



## History Progression of Skills Map

	Year 1	Year 2
<b>Learning</b>	<ul style="list-style-type: none"> <li>• Place known events and objects in chronological order (chronological understanding)</li> <li>• Sequence events and recount changes within living memory (chronological understanding)</li> <li>• Use common words and phrases relating to the passing of time (chronological understanding)</li> <li>• Understand key features of events (understanding of events, people and changes)</li> <li>• Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)</li> <li>• Relate his/her own account of an event and understand that others may give a different version (historical interpretations)</li> <li>• Find answers to some simple questions about the past from simple sources of information (historical enquiry)</li> <li>• Describe some simple similarities and differences between artefacts (historical enquiry)</li> <li>• Sort artefacts from 'then' and 'now' (historical enquiry)</li> <li>• Ask and answer relevant basic questions about the past (historical enquiry)</li> <li>• Talk, draw or write about aspects of the past (organisation and communication)</li> </ul>	<ul style="list-style-type: none"> <li>• Speak about how he/she has found out about the past (organisation and communication)</li> <li>• Record what they have learned by drawing and writing (organisation and communication)</li> <li>• Show an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• Describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> <li>• Use a wide vocabulary of everyday historical terms</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</li> <li>• Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• Describe changes within living memory and aspects of change in national life</li> <li>• Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</li> <li>• Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</li> <li>• Describe significant historical events, people and places in his/her own locality</li> </ul>



## History Progression of Skills Map

	Year 3	Year 4
Learning	<ul style="list-style-type: none"><li>• Use an increasing range of common words and phrases relating to the passing of time (chronological understanding).</li><li>• Describe memories of key events in his/her life using historical vocabulary (chronological understanding).</li></ul> <p>Refer to End of Key Stage 2 objectives below for context</p>	<ul style="list-style-type: none"><li>• Place some historical periods in a chronological framework (chronological understanding)</li><li>• Use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)</li><li>• Communicate his/her learning in an organised and structured way, using appropriate</li><li>• Terminology (organisation and communication)</li><li>• Use historic terms related to the period of study (chronological understanding)</li><li>• Understand that sources can contradict each other (historical interpretations)</li><li>• Use a variety of resources to find out about aspects of life in the past (historical enquiry)</li></ul> <p>Refer to End of Key Stage 2 objectives below for context</p>



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## History Progression of Skills Map

	Year 5	Year 6
<b>Learning</b>	<ul style="list-style-type: none"> <li>• Use dates to order and place events on a timeline (chronological understanding).</li> <li>• Give some reasons for some important historical events (understanding of events, people and changes).</li> <li>• Make comparisons between aspects of periods of history and the present day (historical interpretations).</li> <li>• Understand that the type of information available depends on the period of time studied.</li> <li>• Evaluate the usefulness of a variety of sources (historical interpretations).</li> <li>• Compare sources of information available for the study of different times in the past (historical enquiry).</li> <li>• Present findings and communicate knowledge and understanding in different ways (organisation and communication).</li> <li>• Provide an account of a historical event based on more than one source (organisation and communication)</li> </ul> <p style="text-align: center;">Refer to End of Key Stage 2 objectives below for context</p>	<ul style="list-style-type: none"> <li>• Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.</li> <li>• Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</li> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Make confident use of a variety of sources for independent research (historical enquiry)</li> <li>• Use evidence to support arguments (understanding of events, people and changes)</li> </ul> <p style="text-align: center;">Refer to End of Key Stage 2 objectives below for context</p>
<b>End of Key Stage Expectations</b>	<ul style="list-style-type: none"> <li>• Describe changes in Britain from the Stone Age to the Iron Age.</li> <li>• Describe the Roman Empire and its impact on Britain.</li> <li>• Describe Britain's settlement by Anglo-Saxons and Scots.</li> <li>• Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>• Describe a local history study.</li> <li>• Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>• Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</li> <li>• Describe a study of Ancient Greek life and achievements and their influence on the western world.</li> <li>• Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	