

## Skills progression

### History

	Nursery	Reception	Year 1	Year 2
<b>Chronological understanding</b>	Begin to make sense of their own life-story and family's history	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Put objects in chronological order (recent history) Use words and phrases like: old, new and a long time ago. Tell me about things that happened when they were little. Recognise that a story that is read to them may have happened a long time ago. To know that some objects belonged to the past To retell a familiar story set in the past. Explain how they have changed since they were born. Use vocabulary: old, new, before, after, a long time ago, first, next, finally.	Use words and phrases like before I was born, when I was younger. Use phrases and words like 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. Use the words 'past' and 'present' accurately. Use a range of appropriate words and phrases to describe the past. Sequence a set of events in chronological order and give reasons for their order. Use comparative language: older/ newer, a very long time ago, past, present.
<b>Knowledge and Interpretations of History</b>	Read different versions of the same (traditional) stories.	Talk about the lives of people around me and their roles in society. Understand the past through settings, characters and events encountered in books and storytelling.	Appreciate that some famous people have helped our lives be better today. Recognise that we celebrate certain events, because of what happened many years ago. Understand that we have a queen who rules us and that Britain has had a king or queen for many years. Begin to identify the main differences between old and new objects. Identify objects from the past.	Explain how their local area was different in the past. Recount some interesting facts from an historical event, such as where the 'Fire of London' started. Give examples of things that are different in their life from that of their grandparents when they were young.

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				Explain why Britain has a special history by naming some famous events and some famous people.
<b>Historical Enquiry</b>	Speak about an event within their own family which has happened in the past.	Find some similarities and differences between things in the past and now.	Ask and answer questions about old and new objects. Spot old and new things in a picture. Answer questions using an artefact/ photograph provided. Give a plausible explanation about what an object was used for in the past.	Find out something about the past by talking to an older person. Answer questions by using a specific source, such as an information book. Research the life of someone who used to live in their area using the Internet and other sources to find out about them.
<b>Vocabulary</b>	Before, after, now, then.	Before, after, now, then, time, past.	change, time, past, present, similarities, differences, evidence, artefacts, timeline, Queen, monarch, evidence, artefacts, identify, time line, monument, nation	Past, Present, Victorian, Monarch, Coronation, Empress, symbol, Old, new, a long time ago, before, after, then and now, century, time line, Chronology, King/Queen, Evidence, past, present, Decade, source.

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	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Chronological understanding</b>	<p>Describe events and periods using the words: BC, AD and decade</p> <p>Describe events from the past using dates when things happened</p> <p>Describe events and periods using the words: ancient and century</p> <p>Use a timeline within a specific time in history to set out the</p> <p>Order things may have happened Use their mathematical knowledge to work out how long ago events would have happened</p>	<p>Plot recent history on a timeline using centuries</p> <p>Place periods of history on a timeline showing periods of time.</p> <p>Use their mathematical skills to round up time differences into centuries and decades</p>	<p>Use dates and historical language in their work.</p> <p>Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Use their mathematical skills to work out exact time scales and differences as need be.</p>	<p>Say where a period of history fits on a timeline.</p> <p>Place a specific event on a timeline by decade.</p> <p>Place features of historical events and people from past societies and periods in a chronological framework</p>
<b>Knowledge and Interpretations of History</b>	<p>Begin to picture what life would have been like for the early settlers</p> <p>Recognise that Britain has been invaded by several different groups over time</p> <p>Realise that invaders in the past would have fought fiercely, using hand to hand combat</p> <p>Suggest why certain events</p>	<p>Explain how events from the past have helped shape our lives</p> <p>To know that people who lived in the past cooked and travelled differently and used different weapons from ours</p> <p>Recognise that the lives of wealthy people were very different from those of poor people</p>	<p>Describe historical events from the different period/s they are studying/have studied</p> <p>Make comparisons between historical periods; explaining things that have changed and things, which have stayed the same.</p> <p>Explain the role that Britain has had in spreading Christian values across the world.</p>	<p>Summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Summarise how Britain has had a major influence on world history.</p> <p>Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p>

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	<p>happened as they did in history Suggest why certain people acted as they did in history</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>Begin to appreciate that how we make decisions has been through a Parliament for some time. Appreciate that significant events in history have helped shape the country we have today. Have a good understanding as to how crime and punishment has changed over the years.</p>	<p>Describe features of historical events and people from past societies and periods they have studied Recognise and describe differences and similarities/ changes and continuity between different periods of history.</p>
<b>Historical Enquiry</b>	<p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Use various sources of evidence to answer questions; Use various sources to piece together information about a period in history. Research a specific event from the past. Use their 'information finding' skills in writing to help them write about historical information Through research, identify similarities and differences between given periods in history</p>	<p>Research two versions of an event and say how they differ. Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. Give more than one reason to support an historical argument. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</p>	<p>Test out a hypothesis in order to answer a question.  Appreciate how historical artefacts have helped us understand more about British lives in the present and past</p>	<p>Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.  Identify and explain their understanding of propaganda.  Describe a key event from Britain's past using a range of evidence from different sources</p>

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<b>Vocabulary</b>	Soldier, traditions customs, empire, invaded, timeline, BC, AD, decade ancient century, primary sources, evidence, museum, past, Local, Long ago, present, nation	Prehistory, archaeologist, Stone Age, Bronze Age, Iron Age, homo sapiens, Palaeolithic, Mesolithic, Neolithic, primary sources, secondary sources. Invasion, Angles, Saxons, Jutes, Frisians, Scots, Picts, settlement, artefact, excavation, archaeology, historian, sources, evidence,	Mayan, culture, society, AD, BC, pre-classic, post classic, classic, hierarchy, Mesoamerica, Chichen Itza, military, ritual, sacrifice, history sources, archaeologists, accurate, biased, syllabograms, logograms, codices, time, , invasion, chronological, democracy, democratic, ancient, modern, primary source, secondary source, landmark, industrial era, links, trade, census, landmark.	crime punishment, judge, jury, lawyer, pillory, magistrate and transportation, assassination, divine, outlawed, Normans, sanctuary, treason, Civil War, smugglers, highwaymen and poachers, abolished , Ancient Egypt, civilisation, settlers, society, pharaohs, hereditary, kingdom, preserved, mummification, pyramid, tombs, Giza, Tutankhamen, gods and goddesses, temples,
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#### Historical terms

AD						Sacrifice
Agriculture	Change	Democracy	Hunter-gatherer	Metal-working		Secondary evidence
Ancient civilisations	Church	Discovery	Immigrant	Migration	Parliament	Settler
Archaeology	Christianity	Diversity	International	Missionary Monarchy	Past	Significance
Aristocracy	Chronology	Emigrant	Interpretation	Monastery	Peasant	Slave
Artefact	Colony	Emperor	Invasion	Monarch	Pope	Stone Age
BC	Conquest	Empire	Invention	Museum	Prehistory	Timeline
Bronze Age	Continuity	Execution	Iron Age	Myths and legends	Present	Torture
Calendar	Court	Explorer	Islam	Nation	Primary evidence	Traitor
Causation	Crusades	Global	King/Queen	Nomad	Rebellion	Treason
Century	Dark Ages	Gods / Goddesses	Local	Oral history	Republic	Victorian
	Decade	Heresy	Long ago	Old	Revolt	Yesterday