



Westover Primary School – Subject Skills Progression

History Progression

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Talk about past and present events in their own lives and in lives of family members.</p> <p>Order and sequence familiar events</p> <p>Describe main story settings, events, and principal characters.</p> <p>Use everyday language related to the passing of time: before, after, now, today, yesterday, tomorrow.</p>	<p>Talk about past and present events in their own lives and in lives of family members.</p> <p>Sequence events and artefacts into a chronological order and map to familiar time points (e.g. during their own lives or since grandparents).</p> <p>Place familiar events and artefacts on a timeline.</p> <p>Produce a family tree of their immediate family.</p> <p>Use common words and phrases related to the passing of time, for example: before, after, past, present, then, now, new/old', 'when I was little', 'when my mum was young'.</p>	<p>Develop an awareness of the past- sequence artefacts, photographs and events are close together in time.</p> <p>Label timelines with picture words or phrases and give reasons for their order.</p> <p>Know where all people/events studied fit into a chronological framework.</p> <p>Identify similarities / differences between periods.</p> <p>Use common words and phrases relating to the passing of time such as old, new, earliest,</p>	<p>Sequence several events, artefacts or historical figures on a timeline.</p> <p>Use dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p>Begin to build a chronologically secure knowledge of British, local world history, making links between periods studied.</p> <p>Understand that a timeline can be divided into ancient, modern, BCE, CE, BC (Before Christ) and AD (Anno Domini).</p>	<p>Place events, people and changes into correct periods of time on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Develop a chronologically secure knowledge of British, local world history, making clear links between periods studied.</p> <p>Begin to understand how some historical events/periods occur concurrently in different locations.</p>	<p>Place events, people and changes into correct periods of time on a timeline with evidence.</p> <p>Use multiple timelines to depict local, national and global events together.</p> <p>Use dates and vocabulary related to the passing of time, eg millennium, contemporary.</p> <p>Demonstrate secure chronology of knowledge of local, British, world history describing main changes in a period of history.</p> <p>Understand how some historical events/periods occur concurrently</p>	<p>Continue to develop chronologically secure knowledge of history by ordering an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Accurately use dates and terms to describe historical events.</p> <p>Establish clear narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time.</p> <p>Understand how</p>

			latest, part, present, future.			in different locations.	some historical events/periods occurred concurrently in different locations.
Interpretation	<p>Comment on images of familiar situations in the past.</p> <p>Look closely at similarities, differences, patterns and change (The World 40-60m).</p>	<p>Spot differences in small accounts such as events they have been involved with.</p> <p>Start to compare two versions of a past event.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p>	<p>Identify different ways in which the past is represented.</p> <p>Observe and use pictures, photographs, and artefacts to find out about the past.</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p>	<p>Look at more than two versions of the same event or story in history and identify differences.</p>	<p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>Consider different ways of checking accuracy of interpretations of the past.</p> <p>Find and analyse a wide range of evidence about the past.</p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p>	<p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding of the past.</p> <p>Begin to evaluate the usefulness of different sources.</p>
Historical enquiry	<p>Use artefacts to talk about their lives.</p> <p>Be curious about people and show interest in stories.</p> <p>Answer 'how' and 'why' questions in</p>	<p>Distinguish photographs from pictures.</p> <p>Gather information from a single source, such as a photograph or artefact.</p> <p>Ask and answer questions related to</p>	<p>Observe and handle a few sources (artefacts, pictures, photographs, stories, eyewitness accounts, visits, online sources) to</p>	<p>Research using more than one source of information including ICT to find out about different events, people and change.</p> <p>Begin to understand how knowledge of</p>	<p>Regularly address and sometimes devise historically valid questions.</p> <p>Select and organise relevant historical information.</p>	<p>Identify primary and secondary sources to deduce information about the past.</p> <p>Select and combine relevant information from different sources.</p>	<p>Use a range of primary and secondary sources in an investigation.</p> <p>Regularly address and sometimes devise historically valid questions.</p>

	<p>response to stories or events.</p> <p>Know that information can be retrieved from books and computers.</p>	<p>different sources and artefacts.</p>	<p>gather detailed information.</p> <p>Draw simple conclusions about sources, such as what an artefact is used for to show understanding.</p> <p>Ask and answer questions about the past to find out answers.eg What was it like for people? What happened? How long ago?</p>	<p>the past is constructed from a range of sources.</p> <p>Ask and answer relevant questions about an event or historical figure.</p>	<p>Evaluate the effectiveness of the source.</p> <p>Refine questions and answer them about people and events.</p>	<p>Ask historically valid questions related to versions of events in different sources.</p>	<p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses about the validity of sources.</p> <p>Select and organise relevant historical information.</p>
<p>Continuity and change</p>	<p>Look closely at similarities, differences, patterns, and change.</p> <p>Develop understanding of growth, decay, and changes over time.</p>	<p>Identify similarities / differences between ways of life within living memory.</p>	<p>Identify similarities / differences between ways of life at different times across different periods.</p> <p>Understand that there are reasons why people in the past acted as they did.</p>	<p>Recognise and describe similarities and differences within the time period studied.</p>	<p>Begin to make links between main events, situations and changes within a time period studied and explain why they might have happened.</p>	<p>Recognise different types of change, including progress, and how the change has taken place (use terms such as social, political, religious, cultural and technological).</p> <p>Consider who gained and who lost from the changes and developments.</p>	<p>Describe / make links between main events, situations and changes within and across different periods/societies.</p> <p>Consider how people might have viewed the changes, their impact on everyday life and how these views might differ today.</p>

Cause and consequence	Question why things happen and give explanations.	Know why events happened and who caused it to happen.	Recognise and know why people did things, why events happened and what happened as a result.	Begin to identify and give reasons for, results of, historical events, situations, change and the consequences of these.	Identify more than one cause for an event and more than one consequence and decide which of them is the most important with your own views on why.	Recognise some different types of cause, e.g. causes that built up over a long time, those caused by people, caused by other events, 'accidental'. Infer what the consequences could be of an event, given the causes (and compare to real outcomes).	Identify and give reasons for, results of, historical events, situations, change. Make links between causes and envisage alternative consequences of events.
Similarity and difference	Know about similarities and differences between themselves and others, and among families, communities and traditions. Compare and contrast characters from stories, including figures from the past.	Make simple observations about different types of people, events, beliefs within a society.	Make simple observations about different types of people, events, beliefs within a society.	Begin to describe social, cultural, religious and ethnic diversity in Britain & the wider world.	Make some comparisons about social, ethnic, cultural or religious diversity of a past society and today's society in Britain.	Make some comparisons about social, ethnic, cultural or religious diversity of a past society and today's society in Britain and the wider world.	Make comparisons and describe social, cultural, religious and ethnic diversity of a past society and in today's society in Britain and the wider world.
Significance	Recognise and describe special	Talk about who or what was important	Begin to explain why a person or	Begin to identify historically	Identify different views from people	Justify the importance of	Explain the significance of a key

	<p>times or events for family or friends.</p> <p>Describe significant people in their own lives.</p>	<p>in an event from a story or picture.</p> <p>Find out what their parents/grandparents feel is important now and in the recent past.</p>	<p>event was important eg in a simple historical account.</p>	<p>significant people and events in situation.</p>	<p>at the time about what they felt was important.</p>	<p>historically significant people and events in situations.</p>	<p>event/person in history, comparing the importance of two (or more) people or events or two societies.</p>
Vocabulary	<p>similarities</p> <p>differences</p> <p>communities</p> <p>traditions</p> <p>past</p> <p>present</p>	<p>chronological</p> <p>order</p> <p>living memory</p> <p>remembers</p> <p>memories</p> <p>recent</p> <p>lifetime</p> <p>Monarchy</p>	<p>century</p> <p>opinion</p> <p>fact</p> <p>source</p> <p>interpret</p> <p>enquire/enquiry</p> <p>impact</p> <p>research</p> <p>evidence</p> <p>experts</p> <p>significant</p>	<p>era/period</p> <p>BCE (Before Common Era)</p> <p>ACE (After Common Era)</p> <p>BC (Before Christ)</p> <p>CE (Common Era)</p> <p>AD (Anno Domini)</p>	<p>archaeology</p> <p>pre-history</p> <p>biased</p> <p>impact</p> <p>consequences</p> <p>continuity</p>	<p>eye-witness</p> <p>primary source/evidence</p> <p>secondary source/evidence</p> <p>reliable</p>	<p>extent of change</p> <p>extent of continuity</p> <p>evaluate</p> <p>reliable</p> <p>legacy</p> <p>ambiguous</p> <p>consequences</p> <p>omits</p>