

Progression of skills

History projects are taught through themes of chronology, range and depth of historical knowledge, communication and vocabulary, historical enquiry and interpretation, historical artefacts, local area studies. Below is the progression of skills that children should learn from Year 3 until they leave us in Year 6. Year 1 and 2 objectives are used where children are working below Y3 ARE.				
KS2 Curriculum statements	Year 3	Year 4	Year 5	Year 6
Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.	<ul style="list-style-type: none"> Use a timeline within a specific time in history to set out the order things may have happened. Sequence events or artefacts based on inquiries made. Use dates related to the passing of time. Show a developing understanding of chronology realising that the past can be divided up into different time periods. 	<ul style="list-style-type: none"> Place events from a period studied on a time line. Use terms related to the period and begin to date core events. Understand and use more complex terms e.g. BCE/AD/ centuries/ decades to plot events in history on a timeline. Remember key historical facts and some dates from a period studied. 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies. Know and sequence key events of time studied. Relate current studies to previous studies making comparisons between different times in history. Independently place historical events or change on a timeline, to outline different information remembering key facts from a period of history studied. 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to ten events on a time line referring to previously taught units and other key events in history. Place features of historical events and people from past societies and periods in a chronological framework.
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	<ul style="list-style-type: none"> Children understand changes in history of the wider world. Recognise (within a specific era) changes to civilisation, empires, achievements and follies of man-kind. [Stone Age] 	<ul style="list-style-type: none"> Children understand and can discuss changes in history of the wider world. Recognise and discuss (within a specific era) changes to civilisation, empires, achievements and follies of man-kind. [Romans and Ancient Greece] 	<ul style="list-style-type: none"> Children understand and can discuss changes in history of the wider world with reference to previous units taught. Recognise, discuss and compare (within a specific era) changes to civilisation, empires, achievements and follies of man-kind. [Viking Anglo Saxon] 	<ul style="list-style-type: none"> Children can discuss effective changes in history of the wider world with comparison to previous units taught. Recognise, discuss and compare (within a specific era) changes to civilisation, empires, achievements and follies of man-kind. [Non-European societies]
Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	<ul style="list-style-type: none"> Children begin to use historical grammar to discern periods of history. 	<ul style="list-style-type: none"> Children apply their understanding of historical grammar to discern periods of history. 	<ul style="list-style-type: none"> Children apply their understanding of increasingly abstract historical grammar to discern periods of history. 	<ul style="list-style-type: none"> Children understand and can fluently use abstract historical grammar to discern periods of history.
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.	<ul style="list-style-type: none"> Children recognise continuity and change within a given era. Children recognise similarities and differences within a given era. 	<ul style="list-style-type: none"> Children recognise continuity, change, and their consequences upon a given era. Children recognise similarities and differences within a given era and use these to make comparisons. 	<ul style="list-style-type: none"> Children apply the consequences that continuity and change have upon a given era. Children recognise similarities and differences within a given era and analyse these to make comparisons. 	<ul style="list-style-type: none"> Children confidently apply the consequences that continuity and change have upon a given era. Children recognise similarities and differences within a given era and analyse these to make comparisons or ask historically accurate questions.
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.	<ul style="list-style-type: none"> Children enquire how we use differing sources to make historical claims. 	<ul style="list-style-type: none"> Children enquire how we use differing sources to make historical claims and why contrasting interpretations arise. 	<ul style="list-style-type: none"> Children enquire how we use differing sources to make historical claims and how contrasting interpretations are constructed. 	<ul style="list-style-type: none"> Children enquire how we use differing sources to make historical claims and how contrasting interpretations are constructed. Children recognise the validity of sources and can discern their own judgements on historical events.
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.	<ul style="list-style-type: none"> Children recognise the impact historical events have had on modern day. Children recognise the change in economic and cultural history within their local area. 	<ul style="list-style-type: none"> Children recognise and compare the impact historical events have had on modern day. Children recognise the change in economic, cultural, military and political history within their local area. 	<ul style="list-style-type: none"> Children recognise and compare the wider impact historical events have had on modern day Britain. Children recognise the short-term changes in economic, cultural, military and political history within their local area. 	<ul style="list-style-type: none"> Children recognise and compare the wider impact historical events have had on modern day Britain. Children recognise the short-term changes in economic, cultural, military, social and political history within their local area and compare this with longer-term changes.
Diversity opportunities	<ul style="list-style-type: none"> Investigate - who was Cartimandua? (Queen of the Brigantes) Investigate – who was William Hunter Dammond? (Black train engineer) 	<ul style="list-style-type: none"> Who were the Roman Africans that guarded Hadrian's Wall? (use Black and British: A short, essential history text) Famous women from Ancient Greece and their impact on society. 	<ul style="list-style-type: none"> Compare modern migration to migration in the past. (<i>Coming to England</i> by Floella Benjamin) Investigate Jewish life during WW2. 	<ul style="list-style-type: none"> Investigate the history of Black theatre Investigating Indian culture now and over time. Investigating - Who was John Kent? (1st Black British Policeman)

KS1 Curriculum Statements	Year 1	Year 2		
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<ul style="list-style-type: none"> Children recognise changes have occurred within their lifetimes. 	<ul style="list-style-type: none"> Children recognise changes have occurred within their lifetimes in their local area. Children recognise changes have occurred within their lifetimes nationally. 		
Events beyond living memory that are significant nationally or globally.	<ul style="list-style-type: none"> Children understand the impact periods of history (beyond living memory) have had for Britain. 	<ul style="list-style-type: none"> Children understand the impact periods of history (beyond living memory) have had for Britain and the world. 		
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	<ul style="list-style-type: none"> Children recognise the contributions of significant individuals over time. 	<ul style="list-style-type: none"> Children recognise the contributions of significant individuals over time and compare the changes this had on life in differing time eras. 		
Significant historical events, people and places in their own locality.	<ul style="list-style-type: none"> Children recognise changes that have occurred over time in their local area. 	<ul style="list-style-type: none"> Children recognise the impact events or people have had over time in their local area. 		