



Wortham Primary School
Progression of Skills and Knowledge
Subject area: History

Age 3 to 4

- Begin to make sense of their own life story and families history.
- Talk about members of their immediate family and community.

Reception

- Comment on images familiar situation in the past.
- Compare and contrast characters from stories, including figures from the past.

ELG

Understanding the World – Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



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Skills and Knowledge	Year 1	Year 2 & Year 3	Year 4 & Year 5	Year 6
<p>Chronological Understanding</p> <p><i>Awareness of the past and understanding chronological order.</i></p> <p><i>Key Vocabulary</i></p> <p><i>Use of dates and times</i></p> <p><i>Sequence events</i></p> <p><i>Timelines</i></p> <p><i>Compare and contrast</i></p>	<p>Develop an awareness of the past.</p> <p>Use common words and phrases relating to the passing of time (old, new, days, months, years, past, long ago).</p> <p>Recount changes in their own life over time. Sequence events in their life.</p> <p>Sequence 3 or more events or artefacts in order.</p> <p>Use a simple timeline to sequence events.</p> <p>Identify simple similarities and differences between the past and present.</p>	<p>Know where the people and events studied fit into a chronological framework.</p> <p>Use words and phrases: dates and times relating to the unit studied and to the passing of time: past present, recently, before, after, now, then, later. Begin to use words: decade, century, AD, BC, period and period labels.</p> <p>Use the key dates of the period studied (e.g. Columbus discovered America in 1492).</p> <p>Sequence 4 or more events or artefacts in order, including those closer together in time.</p> <p>Place the time studied onto a timeline.</p> <p>Identify similarities and differences between periods.</p>	<p>Continue to develop a chronologically secure understanding and knowledge of history.</p> <p>Understand and use more complex terms; AD, BC, century, decade, period, era. Use relevant terms and period labels.</p> <p>Sequence historical periods. Divide recent history into 21st, 20th and 19th century.</p> <p>Know and use an increasing number of key dates relating to the period they are studying.</p> <p>Sequence the events of the time period begin studied onto a timeline.</p> <p>Place the current time being studied onto a timeline in relation to other significant periods of time.</p> <p>Identify changes within historical periods.</p> <p>Make comparisons between different times in history.</p> <p>Relate current studies to previous studies.</p>	<p>Extend and deepen their chronological knowledge and understanding of history.</p> <p>Confidently use historical terms previously taught. Describe main changes in a period of history using vocabulary such as social, political, technological and cultural.</p> <p>Use key periods of history (e.g. Romans, Ancient Greece, WW2 etc) as reference points.</p> <p>Accurately use times and dates for the period they are studying as well as previous periods of time studied.</p> <p>Sequence an increasing number of significant events and movements.</p> <p>Understand how some historical events happened/periods happened concurrently e.g. Shang Dynasty, Ancient Greece, The Mayans and Bronze Age) using a timeline to demonstrate.</p> <p>Make connections and notice contrasts and trends over time.</p>



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Skills and Knowledge	Year 1	Year 2 & Year 3	Year 4 & Year 5	Year 6
<p>Knowledge and understanding of past events, people and changes in the past.</p>	<p>Recognise the similarities and differences between the past and present in their own and in others' lives.</p> <p>Talk about a key event from the past.</p> <p>Know and talk about key people from the past (e.g. Marry Anning, Queen Victoria, Samuel Pepys).</p> <p>Understand that there was a time before there was civilisation (Jurassic).</p> <p>Begin to know about the cause and result of a key event.</p>	<p>Describe the past and particular periods studied.</p> <p>Identify the similarities and differences between the ways of life, including with our life today.</p> <p>Recount key events from a significant time in history.</p> <p>Know about significant individuals from the past and the impact they had on life then and on life today.</p> <p>Know about the different civilisations who lived in Britain.</p> <p>Recognise and begin to understand why people did things, why events happened and what happened as a result.</p> <p>Identify the changes that happen during a period of time.</p>	<p>Show knowledge and understanding of the key features of the historical periods studied.</p> <p>Compare an aspect of life with the same aspect in another period in history.</p> <p>Know and understand the key events and significant individuals from the historical periods studied.</p> <p>Develop an understanding of different civilisations from Britain and the wider world.</p> <p>Begin to know the beliefs and behaviour of people and compare these to another period in studied.</p> <p>Examine causes and consequence of key events and the impact they had on people.</p> <p>Give reasons why changes occurred during a given time in history,</p>	<p>Demonstrates a deep understanding of the time periods being studied.</p> <p>Compare and make links between these and other periods that have been studied.</p> <p>Have a deep knowledge and understanding of the key events and lives of significant individuals from the historical periods studied.</p> <p>Compare and make links between historical periods studied and those previously studied. Including society, people, beliefs and culture.</p> <p>Compare the beliefs and behaviour of people and understand that not everyone had the same views and beliefs.</p> <p>Understand and describe how some changes have impacted and changed life today.</p> <p>Give reason to why changes occurred and support these with evidence.</p>



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Interpretations of History	<p>Begin to understand how we know about the past.</p> <p>Begin to identify different ways in which the past can be represented (e.g. photos, stories, objects).</p>	<p>Understand how we know about the past.</p> <p>Identify sources which we can use to find out about the past.</p> <p>Compare pictures of photographs of people or events from the past.</p> <p>Compare two versions of a past event and identify the similarities and differences in them.</p> <p>Begin to understand why there may be different versions of the same event.</p>	<p>Understand that the past has been represented in different ways.</p> <p>Evaluate the usefulness of different sources.</p> <p>Analyse different versions of the same event and identify differences in their accounts.</p> <p>Understand that different versions of the past may exist and give reasons for this.</p> <p>Begin to understand that people (now and in the past) can represent events or ideas in ways to persuade others.</p>	<p>Suggest accurate reasons for why/how aspects of the past have been represented and interpreted in different ways.</p> <p>Consider ways in which we can check the accuracy of interpretations – fact, fiction and opinion.</p> <p>Use sources to work out how conclusions were arrived at.</p> <p>Show awareness that different evidence will lead to different conclusions.</p> <p>Know that some evidence is propaganda, opinion, or misinformation and understand how this impacts on interpretations.</p>



Worthing Primary School
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Skills and Knowledge	Year 1	Year 2 & Year 3	Year 4 & Year 5	Year 6
<p>Historical Enquiry</p> <p><i>Questions relate to the following key concepts:</i></p> <ul style="list-style-type: none">-Continuity & Change – in and between periods.-Cause and consequence-Similarity and difference-Significance – of events and people.	<p>Find answers to simple questions about the past using pictures and artefacts.</p> <p>Ask and answer 'how' and 'why' questions in response to stories, events, pictures and artefacts.</p>	<p>Closely observe sources e.g. pictures and artefacts to learn about the past.</p> <p>Chose and select sources of evidence to find out about the past and answer questions.</p> <p>Ask and answer questions such as 'what was it like for...?', 'what happened in...?' 'how long ago did...happen?', 'how did people?', 'what did people do for...?'</p> <p>Begin to the use the library and internet for research.</p> <p>Select and record relevant information.</p>	<p>Understand the difference between primary and secondary sources.</p> <p>Use a range of sources to find out about the past.</p> <p>Understand which sources are reliable to answer questions.</p> <p>Ask and answer a variety of questions (refer to key concepts).</p> <p>Confidently use the library and internet for research.</p> <p>Carefully select sections of information.</p>	<p>Recognise primary and secondary sources.</p> <p>Identify and use a range of sources of information and artefacts.</p> <p>Evaluates the usefulness of different sources of evidence.</p> <p>Investigate their own lines of enquiry by posing historically valid questions (refer to key concepts)</p> <p>Bring knowledge gathered from carefully selected sources and carefully construct detailed and informed responses.</p> <p>Forms own opinions about historical events from a range of sources.</p>



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<p>Organisation and Communication</p>	<p>Communicates understanding in different ways – role play, drawing, class discussions, talking, writing, objects, making models, technology...</p> <p>Express their own feelings, thoughts and reasons about their experiences and the history they learn about.</p> <p>Use recently introduced and topic specific vocabulary (see vocabulary on topic overview).</p>	<p>Communicate understanding through written responses, drawings and labelled diagrams.</p> <p>Children participate in class discussion, role play, drama and retelling of events as a way to communicate their knowledge and understanding.</p> <p>Present information about the past using, for example, presentations, displays, drawing, role play and technology.</p> <p>Use and understand previously taught vocabulary and new vocabulary recently taught, including key dates and names (see vocabulary on topic overview).</p>	<p>Communicate their understanding through detailed written responses, labelled diagrams and verbal responses and explanations.</p> <p>Children participate in group and class discussions, using key vocabulary to communicate their knowledge and understanding.</p> <p>Children begin to choose the most appropriate way to present information through a variety of modes e.g. oral presentation to a group, written presentation in book or using technology. They organise and present their knowledge in a structured way.</p> <p>Begin to present knowledge based on their own research.</p> <p>Use and understand an increasing amount of words, phrases, dates and names (see vocabulary on topic overview).</p>	<p>Communicate their understanding through a variety of methods.</p> <p>Children participate in class discussions and debates and accurately use vocabulary to communicate their knowledge and understanding.</p> <p>Children present information in the most appropriate and effective way. Their knowledge is presented clearly and within a structure.</p> <p>Plan and present a self-directed research about the period being studied.</p> <p>Accurately use historical terminology previously and recently taught (see vocabulary on topic overview).</p>