

History Progression Skills 2016-2017



Key Element	Reception	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2 – Year 5
Chronological understanding	<p>To talk about the past and present events in my own life and in the lives of family members. (P&C ELG)</p>	<p>To order up to three objects in chronological order (recent history).</p> <p>To use words and phrases like old, new and a long time ago.</p> <p>To tell others about things that happened when they were little.</p> <p>To recognise that a story that is read to them may have happened a long time ago.</p> <p>To understand that some objects belonged to the past.</p> <p>To explain how they have changed since they were born.</p>	<p>To use words and phrases like: before I was born, when I was younger.</p> <p>To use phrases and words like ‘before’, ‘after’, ‘present’, ‘then’ and ‘now’, in their historical learning.</p> <p>To use words like past and present correctly.</p> <p>To use a range of appropriate words and phrases to describe the past.</p> <p>To sequence a set of events in chronological order and give reasons for their order.</p>	<p>To describe events and periods using the words BC, AD and decade.</p> <p>To describe events from the past using dates when things happened.</p> <p>To use my mathematical knowledge to work out how long ago events in recent and local history would have happened</p> <p>To describe events and periods using the words ancient and century.</p> <p>To use a timeline within a specific time in history to set out the order things may have happened.</p> <p>To use mathematical knowledge to work out how long ago events would have happened.</p>	<p>To plot recent history on a timeline using centuries.</p> <p>To place periods of history on a timeline showing periods of time.</p> <p>To use their mathematical skills to work exact time scales and differences as need be.</p> <p>To use dates and historical language in their own work.</p> <p>To begin to build up a picture of what main events happened in Britain/the world during different centuries.</p> <p>To draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p>

Chronological understanding				<p>To use their mathematical skills to round up time differences into centuries and decades.</p> <p>To begin to recognise and quantify the different time periods that exists between different groups that invaded Britain.</p>	<p>To place features of historical events and people from past societies and periods in a chronological framework.</p> <p>To create timelines which outline the development of specific features, such as, medicine, weaponry, transport.</p>
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<p style="text-align: center;">Knowledge and Interpretation</p>	<p>To understand how some famous people have helped their lives be better today.</p> <p>To begin to identify the differences between old and new objects.</p> <p>To identify objects from the past, for e.g. old toys.</p> <p>To be able to give examples of things that are different in my life from that of my grandparents when they were young.</p>	<p>To recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.</p> <p>To understand that we have a queen who rules us and that Britain has had a King or Queen for many years.</p> <p>To be able to recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</p> <p>To understand how in our country there is not just one person that makes decisions, it is a group of people – Democracy.</p>	<p>To explain how my local area was different in the past.</p> <p>To recount some interesting facts from an historical event, such as where the fire of London started.</p> <p>To explain why Britain has a special history by naming some famous events and some famous people.</p> <p>To explain what is meant by a parliament.</p>	<p>To appreciate that the early Brits would not have communicated as we do or have eaten as we do.</p> <p>To begin to picture what life would have been like for the early settlers.</p> <p>To suggest why certain events happened as they did in History.</p> <p>To understand that Britain has been invaded by several different groups over time.</p> <p>To understand that invaders in the past would have fought fiercely, using hand to hand combat.</p> <p>To suggest why certain people acted as they did in history.</p> <p>To explain how events from the past have helped shape our lives.</p> <p>To begin to appreciate why Britain would have been an important country to have been invaded and conquered.</p>	<p>To explain how events from the past have helped shape our lives.</p> <p>To appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>To explain how people lived in the past cooked and travelled differently and used different weapons from ours.</p> <p>To recognise that the lives of wealthy people were very different from those of poor people.</p> <p>To appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p> <p>To begin to appreciate that how we make decisions has been through a parliament for some time.</p>
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Knowledge and Interpretation					<p>To be able to make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>To understand how significant events in History have helped shape the country we have today.</p> <p>To gain a good understanding as to how crime and punishment has changed over the years.</p>
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Historical Enquiry	<p>To begin to ask questions about old and new objects.</p> <p>To begin to spot new and old things in a picture.</p> <p>To be able to answer simple questions using an artefact/photograph provided.</p> <p>To give a plausible explanation about what an object was used for in the past.</p>	<p>To begin to answer questions using a range of artefacts/photographs provided.</p> <p>To find out something about the past by talking to an older person.</p>	<p>To answer questions by using a specific source, such as an information book.</p> <p>To find out more about a famous Briton from the past and carry out some research on him/her.</p> <p>To find out about a famous event that happened in Britain</p>	<p>To understand the role that archaeologists have had in helping us to understand more about what happened in the past.</p> <p>To use various sources to piece together information about a period in History.</p> <p>To research a specific event from the past and to then write about it.</p> <p>To use my 'information finding skills' in writing to help me write about 'historical information'. Through research, identify similarities and differences between given periods in history.</p> <p>To research two or more versions of an event and say how they differ.</p> <p>To research what it was like for a child in a given period from the past and use</p>	<p>To research more than one version of an event and say how they differ.</p> <p>To research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.</p> <p>To give more than one reason to support and historical argument.</p> <p>To communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.</p> <p>To understand how historical artefacts have helped us understand more about British lives in the present and past.</p>
Organisation and Communication				<p>They are beginning to think about the appropriate use of dates and terms.</p>	<p>They are beginning to produce structured work, making appropriate use of dates and terms. They select and organise information to produce structured work.</p>

