Much Birch Church of England Primary School

We will flourish and reach our God-given potential.

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. John 15:5

History – Progression of Skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Begin to understand the order of events in their own and their family's lives.	Sequence events from historical stories heard and from their own lives.	For events studied place events/photographs/artefacts in order. Know how the different people and periods they study relate to each other- chronology/ simple timeline	Place events in chronological order – BC/AD times. Relate current periods of study to previous learning.	Order dates/pictures/ events/artefacts Relate events, people and periods previously studied chronologically, to periods studied in Y4.	Continue to develop a secure, chronological historical knowledge, ordering an increasing number of events, dates accurately. Note connections, contrasts and trends over time.	Continue to develop a secure, chronological historical knowledge, ordering an increasing number of events, dates accurately. Note connections, contrasts and trends over time.
Investigating and interpreting	Understand the past through settings, characters and events encountered in books read in class, storytelling, small world play and role play.	Know some artefacts are old and some are new. Use artefacts, and pictures, to find out about the past. Ask questions. Identify simple similarities and differences.	Use artefacts, pictures, texts and online sources to find out about the past. Ask Questions -What can we learn from this artefact or photograph/picture? Identify some ways we find out about the past.	Answer historically valid questions about **change**, cause, **similarity and difference**. Ask questions. Use a range of sources and begin to understand that the past can be interpreted in different ways, increasing the range of sources and noting different sources available.	Answer historically valid questions about **change**, **cause**, similarity and difference, and **significance.** Ask historically valid questions. Use an increasing range of sources and begin to identify different opinions in some sources.	Address and ask historically valid questions about **change**, **cause**, **similarity and difference, and significance.** Construct informed responses by thoughtfully selecting and organising relevant historical information. Understand there is a range of sources and understand there may be bias in some sources.	Address and ask historically valid questions about **change**, **cause**, **similarity and difference, and significance.** Construct informed responses by thoughtfully selecting and organising relevant historical information. Understand there is a range of sources and understand that sources may have bias and miss out facts according to the author's viewpoint.
Knowledge and Understanding	Know some similarities and differences between things in the past and now.	Recognise and recount significant historical events, people – Guy Fawkes Know about significant events in living memory.	Recognise and recount significant places in their own locality – the Black and White house. Recount events beyond living memory – Fire of London. Know about he lives of significant individuals in the past who have contributed to national and international achievements. E.g. Florence Nightingale, Mother Theresa	Find out about the past – Stone Age, Ancient Egyptians Describe contrasts between periods studied. Explain how the past has influenced life today.	Find out about the past - Romans/WW2 Give reasons for change. Describe connections and contrasts between periods studied. Explain how the past has influenced life today – Romans/WW2 -	Find out about the past'. Develop a chronologically secure knowledge establishing clear narratives within and across the periods they study. Describe contrasts between Non-European civilisation and Britain. Identify and describe connections and contrasts. Explain how the past has influenced life today.	Find out the past – Ancient Greeks, WW1, Vikings Invasions. Identify and describe connections and contrasts, noting narratives. Explain how the past has influenced life today - Ancient Greeks, WW1, Vikings Invasions, in the locality.
Historical terms and Vocabulary	Now and then. Old and new. First, next. Today.	Past, before, after, same, different, now, then. Yesterday, today, tomorrow	Past, present, future, similarities, difference, recent, before, after, artefacts. Time order.	Chronological order, significant, compare, contrast, BC, AD, Ancient, prehistory, civilisation.	Legacy, cause, consequence, conquer, invasion, sources, Empire, opinions.	Bias, retreat, culture. Chronology, crime, punishment, consequence,	Interpret, interpretation, critical assessment, viewpoint, democracy, truce, prejudice, opinion or fact.