



## Learning in History Skills Progression - Year 1 - Year 6



		Y1	Y2	Y3	Y4	Y5	Y6	
Aims of the National Curriculum		<p>- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long term timescales.</p>						
NC Programme of Study		<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes within living memory</li> <li>• Events beyond living memory</li> <li>• Lives of significant individuals in the past</li> <li>• Significant historic events, people and places in their own locality.</li> </ul>			<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. They should instruct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A local history study</li> </ul>			
Progression in Learning skills	<b>Chronological understanding</b>	Puts 3 people, events or objects in order using a given scale. Uses timelines to place events in order.		Uses words and phrases: century, decade, BC, AD, after, before, during.		Uses timelines to place events, periods and cultural movements from around the world. Uses timelines to demonstrate changes and developments in culture, technology, religion and society. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		

Every child has the right to an education. (Article 28)  
 Education must develop every child's personality, talents and abilities to the full. (Article 29)  
 Every child has the right to reliable information from a variety of sources. (Article 17)



## Learning in History Skills Progression - Year 1 - Year 6



<b>Knowledge and understanding of past events, people and changes in the past</b>	Uses information to describe differences between then and now. Understand significant events both within living memory and beyond living memory that are significant nationally or globally	Recounts main events in depth about significant events within living memory and beyond living memory that are significant nationally or globally Uses evidence to explain reasons why people in past acted as they did Know about Ancient Greece- A study of Greek life and achievements and their influence	Know the changes in Britain from the Stone Age to the Iron Age Research Britain's settlement by Anglo-Saxons and Scots Know about the achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and carry out a depth study of one of the early civilizations
	<b>Historical interpretation</b>	Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).  Understands why some people in the past did things.	Know that our knowledge of the past is constructed from a range of sources.  Look at different perspectives about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
<b>Historical enquiry</b>	Find out about the significant individuals in the past who have contributed to national and international achievements	Compare aspects of life in different periods. Note connections, contrasts and trends over time	Carry out a local history study e.g. the rise of Birmingham. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
	Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'	Asks questions such as 'how did people ....? What did people do for ....?' 'what was it like for a ..... during .....?'	Devise historically valid questions about change, cause, similarity and difference, and significance
<b>Support transition to Bishop Walsh</b>	Understand the reliability of historical sources Be familiar with debating the reasons why an event happened and the different consequences of an event		

Every child has the right to an education. (Article 28)  
 Education must develop every child's personality, talents and abilities to the full. (Article 29)  
 Every child has the right to reliable information from a variety of sources. (Article 17)