

Progression in History

All years

Children should be taught	Progression in knowledge, skills and understanding by the end of the phase, children will be able to		
To investigate and interpret the past	Year 2	Year 4	Year 6
	• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate

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To build an overview of world history	Year 2	Year 4	Year 6
	- Describe historical events. - Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did.	- Describe changes that have happened in the locality of the school throughout history. - Give a broad overview of life in Britain from ancient until medieval times. - Compare some of the times studied with those of other areas of interest around the world. - Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	- Identify continuity and change in the history of the locality of the school. - Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. - Compare some of the times studied with those of the other areas of interest around the world. - Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To understand chronology			
	- Place events and artefacts in order on a timeline. - Label timelines with words or phrases such as: past, present, older and newer. - Recount changes that have occurred in their own lives. - Use dates where appropriate.	- Place events, artefacts and historical figures on a timeline using dates. - Understand the concept of change over time, representing this, along with evidence, on a timeline. - Use dates and terms to describe events	- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). - Identify periods of rapid change in history and contrast them with times of relatively little change. - Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. - Use dates and terms accurately in describing events

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Children should be taught	Progression in knowledge, skills and understanding by the end of the phase, children will be able to		
To communicate historically	Year 2	Year 4	Year 6
	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	• Use appropriate historical vocabulary to communicate, including: ○ dates ○ time-period ○ era ○ change ○ chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	• Use appropriate historical vocabulary to communicate, including: ○ dates ○ time-period ○ era ○ chronology ○ continuity ○ change ○ century ○ decade ○ legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.

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Additional History Opportunities	Using evidence to find out about the past	Building an oversight of world history	Understanding Chronology	Communicating Historically
• The development of Church, state and society in Medieval Britain 1066-1509. • The development of Church, state and society in Britain 1509-1745. • Ideas, political powers, industry and empire: Britain, 1745-1901. • Challenges for Britain, Europe and the wider world 1901 to the present day. • A local history study. • The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066. • At least one study of a significant society or issue in world history and its interconnections with other world developments.	• Sift evidence and select appropriate sources. • Understand the need to use a range of information from a wide variety of sources. • Evaluate the reliability of sources. • Create and test hypotheses, using evidence to make claims.	• Build upon a growing knowledge about the significant people and events that have shaped our nation and the world. • Look at history from different cultural perspectives. • Understand how some of the political, religious, social and economic circumstances that prevail today may be linked to past events throughout history.	• Understand the changes within and between time periods. • Understand how some changes take centuries whilst others are more rapid and give examples with evidence.	• Become fluent in the use of historical vocabulary and techniques.