

## Curriculum Skills Progression Map - History

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Understanding of Events, People and Changes in the Past	Can talk about events from their recent past- yesterday, last week etc.	Children can see how life must have been different in the past.  Compare and contrast characters from stories, including figures from the past	Can retell some historical events from eras they have studied.  Describe a change within their living memory.  Can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods.	Can name some significant individuals in the past, and their national/ international achievements.  Can describe changes that have occurred within eras studied and starting to consider why they are important.  Can draw simple conclusions and deduce information on the past from pictures and information.  Can point out some similarities and differences between aspects of my life  Identify similarities and differences between ways of life in different periods of history	Can express an understanding of how life has changed across eras studied, considering reasons for changes.  Have knowledge and understanding of some of the main events, people and changes from the past.  Can point out some similarities and differences between aspects of life at different times in the past.	Make connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day  Can describe how life for different groups in Britain changed across the eras studied.  Have knowledge and understanding of some of the main events, people and changes from the past.	Know and understand significant aspects of the history of the wider world: the societies, cultures and religions of the past.  Can understand why some civilisations have been successful and why others have not.  Can describe changes within periods studied.	Pupils know and understand significant aspects of the history of the wider world  Can describe changes and continuity in the local area, and give reasons for these.  Can identify features and make links between past societies and periods.  Can draw on depth of factual knowledge and understanding of Britain and the wider world.  Can describe change within and between periods and societies I have learned about.
Topic specific vocabulary	Yesterday, today, last week	People and Communities Immediate family, explorer, old, new,	Toys from the Past diablo , whip and top, croquet, skipping rope, skittles, Jacob's ladder, marble, hopscotch, blow football Local Harrow History Transport, trains, train line, time periods,	Great Fire of London 17th Century , London , Pudding Lane , St Pauls Cathedral , River Thames , diary , Britain , capital city , bakery , Architect Lord Mayor , Sir Christopher Wren , monument , burning Leather, bucket, axe, Samuel Pepys, King Charles II, monument Florence Nightingale Significant Individuals Florence Nightingale, nurse, Crimean War, soldiers, hospital, Lady with the Lamp, medicine, hygiene,	Iron Age & Stone Age Neolithic, Palaeolithic, Mesolithic, chronology, tribal, hunter-gatherers, Stonehenge, Bronze Age, prehistory, Nomad, homosapiens, pelt, beaker, smelting Invaders and Settlers: Romans Centurion, emperor, aqueduct, gladiator, Londinium, Britannia, Romanisation, senate, Roman baths, Amphitheatre, chariot,	The Vikings Longship /longhouse Warrior Odin Edward the confessor Scandinavia Settlement Sweden Norway Danelaw Conquer Invader Raids Vicious Norse Tudor England Welsh/English, family, King Henry VII, Monarchs Henry VIII, Elizabeth I, Victorian England Tudor, Victorian, modern day, significant, monarchy, queen, king,	The Ancient Egyptians Ancient Egyptians, civilisation, pyramid, sphinx, Nile, flood, gods, fertile, agriculture, tomb, archaeologist, papyrus, scribe, hieroglyphics, Howard Carter, Tutankhamen Early Islamic Civilization Islamic Empire, Silk Road, trade, merchants, scholars, inventions, Mongols,	WW2 20th century, WW1, WW2, blitz, home front, make do and mend, evacuate, evacuees, morale, propaganda, Winston Churchill, Adolf Hitler, Allies, Nazi, air raid, gas mask, invade The Ancient Greeks Democracy Olympic games Philosopher Sparta Greece Spartans Athens Athenians Persia Alpha Beta Gamma Delta Alexander the Great

					Roman, baths, Roman roads, aqueduct, viaduct, amphitheatre, amphora, toga, villa, centurion, legion, Hadrian's wall, forum, fortifications, legacy Invaders and Settlers: Anglo Saxons Raid, settlers, resistance, invaders, long ships, Danegeld, Christianity,	kingdom, battles, plots, war, court, mills/factories, railways, inventions, industrial revolution		Empire Achievement Discrimination Windrush generation, migrate, immigrant, immigration, slavery, prejudice, discrimination, colonies, slave trade,
Chronological Understanding	I am starting to use words and phrases like 'old', 'new' before, then, now.	Can begin to use language associated with the passage of time; talk about past and present events in their own lives  Place stages of their own life on a timeline and talk about the changes  Explain changes in themselves from birth to current age and say how I know using pictures and objects and sequencing these.	Pupils can develop an awareness of the past using common words and phrases relating to the passing of time  Pupils can explain where the people and events they study fit within a chronological framework  Can use the terms BCE and CE correctly when using a timeline.  Uses simple timelines to sequence processes, events and objects	Can use words and phrases like: 'before', 'after', 'past', 'present', 'then' and 'now' consistently when describing events, people in the past.  Can order and sequence familiar objects and events on a timeline  To describe where the people and events studied fit within a chronological framework and identify similarities between periods.  Use of time conventions in history	Can describe clearly events from the past using dates when things happened, showing chronological understanding of dates and events previously studied.  Can make connections, contrasts & trends over time  Can use a timeline within a specific period or era, to set out the order in which things happened, showing a secure understanding of connections and events.	Understand the complexity of people's lives, the processes of change and the diversity of societies as well as the challenges of their time  Place the events studied into a chronological framework and gain historical perspective  Use a variety of skills to connect, contrast and link to present time, showing a secure understanding of decades, years and centuries.	Draw a timeline with different historical periods, showing key historical events, or lives of significant people  Identify that some time periods overlap and can explain reasons for this.	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires  Place features of historical events and people from past periods in a chronological framework  Use dates and specific terms confidently to establish period detail  Can successfully match simple iconic images to each of the periods studied
Vocabulary	old, 'new' before, then, now	old, new, before, then, now, today, now, tomorrow, yesterday, past, present,	Then, After, Before, Weeks, The present, Year, Decade, Century, The past, Long ago, The future, Day, Week, Month, Long ago, Ancient, Modern	Sequence, Chronological Order, Recent History, Earlier, Later, Decades, Centuries, before, after, past, present, then now	Chronological Order, Recent History, Timeline, Period, Millennium, Thousands of years, trend, duration	Time difference, Continuity, Change, decades, years and centuries, Timeline, Period, Millennium, Thousands of years	Cause, Consequence, Similarity, Legacy, sequence	Short- and long-term timescales, Difference and significance, Trends

<p>Historical Enquiry</p>	<p>Begin to talk about past and present events in their own lives</p>	<p>Ask a question to find out about the past</p> <p>Can talk about events from their recent past- yesterday, last week.</p> <p>Can explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories.</p>	<p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p> <p>To describe some simple similarities and differences between artefacts.</p> <p>To sort artefacts from then and now</p> <p>To ask their own questions related to different sources and objects.</p>	<p>Look carefully at pictures or objects to find information about the past.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>To describe people and events in history - eg, <i>The Great Fire of London</i>.</p>	<p>To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as 'how did people ....? What did people do for ....?'</p> <p>Suggest sources of evidence from a selection provided to use to help answer questions.</p>	<p>Understand the difference between primary and secondary sources of evidence.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Address and devise historically valid questions prompted from the handing of artefacts</p> <p>Ask questions such as 'what was it like for a ..... during .....?'</p> <p>Independently select sources of evidence to use to help answer questions and start to explain the usefulness and reliability of different sources.</p>	<p>Realise that there is often not a single answer to historical questions and start to develop a perspective and judgement by explaining how historical facts are often interpreted to support opinions.</p> <p>Ask and answer a range of questions about the past.</p> <p>Choose reliable sources of evidence to answer questions.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions and point out the limitations of others' arguments.</p> <p>Can ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement</p> <p>Investigate their own lines of enquiry by posing questions to answer.</p>
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Historical Interpretation		To begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	To begin to identify different ways to represent the past  Explain the similarities and differences from past events (links to from past to present)  Subject specific language to start being used 'evaluate, reliable, primary resource, secondary resource.'  Begin to understand that we have different views of familiar events	To identify and explain different ways in which the past is represented  Starting to identify different views using sources	To compare accounts of events from different sources.  Fact or fiction offer some reasons for different versions of events  Make simple deductions and inferences based on different sources.	To link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations  Starting to identify different sources and evaluate their effectiveness and historical knowledge	Draw conclusions to the cause and effect of events in this time period  Identify different sources and evaluate their effectiveness and historical knowledge	Consistently identify different sources and evaluate their effectiveness and historical knowledge  To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
Cause and effect		Can explain why one character in a simple story took the action he or she did (this could be a nursery rhyme but children should be able to offer a valid reason.)  Can explain why they took the action they did while discussing myself.	Can give a simple reason why a real person acted as they did in a historical situation.  Can give simple consequences of someone's actions.	Can make some comments about why people did things, why events happened and what happened as a result.  Can give clear explanation offering two or three reasons as to why events took place, perhaps including indirect reasons  To able to give a few consequences of events and people's actions	Can suggest reasons for, and results of, people's actions and events.  Analyse actions of people in historical settings, focusing only on what one person wanted.  Pupils can gain historical perspective and understand connections between local, regional and international history  Identify concepts such as cause & consequence and make some	Pupils begin to identify concepts such as cause & consequence and make some connections  Moves away from simply listing to give little detail about each cause.  Realise that events usually happen for a combination of reasons.  Will attempt to explain and not just describe.	Beginning to understand and discuss the impact of past events on the present.  Draw conclusions to the cause and effect of events in this time period  Explains an event using simple form of classification, eg. to do with money or religion, long term and short term effects.  Sees that causes may be connected in some ways	Be able to comment on the cause and effect of an event in history and how this has impacted the society and culture around us today.  Can give detailed reasons to explain causes and consequences in historical events.  Starts to express explanation in terms of relative importance backed up a reasoned argument, eg. the main reason was, also important, some people think.  Are able to explain

					connections			some quite complex events using a good range of causes with some of them linked in a simple way.
Organisation and Communication	Use of simple vocabulary such as then, now, before	Can talk about pictures of themselves using appropriate vocabulary  Can draw and label simple drawings of artefacts	Can label and annotate simple drawings of artefacts  Can retell and describe the main episodes of a famous past event	Label and annotate pictures/artefacts showing awareness of significant features not seen today  Make increasing use of period specific vocabulary  Retell a complicated story in a simple structured way	Can show understanding through oral answers and simple recording devices such as speech bubbles/notations.  Answers contain simple period specific references.  Can express their thoughts and views to explain rather than describe historical events using phrases such as another reason was, also, which connect various ideas consistently  Can simply and accurately sequence what happened in events from the past.	Begins to sustain and answer providing some supporting evidence.  Can use appropriate ways of communicating their historical 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.  Wide spread 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 the importance of lengths of time.  Understand the dangers of over-generalising  Present their findings, in detail, using factual evidence (from a range of resources) and their opinions.  Able to make subtle distinctions within a period being studied.  Pupils being able to use provisional and tentative language to express uncertainty, eg. perhaps, may, might, some people think.
Vocabulary			Curiosity, Detective, Investigate, Ask, Object, Artefacts, Books, Pictures, Photographs, Surroundings, Local, Homes, houses and buildings, Explain, Used for, Timeline, Date Order, Similar, Different, Because, Important	Question, Artefact, Newspapers, Websites, Historians, Primary /Secondary Evidence, Information, Like or dislike, Significant, Tally chart, Changes, Observe, Non-fiction books, Maps, Internet, Research, Buildings, Places, Historical event	Questions, Opinion, Experts, Compare, Initiate, Theme, Place, Investigate, Locality, Eyewitness account, Similarities and differences, use judgement, First-hand evidence, Second-hand evidence	Source, Collect, Record, Analyse, Compare, Developments, Impact on life, Argument, Interpretations, primary and secondary sources	Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify, Hypothesis, Sift arguments, Sources, Infer, Reliable	Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse Conclusions, Advancements, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda

