

Progression of skills in History

	Years 1 and 2	Year 3 and 4	Year 5 and 6
Chronology	<ul style="list-style-type: none"> • Can describe differences between him or herself as a baby and as he or she is now. • Sequences images of themselves as baby, toddler and infant. • Can sort pictures and objects, matching them to babies, children and adults. • Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales). • Realises that images from nursery rhymes are not from nowadays by reference to some period detail, eg: clothes, objects no longer used. • Grasps that simple stories have a beginning, a middle and an end by correctly sequencing three episodes of a simple fiction story/rhyme. • Uses simple timelines to sequence processes, events and objects within their own experience, e.g. stages of washday, something very old, old and new (NB: be careful of the age-old problem of children feeling that training shoes bought on Saturday, but scuffed by Tuesday, are old). • More confident in use of terms 'old' and 'new'. • Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'. • Understands that the world was different in the olden days. • Can follow logic of fiction titles such as 'Once there were giants'. • Can sequence within clock and to some extent in calendar time. E.g. when in the year Bonfire Night occurs. 	<ul style="list-style-type: none"> • Can confidently spot major anachronisms from most periods studied when compared with today; • Can sequence events in simple narrative e.g. Boudicca's revolt; • Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification; • Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s; • Can talk about the past in terms of periods e.g. Egyptian, Roman; • Realises that Ancient means thousands of years ago; • Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings; • Can use some key dates as important markers of events e.g Caesar's landing, Claudius' invasion, Boudicca's revolt; • Uses more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 year; • Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life; • Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz; • Can successfully match simple iconic images to each of the periods studied; • Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture. 	

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	<ul style="list-style-type: none"> • Can sequence parts of more complex story where action takes place over a long period of time, eg: realises that Florence's life can be divided into phases – before she went into nursing, when she was at the Crimea, the long period afterwards. • Realises that we use dates to describe events in time, eg: 1666 for the Great Fire of London. • Can use phrases such as 'over 300 years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time). • Can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times. • The more able can describe relative lengths of time e.g. when Florence was at Crimea compared to after the war. 	
Cause and Consequence	<ul style="list-style-type: none"> • Can explain why one character in a simple story took the action he or she did. This may be a nursery rhyme, but children should be able to offer a valid reason possibly using the word 'because'. • Can explain why they took the action they did when discussing 'myself' • Can give a simple reason why a real person acted as they did in a historical situation, e.g. why Grace Darling acted as she did in rescuing the crew of the Forfarshire. (Care must be taken to select an event or a personal action that has a modern parallel so that children can give reasons for similar events today before moving into past situations.) Many children 	<ul style="list-style-type: none"> • Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade; • Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people; • Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action. Sees Break with Rome as more than simply Henry wanting to re-marry; • Moving from two causes to realising that you need to give several causes to explain some events; Moves away from simply listing to trying to give a little detail about each cause; • Realises that events usually happen for a combination of reasons, even though there is still some element of listing; • Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe;

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will be able to give more than one reason if the context is simple enough, e.g. 'the Great Fire spread because the houses were made of wood and because they were close together'.

- Can give simple consequences of somebody's actions, e.g. 'because of the things Florence Nightingale did, soldiers got better and hospitals were cleaner'.
- Can give clear explanation of an important event, offering two or three reasons why an event took place, eg: why the Great Fire spread so quickly or why the unsinkable Titanic sank. The more-able pupils will look at more indirect reasons e.g. weak firefighting as well as wooden buildings, close houses, and be able to explain why the causes combined in such a way as to cause the Fire.

The number of reasons given is less important than pupils explaining rather than simply listing. Children may know more reasons than they give in their explanations, preferring to concentrate on what they believe to be important.

- Can give a few reasons for more complex human actions, e.g. why someone might want to do something unusual or for the first time or where there is no modern equivalent.
- Children's understanding of consequence may lag a little behind that of cause but still expect them to give two main effects of the Great Fire (e.g. 'houses were built of stone or brick, the streets were wider and straighter') or of Florence's actions (e.g. 'she helped the soldiers to get better, she improved hospitals (making them more hygienic) and she

- Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently;
- Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. why the Armada sailed linking religion and exploration;
- Explain an event with reference to abstract ideas such as long and short-term or events building up;
- Starts to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think;
- By the end of the key stage some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way.

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	<p>developed the nursing profession').</p> <ul style="list-style-type: none"> • More-able pupils certainly should be able to give a few consequences of events/people's actions, e.g. giving a convincing explanation of 'why we remember Florence Nightingale'. <p>It is important that pupils are given appropriate contexts to explore causes and motives. It might strain many adults to give three reasons for complex events!</p>	
Features	<ul style="list-style-type: none"> • Children can see how life must have been different in the past because the nursery rhymes show kettles without plugs, wells for water, etc. • Here the main concept is then and now. Children should spot significant differences, eg: what classrooms and lessons were like, or grasp that Guy Fawkes would not fax or phone his conspirator friends. • Can confidently identify old and new toys, and can match pictures of people they think would have played with the toys in the past using old photographs. • Can describe how features of life today, such as holidays, differ from those of Victorian times, referring to subject-specific detail, eg: in pictures, can describe and explain a mangle. • The key concept of Year 2 is change. Whenever pupils study a theme, eg: schools, homes, seaside holidays, they should be comparing not just 'then' and 'now' but 'then' with another 'then', eg: Victorian seaside scene with 1930s or 1950s scene and then today so that 	<ul style="list-style-type: none"> • Children understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in Ancient Egypt. They are secure in understanding the main differences between today and the period being studied. • Children show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies. They tend to describe rather than explain and tend to speak about the society as if everyone felt the same. • Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor in Tudor times and do not describe Tudor home life as if it was the same for everyone. They know that there are different levels in society. • Children understand that people in the past had a range of different ways of looking at their world and can explain ideas. • Children can make links between different features of a society to make sense of the world lived in by people in the past. • Children can explain beliefs and attitudes in terms of why people might have had those ideas. Show real sense of period in an abstract way. • Children understand that people's experiences varied depending on status e.g.

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	<p>they see the similarities and differences.</p> <ul style="list-style-type: none"> • Can offer reasons why simple changes occur, eg: why holidays today might be considered more enjoyable than those 100 years ago and vice versa. • Another major feature is the depth of period detail children include in their answers. We are looking for widespread use of precise terms. • Can also see that not everyone in the past had the same experience, eg: when studying Victorian Christmas, children grasp that the poor had very little food to eat and very modest presents, whereas the rich had a very different experience. Accommodation on board the Titanic provides another striking context. 	<p>they understand that women's position in Greek society was very different in Athens and Sparta.</p> <p>They know about the importance of slave culture to that society. Also children grasp that people's experience of being evacuated in World War Two often depended on their prior experience.</p> <ul style="list-style-type: none"> • Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. <p>They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.</p>
<p>Communication</p>	<ul style="list-style-type: none"> • Can talk about pictures of themselves using appropriate vocabulary, eg: 'when I was a baby ... '. • Will write simple captions – some will write elementary sentences to describe, e.g. an old teddy. Can label/annotate simple drawings of washday artefacts and items in a typical Victorian laundry, possibly using a key. • Can write four or five captions, possibly using connectives, to show the sequence of washday activities. • Can write simple sentences describing an event, e.g. Grace Darling's rescue. • Can orally retell the main episodes of famous past events e.g. the 	<ul style="list-style-type: none"> • Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations; • Answers contain some simple period-specific references; • Writes in simple and accurate, sequenced, sentences when narrating what happened in the past; • Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas; • Begins to sustain an answer, providing some supporting evidence; • Ideas are beginning to have some shape, though not yet structured in paragraphs; • Can use appropriate ways of communicating their understanding; • Answers are structured and provide supporting evidence for statements made; • Able to see two sides of a question and can offer arguments on both sides; • Answers are relevant to the question set; • Widespread use of period specific detail to make the work more convincing and authentic; • When appropriate sees the need to refer to dates and to see importance of lengths of time e.g.

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	<p>Gunpowder Plot, in the correct sequence and write captions to accompany sequenced pictures.</p> <ul style="list-style-type: none"> • Can write simple sentences containing period-specific detail about a day at the seaside 100 years ago. • Label and annotate a Victorian seaside picture, showing awareness of significant features not seen today, e.g. dark heavy clothing, bathing machines. • Make increasing use of period specific vocabulary, e.g. bathing machine, pier. • Retell a complicated story in a simple, structured way, using temporal markers e.g. after the war, when she was a young girl • Can explain why the Great Fire spread so quickly using phrases such as 'another reason was' and 'also' which connect the various ideas • More use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in 1666', 'in Victorian times', 'when my Grandad was a boy'. • Make increasing use of subject-specific precise vocabulary, e.g. timberframed buildings, thatch during the Great Fire. 	<p>when describing causes;</p> <ul style="list-style-type: none"> • Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing; • Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.
Enquiry	<ul style="list-style-type: none"> • Can find an answer to a question by looking at a simple picture, eg: of a nursery rhyme – which of these lights did Wee Willie Winkie carry? • Can say whether a picture is of a baby or a toddler and explain why. • Can point to familiar images in pictures of themselves and their own family. 	<ul style="list-style-type: none"> • Children extract simple information from text/pictures/objects showing basic comprehension • Children make simple deductions about what text means based on what is included e.g. the teacher in the photograph of Victorian school is holding a cane, they must be strict. • Children start combining information from more than one source e.g. CD-Rom, compared with video, oral evidence. • Children start cross-referencing information to see if other sources agree, rather than taking everything

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- Can describe the main features of an artefact.
- Can explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories.
- Can make deductions about artefacts, spotting clues to function and use and can talk about, for example: how obvious domestic items connected with washday would have been used, possibly through simple role play.
- Can consult and use information from two simple sources to find information, eg: 'how can we tell this teddy is old? Because it looks like the one in the book'.
- Can find answers to questions about objects by looking in books.
- Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books.
- Can ask simple, but relevant, questions of the teacher in the role of, for example, Florence Nightingale or the Wright brothers.
- Can draw simple conclusions about their own lives and others around them by reference to clues in evidence, e.g: 'I know this is a picture of me when I was three because there are three candles on the cake', 'I don't play with that toy now' or 'my baby brother was just born'.
- Children are able to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly.
- Children spot the differences between sources and come to a conclusion

- on face value.
- Children see that some sources are more useful than others and can explain why.
- Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, We cannot tell for sure. Most evidence suggests.
- Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders
- Can consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ... e.g. This portrait of Elizabeth makesher seem far younger than she would have looked age 67. This piece of evidence must be handledcarefully. We need to know who produced it and why. Who was the audience?
- Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced without prompting. 'How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?'

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	<p>as to the most common view.</p> <ul style="list-style-type: none"> • Able pupils make deductions from photographs , going beyond the literal and what can be see • Able pupils will realise that there are potential weaknesses in eyewitness accounts such as Pepys'. 		
<p>Interpretation</p>	<ul style="list-style-type: none"> • Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories. Children know that a video of a popular story may give a different version of events from the story they have just heard, simply by noting differences in how a character is shown. • Begin to understand that we have different views of familiar events, eg: first day at school. We cannot always remember what happened in the past. • Can see that there are several versions of a nursery rhyme by comparing pictures, e.g. of Wee Willie Winkie, and spotting the differences between them. • Can see that there are different versions of real historical situations, eg: different written, spoken and pictorial versions of Grace Darling's rescue. • Can spot differences between versions, e.g they see that pictures in books vary in how they depict details. For example: what Florence Nightingale's lamp looked like – 'it's different from the one on the Magic Grandad video, Miss'. Realises that there may be more than one way of looking at a significant historical person, e.g soldiers loved Florence Nightingale, whereas many of the nurses were critical of her. 		

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	<ul style="list-style-type: none"> • Realises that not all sources of information answer the same questions, e.g: by comparing what Pepys' diary tells us about people escaping from the fire with a contemporary painting. • Understands that grandparents' recollections of their childhood seaside holidays might vary • Can see that not all written accounts in the library books give exactly the same reasons for something, e.g. why the Great Fire spread so quickly. • Understand that people can disagree about what happened in the past without one of them being wrong. This is an important idea. • Understands that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events e.g. the sinking of the Titanic. 		
Change and Continuity		<ul style="list-style-type: none"> • Sees simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age • Progresses to recognise changes over shorter period e.g. between Old Stone Age and New Stone and Age and between the Bronze Age and the Iron Age • Identifies changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles • Sees that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled • Grasps that change can happen quite quickly and can be reversed e.g. struggle between the Saxons and Vikings • Some changes are much more significant than others • Some changes are called a revolution because of the scale and widespread nature • Some changes are relative slow others happen very rapidly e.g. population growth and balance of rural and urban population in Victorian times • Not all change is welcomed by everyone e.g. Victorian railways . There are winners and losers e.g. factory owners and to workers • Sees that some changes lead to others e.g. inventions in power affect 	

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		<p>transport factories etc.</p> <ul style="list-style-type: none"> • Understands what is meant by a turning point e.g. Battle of Britain in context of World War Two
<p>How is the Past Represented</p>		<ul style="list-style-type: none"> • Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. version of a Greek myth. • Children give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation. • Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views. • Children realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Mary Rose, Rosetta Stone, Yorvik, Fishbourne. • Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about evacuation was written with a different purpose and audience in mind. • Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders too. • Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events. • Children grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.