



'Inspiring Excellence for All'

Passion

Excitement for learning
–knowledge the children will acquire

Urgency

The learning journey through the topic

Positivity

Building the skills of collaboration, resilience and communication (both written and oral)

Aspiration

Cultural capital – experiences and trips the children will have

Commitment

Skills the children will acquire now or over time

Progression of Skills in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Be able to use key words and phrases relating to the passing of time</p> <p>Be able to use key words and phrases relating to the passing of time</p> <p>Be able to order events and objects</p>	<p>Be able to use key words and phrases relating to the passing of time</p> <p>Be able to order events and objects into a sequence</p> <p>Know about a range of events that have happened in the past</p>	<p>Understand that the past can be considered in terms of different time periods</p> <p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p>	<p>Understand that the past can be considered in terms of different time periods</p> <p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p>	<p>Know that the study of history is concerned with the past in relation to the present</p> <p>Know about the characteristic features of particular periods and societies</p> <p>Know the terms associated with the periods</p>	<p>Know that the study of history is concerned with the past in relation to the present</p> <p>Know about the characteristic features of particular periods and societies</p> <p>Be able to describe and make links between the</p>

	<p>into a sequence</p> <p>Sequence events in their life</p>	<p>Sequence photographs etc. from different periods of their life</p>	<p>Sequence several events or artefacts</p>		<p>they have studied</p> <p>Be able to describe and make links between the main events, situations and changes both within and across periods</p> <p>Be able to place the events, people and changes in the periods they have studied into a chronological framework</p> <p>Be able to use dates and terms relating to the passing of time</p> <p>Know the terms associated with the periods</p>	<p>main events, situations and changes both within and across periods</p> <p>Be able to place the events, people and changes in the periods they have studied into a chronological framework</p> <p>Be able to use dates and terms relating to the passing of time</p>
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					they have studied	
Range and depth of historical knowledge	Be able to ask and answer questions about the past	Know about a range of events that have happened in the past	Know about the main events, dates and characteristics of the past societies they have studied	Know about the main events, dates and characteristics of the past societies they have studied	Know that the study of history is concerned with the past in relation to the present	Know that the study of history is concerned with the past in relation to the present
	Be able to identify differences between their own lives and those of people who have lived in the past	Be able to ask and answer questions about the past	Know about the lives of people in those periods	Know about the lives of people in those periods	Know about the characteristic features of particular periods and societies	Know about the characteristic features of particular periods and societies
	Be able to find out about aspects of the past from a range of sources of information	Be able to identify differences between their own lives and those of people who have lived in the past	Know about the main similarities and differences between the past societies they have studied	Know about the main similarities and differences between the past societies they have studied	Know about the ideas, beliefs, attitudes and experiences of people in the past	Know about the general history of the host country
	Understand that events and people's actions have causes and effects	Be able to find out about aspects of the past from a range of sources of information	Be able to give some reasons for particular events and changes	Be able to give some reasons for particular events and changes	Know about the social, cultural, religious and ethnic diversity of the periods studied	Know about the ideas, beliefs, attitudes and experiences of people in the past
		Be able to find out about aspects of the past from a	Be able to gather information from simple sources	Be able to use their knowledge and understanding to answer simple questions about		Know about the social, cultural, religious and ethnic diversity

	<p>Know about a range of events that have happened in the past Be able to find out about aspects of the past from a range of sources of information</p>	<p>range of sources of information</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	<p>Be able to use their knowledge and understanding to answer simple questions about the past and about changes</p> <p>Find out about everyday lives of people in time studied</p>	<p>the past and about changes</p> <p>Identify and give reasons for different ways in which the past is represented</p>	<p>Know the terms associated with the periods they have studied</p> <p>Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied</p> <p>Be able to describe how the history of one country affects that of another</p> <p>Know about the general history of their home country</p> <p>Know about the characteristic features of a</p>	<p>of the periods studied</p> <p>Be able to enquire into historical issues and their effects on people's lives</p> <p>Be able to describe and make links between the main events, situations and changes both within and across periods</p> <p>Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied</p> <p>Be able to describe how the history of one country</p>
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					<p>particular period in the history of the host country</p> <p>Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied</p> <p>Be able to describe and make links between the main events, situations and changes both within and across periods</p>	<p>affects that of another</p> <p>Be able to describe how the history of the host country affects the lives of people who live there now</p>
Interpretations of history	<p>Understand that the past is represented in a variety of ways</p> <p>Know stories about a</p>	<p>Know stories about a range of people who have lived in a variety of cultures in the past</p>	<p>Understand that the past has been recorded in a variety of different ways</p> <p>Identify and give reasons for</p>	<p>Understand that the past has been recorded in a variety of different ways</p> <p>Be able to give some reasons for</p>	<p>Know about the social, cultural, religious and ethnic diversity of the periods studied</p>	<p>Know about the ideas, beliefs, attitudes and experiences of people in the past</p>

	<p>range of people who have lived in a variety of cultures in the past</p>	<p>Understand that the past is represented in a variety of ways</p>	<p>different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p>	<p>particular events and changes</p> <p>Begin to evaluate the usefulness of different sources</p>	<p>Be able to enquire into historical issues and their effects on people's lives</p> <p>Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied</p> <p>Understand how some aspects of the past have been represented and interpreted in different ways</p> <p>Understand that historical sources can be different from and contradict</p>	<p>Know about the social, cultural, religious and ethnic diversity of the periods studied</p> <p>Be able to enquire into historical issues and their effects on people's lives</p> <p>Understand how some aspects of the past have been represented and interpreted in different ways</p> <p>Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint</p>
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					one another and that they reflect their context of time, place and viewpoint	Be able to describe and make links between the main events, situations and changes both within and across periods
Historical enquiry	<p>Be able to ask and answer questions about the past</p> <p>Be able to find out about aspects of the past from a range of sources of information</p>	<p>Be able to ask and answer questions about the past</p> <p>Be able to find out about aspects of the past from a range of sources of information</p>	<p>Be able to use their knowledge and understanding to answer simple questions about the past and about changes</p> <p>Be able to gather information from simple sources</p> <p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p>	<p>Be able to give some reasons for particular events and changes</p> <p>Be able to gather information from simple sources</p> <p>Be able to use their knowledge and understanding to answer simple questions about the past and about changes</p> <p>Use evidence to build up a picture of a past event</p>	<p>Be able to enquire into historical issues and their effects on people's lives</p> <p>Be able to find out about aspects of the past from a range of sources</p> <p>Be able to describe and identify reasons for and results of historical events, situations, and changes in the</p>	<p>Be able to enquire into historical issues and their effects on people's lives</p> <p>Be able to find out about aspects of the past from a range of sources</p> <p>Be able to describe and make links between the main events, situations and changes both within and across periods</p> <p>Be able to ask and answer</p>

					<p>periods they have studied</p> <p>Be able to describe and make links between the main events, situations and changes both within and across periods</p> <p>Be able to describe how the history of one country affects that of another</p> <p>Be able to ask and answer questions about the past</p>	<p>questions about the past</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>
Organisation and communication	<p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures... Drama/role play.. Making models..... Writing..</p> <p>Using ICT in a variety of ways, including QR codes.</p>			<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	

