

Skills & Knowledge Progression: History

Year group	Constructing & Sequencing the past	Change & Development	Cause & Effect	Significance & Interpretations	Plan & Carry Out an Enquiry	Using Sources of Evidence
Nursery (F1)	<ul style="list-style-type: none"> Begin to make sense of their own life story and families history. All about me and my family Use a wider range of vocabulary (time vocabulary). 	<ul style="list-style-type: none"> Begin to identify similarities and differences between now and the past (e.g. comparing baby → current age). 	<ul style="list-style-type: none"> My Nursery Journey - Celebrating achievements through learning new skills. 	<ul style="list-style-type: none"> Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. 	<ul style="list-style-type: none"> Understand why questions. Identify differences and similarities between themselves and others (including family). 	<ul style="list-style-type: none"> My Nursery Journey (Tapestry photos) – celebrating our achievements and growth throughout the year.
Reception (F2)	<ul style="list-style-type: none"> Use new vocabulary throughout the day and in different contexts. Describe events in some detail. 	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Compare and describe different types of castles. Compare holidays - comparing holidays from now and in the past. 	<ul style="list-style-type: none"> Begin to understand simple cause and effect for an event (e.g. Bidston Hill Windmill/ moats around castle). 	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Fairytales from around the world. Compare characters and events from the stories. 	<ul style="list-style-type: none"> Ask questions to find out more & check they understand what has been said to them. Find out about different types of castles. 	<ul style="list-style-type: none"> Comment of images of familiar situation in the past. Understand the past through settings, characters and events encountered in books read in class and storytelling. Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary.



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Year group	Constructing & Sequencing the past	Change & Development	Cause & Effect	Significance & Interpretations	Plan & Carry Out an Enquiry	Using Sources of Evidence
Year 1	<ul style="list-style-type: none"> • Can recall some of the key events and people associated with the themes of family, local, national and global history. • Can use a timeline to sequence a series of information, objects or images. • Begin to use a range of words common to the passing of time, e.g. now, then, old, new, before, when. 	<ul style="list-style-type: none"> • Can independently identify a range of similarities, differences and changes within a specific time period, e.g. the difference between early and modern trains. 	<ul style="list-style-type: none"> • Can identify at least one relevant cause and effect for the events covered, e.g. the development of the railway. 	<ul style="list-style-type: none"> • Through discussion, demonstrate an understanding of the term 'significance'. • Give some valid reasons why someone or something is significant, e.g. an explorer making an importance discovery. • Will begin to make connections between significant events or people, e.g. the explorers studied. 	<ul style="list-style-type: none"> • Can plan a small enquiry by asking relevant questions. • Can find relevant information to answer questions using at least one story and another type of source, e.g. which are the most significant explorers? • Can use appropriate historical vocabulary. 	<ul style="list-style-type: none"> • Can extract information from more than one type of source to find out about an aspect of the past, e.g. about their grandparent's childhood. These sources could include, written, visual, oral sources or artefacts.

Year 2

- Can confidently and accurately retell the story of events associated with the themes of family, local, national and global history, e.g. the Great Fire of London and the Gunpowder Plot.
- Demonstrate an understanding of the characteristics of the periods studied, e.g. technology available or religion.
- With some confidence, can independently sequence a number of events on a timeline, e.g. placing seaside holidays in the past in the correct order.
- Begin to explain why they have placed the events and/or information in that order.
- - Can use a wider range of terms and phrases, e.g. nowadays, in the past and previously. Children might also explore more complex terms such as, decade and last century.

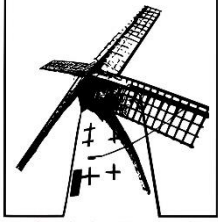
- Can confidently, accurately and independently describe differences and changes both within and across a time period, e.g. between holidays at different times in the past and now.
- May begin to demonstrate an understanding of which are the most important differences and why.

- Can identify several cause and effects of the events covered, e.g. the Great Fire of London and the Gunpowder Plot.
- Will begin to understand that some of the causes/effects are particularly important, e.g. reasons for the start of the Great Fire of London.

- Can give a broad range of reasons why someone or something is significant.
- Demonstrate a secure understanding of the term significance.
- Can give some reasons why one aspect of a person's life is of particular importance in making them/it significant.
- - Can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another.

- Can independently pose a range of valid questions.
- Can find relevant information from more than one source to confidently answer questions, e.g. "Why should we remember a local hero?"
- Can use a range of appropriate vocabulary in both their questions and answers.

- Can independently select information from several different types of source such as written, visual, oral sources and artefacts to answer questions, e.g. about a local hero.
- Demonstrate an understanding that some sources are more useful than others in providing information to answer historical questions.



'Achieving Together'

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Year 3

<ul style="list-style-type: none"> • Can identify some details from across and within several themes, societies, events and significant people from local, national and global history, e.g. using knowledge from their study of the Stone age to identify the main achievements of Neolithic man. • Can sequence a number of the most significant events, objects, themes, societies, periods and people in studied in KS2. For example, dates, labels, period names and terms, e.g. accurately grouping a range of images from the Bronze and Iron age. • - Provide valid reasons why they have chosen this time period for most images. 	<ul style="list-style-type: none"> • Can make valid statements about the main similarities, differences and changes occurring within a topic, e.g. the pupil can describe a range of the key changes between the Old and New Stone ages. • Can see links between changes, and begin to identify types of change. • Will demonstrate an awareness of the significance of change and its impact. 	<ul style="list-style-type: none"> • Can describe some of the relevant causes/effects of some of the key events and developments covered, e.g. reasons why changes took place in the Neolithic period. 	<ul style="list-style-type: none"> • Can select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. developments made by the Romans. • Can give a valid reason why they have selected a particular aspect as being the most significant in a historical accounts, e.g. which buildings are of particular importance in their local community. • Can identify a number of ways in which two accounts of an event may differ. • Can provide a reason why the two accounts may differ, .e.g Amesbury Archer. • Can identify a number of ways in which interpretations are both similar and different. • - Can provide reasons why sources may differ, though these might be undeveloped. 	<ul style="list-style-type: none"> • Can indepently identify a range of historically valid questions for a series of different enquiries. • Will answer them with detailed, structured responses making reference to specific sources of evidence related to, "Why should we preserve our locality?" • Will use a range of relevant historical terms. 	<ul style="list-style-type: none"> • Can understand how different sources of information can be used to answer a range of historical questions, e.g. "Do you think the Bronze and Iron ages were dangerous times to live?" • Is aware that some sources of information may be more useful than others in answering certain historical questions.
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<p>Year 4</p>	<ul style="list-style-type: none"> • Can identify a range of details from within and across local, national and global history, to demonstrate an awareness of themes, society, events and people, e.g. identifying three or more achievements of the Ancient Egyptians. • Will begin to make some reference to other societies those their reasoning may be undeveloped. • Can accurately sequence a number of the key events, objects, themes, societies, periods and people in studied in KS2. For example, they can accurately construct a timeline of Roman Britain and with some accuracy make links between a timeline of the Bronze and Iron ages. • Provide detailed, valied reasons why they have sequenced events/ objects/ information in this way. 	<ul style="list-style-type: none"> • Can explain why certain changes and/or developments were of particular significance across or within time periods. • Can provide a comprehensive live of the changes of Crime and Punishment within the period studied. • Will identify links between the changes. • Will provide a clear rationale for why one change could be considered to be more important that others. • May provide some insightful ideas about whether some things did not change in a period and why. 	<ul style="list-style-type: none"> • Can independently and confidently comment on the causes and effects of some of the key events and developments within the topics studied, e.g. the reasons for the changes in prison reform. • Can understand that the same event can result in both positive and negative effects, e.g. actions of the suffragetes. 	<ul style="list-style-type: none"> • Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. a development made by the Romans. • Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. • Will begin to understand that some things will have long or short-term significance e.g. the developments introduced by the Romans and their relevance today. 	<ul style="list-style-type: none"> • Can identify a range of ways in which two or more accounts of the same event differ. • Can comment on a range of possible reasons for the differences in a number of accounts, e.g. the pupil can identify a range of ways in which the accounts by Dio Cassius and Tacitus are the same and also different in their description of the battle and of Boudicca. 	<ul style="list-style-type: none"> • Can independently devise significant historical enquiries based on a range of valid questions, e.g. related to 'What happened when the Romans came to Britain?' • Can answer the questions in some detail using a range of relevant and varied sources to support points made. • Work will be clearly structured with contrasting viewpoints considered. • Use a broad range of relevant historical terms. • Will work independently and with confidence.
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Year 5

- Can understand some features associated with themes, societies, people and events, e.g. use knowledge gained to demonstrate an understanding of aspects of the life within the Viking period, such as religion and food, but without links and grouping them into themes, e.g. social, cultural.
- Will be able to make some reference to and identify links with other societies studied, e.g. The Anglo-Saxons.
- Will sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across topics covered using appropriate dates, period labels and terms, e.g. place many of the important developments, people and events in the Anglo-Saxon

- Can independently and confidently provide a comprehensive list of the changes within the period studied.
- Can independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2 topic, e.g. decide why one or more changes in the Anglo-Saxon period is of particular importance.
- Will identify a range of links between the various changes.
- Can provide insightful ideas about whether some things did not change very much within a period and why this occurred.

- Can explain the role of different causes and effects of a range of events and developments, e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain.
- Can place the causes and/or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain.
- Can make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo-Saxons

- Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. the developments made by the Anglo-Saxons.
- Can give a range of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important.
- Will understand that some will have long-term significance and others only short-term significance, e.g. the spread of Christianity.
- Can confidently identify the ways in which interpretations of the same event or person can differ, e.g. can identify a number of differences in the interpretations presented about the Windrush journey.
- Can explain why there may be differing interpretations and will make reference

- Can confidently and independently devise significant historical enquiries based on a broad range of valid questions, e.g. related to 'Was the Anglo-Saxon period really a Dark Age?'
- Can answer the questions in detail using a broad range of relevant and varied sources to support points made.
- Work is clearly structured with contrasting viewpoints considered.
- Will use the evidence to reach a valid and substantiated overall conclusion.
- Will use a broad range of relevant historical terms throughout.
- Will follow a clear structure appropriate for presenting an argument.
- Will work independently

- From a range of sources provided, accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the Anglo-Saxons?'
- Can explain why they have made that selection, possibly with some references to utility and reliability.

	<p>period on an annotated timeline.</p> <ul style="list-style-type: none">• Will be able to make some links between this sequence to the events and people within other time periods studied.		<p>chose to settle in Britain.</p>	<p>to the differing types of representation.</p> <ul style="list-style-type: none">• Can also understand why there may be some similarities in the interpretations.	<p>and with confidence.</p> <ul style="list-style-type: none">• Will begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed.	
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Year 6

- Can provide overviews of the most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the Maya civilisation.
- Will begin to make links and group them into themes, e.g. social, cultural.
- Will be able to make links with themes in other societies studied, e.g. The Ancient Egyptians.
- Will sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using

- Can compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change, e.g. provide some similarities and differences affecting differing locations within the world wars.
- Will confidently identify a range of links between the various changes, e.g. the change in women's roles during the war with changes in women's rights.
- Will begin to understand and explain how some of the changes were exceptional or commonplace, e.g. as part of the impact of the war on their locality.

- Can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality.
- Will order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order.
- Will make a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar.
- May be able to identify some of the causes as long or

- Can confidently and independently identify the different interpretations in a range of topics e.g. explain ways in which the different interpretations about Athenian society or about the Olympic Games differ.
- Can give a range of valid reasons for the different interpretations in a range of topics, e.g. explain why there could be different interpretations about Athenian society or about the Olympic Games.
- Demonstrate insight into why some aspects of the interpretation may be the same.
- Will make reference to the differing types of representation.
- confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made

- Can independently plan and produce quality, detailed responses to a wide range of historical enquiries.
- Will make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion.
- Will reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence.
- Will confidently use a broad range of

- Can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit.
- Will explain confidently why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source

	<p>appropriate labels and dates.</p> <ul style="list-style-type: none">• Can accurately identify links between this sequence and the events of other periods studied.		<p>short-term triggers and how some effects can be immediate and others long term.</p>	<p>by the Ancient Greeks.</p> <ul style="list-style-type: none">• Can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance, e.g. within the achievements made by the Ancient Greeks the significant impact of establishing democracy and its importance in society today	<p>challenging, relevant historical terms throughout.</p> <ul style="list-style-type: none">• Will critically evaluate their enquiry and consider ways in which it could be improved or developed.	<p>was compiled.</p>
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