes similarities and differences between some people, events and objects studied. Describes how some changes affect life today. Makes links between some features of past societies.
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Historical interpretation	Children can make observations, suggest similarities and differences and explore why things may happen. Vocabulary used: Next, now, later, days, months, old, young, older, younger, new, baby, grandparent, parent, time. Birthdays, change, grow, why, because, I	Begins to identify and recount some details from the past from sources (e.g. pictures, stories) Vocabulary Florence Nightingale Crimean War Scutari House names in the village (Yeamon's Cottage , Slaughterhouse) Space vocabulary from moon landings John Schorne Well	Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things. Vocabulary Florence Nightingale Crimean War Scutari House names in the village (Yeamon's Cottage , Slaughterhouse) Space vocabulary from moon landings John Schorne Well	Looks at 2 versions of same event and identifies differences in the accounts. Vocabulary Event, similarities, differences, accounts, version, interpretation, viewpoint	Gives reasons why there may be different accounts of history. Vocabulary Event, similarities, differences, accounts, version, interpretation, viewpoint	Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this and the social context of evidence affects interpretations of history.

	can see.., I think...	Events of the great Fire					
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Historical enquiry	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Children can compare between old and new toys, books, homes (objects they can relate to)</p> <p>Vocabulary used:</p> <p>Next, now, later, days, months, old, young, older, younger, new, baby, grandparent, parent, time. Birthdays, change, grow.</p>	<p>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)</p> <p>Vocabulary</p> <p>Florence Nightingale Crimean War Scutari</p> <p>House names in the village (Yeaman's Cottage, Slaughterhouse)</p> <p>Space vocabulary from moon landings</p> <p>John Schorne Well</p> <p>What was it like for children in the past in terms of the toys they had to play with</p> <p>What was it like for children in the past in terms of the toys they had to play with</p>	<p>Looks carefully at pictures or objects to find information about the past.</p> <p>Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'</p> <p>Estimates the ages of people by studying and describing their features.</p> <p>Vocabulary</p> <p>Florence Nightingale Crimean War Scutari</p> <p>House names in the village (Yeaman's Cottage, Slaughterhouse)</p> <p>Space vocabulary from moon landings</p> <p>John Schorne Well</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p> <p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'what was it like for a during?'</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Vocabulary</p> <p>sources, evidence, similarity, difference, causes</p>	<p>Understands the difference between primary and secondary sources of evidence.</p> <p>Suggests sources of evidence to use to help answer questions.</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions and that more than one source must be considered.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Vocabulary</p> <p>Primary sources, secondary sources, evidence, similarity, difference, causes, consequences</p>	<p>Identifies and uses different sources of information and artefacts to collect as well as deduce information.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence and gives reasons for choices.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions and testable hypotheses about historical events from a range of sources.</p> <p>Uses evidence from a wide range of sources to back up claims/ideas about the past.</p>	

		of the toys they had to play with					
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Organisation and communication	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Children make observations, explain why some things occur, and talk about change</p> <p>Vocabulary used:</p> <p>Next, now, later, days, months, old, young, older, younger, new, baby, grandparent, parent, time.</p> <p>Birthdays, change, grow</p>	<p>Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p> <p>Vocabulary</p> <p>Past present thatched Parents Grandparents Materials Windows Beams Tudor Yeoman Windmill John Schorne Well Florence Nightingale Century Queen Victoria Crimean War Vocabulary associated with space Vocabulary associated with transport</p> <p>Write about sequence and reasons for the fire</p>	<p>Describes objects, people and events.</p> <p>Writes own date of birth.</p> <p>Writes simple stories and recounts about the past.</p> <p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p> <p>Vocabulary</p> <p>Past present thatched Parents Grandparents Materials Windows Beams Tudor Yeoman Windmill John Schorne Well Florence Nightingale Century Queen Victoria Crimean War Vocabulary associated with space Vocabulary associated with transport</p>	<p>Presents findings about past using speaking, writing, computing and drawing skills</p> <p>Uses appropriate historical vocabulary to communicate, including: dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p> <p>Vocabulary</p> <p>Past, dates, decades, centuries, time period</p>	<p>Presents findings about past using speaking, writing, maths (data handling), computing, drama and drawing skills to a good standard in order to communicate information about the past.</p> <p>Uses dates and terms correctly. Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology</p> <p>Discusses most appropriate way to present information, realising that it is for an audience.</p> <p>Uses subject specific words such as monarch, settlement, invader.</p> <p>Vocabulary</p> <p>dates, time period, era, change, chronology</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Uses dates and terms accurately; including: dates, time period, change, century and decade.</p> <p>Chooses most appropriate way to present information to an audience</p>	<p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different and original ways of presenting information.</p> <p>Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms including: era, chronology, continuity and legacy.</p>