

# Newfield Park Primary School

## History Skills Progression



	Year 1	Year 2
INVESTIGATE AND INTERPRET THE PAST	<ul style="list-style-type: none"> <li>Recount some details from the past using words and pictures.</li> <li>Explain what some objects from the past might have been used for.</li> <li>Asks questions about what happened and when it happened.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and handle evidence to find out about the past.</li> <li>Recount some details from the past using different sources of evidence eg/books and online sources.</li> <li>Research the life of a famous person from the past using different sources of evidence.</li> </ul>
COMMUNICATE HISTORICALLY	<ul style="list-style-type: none"> <li>Use vocabulary such as old, new, a long time ago to describe the passing of time.</li> <li>Find out about the past by talking to an older person.</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases such as: before, after, past, present, then and now, decades and centuries.</li> <li>Understands the terms war, peace, democracy and parliament.</li> </ul>
UNDERSTAND CHRONOLOGY	<ul style="list-style-type: none"> <li>Sequence pictures to illustrate a story from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Place events on a timeline</li> <li>Understand which dates on a timeline are further in the past, older or more recent.</li> </ul>
BUILD AN OVERVIEW OF WORLD HISTORY	<ul style="list-style-type: none"> <li>Explain how some people have helped us to have better lives.</li> </ul>	<ul style="list-style-type: none"> <li>Recount the life and key events of someone from the past.</li> </ul>
HISTORICAL ENQUIRY	<p><b>Continuity and change</b> (in and between periods): Explain what has changed in my lifetime. Explain some of the main changes since my parents/grandparents were alive.</p> <p><b>Cause and consequence:</b> To begin to understand that events, or people's actions, in the past had consequences.</p> <p><b>Similarity and difference:</b> (within a period/situation): To understand that people's lives were different in the past.</p> <p><b>Significance</b> (of events/people): Describe a significant event or person from the past. Recall the dates that significant events took place.</p>	

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	Year 3	Year 4
INVESTIGATE AND INTERPRET THE PAST	<ul style="list-style-type: none"> <li>Use research skills to find answers to specific historical questions.</li> <li>Find out about life in the past using a variety of sources of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest appropriate sources of evidence for research.</li> <li>Use more than one source of evidence to form opinions about the past.</li> <li>Consider differing accounts of a historical event, suggesting reasons why accounts may differ. Contrast and compare the lives of rich and poor people, adults and children.</li> </ul>
COMMUNICATE HISTORICALLY	Use historical language to describe the chronology of major events or time periods eg/dates, time period, era, change, chronology.	<ul style="list-style-type: none"> <li>Communicate information about the past in different ways eg/IT, writing Explain how an event from the past has changed our lives today.</li> </ul>
UNDERSTAND CHRONOLOGY	<ul style="list-style-type: none"> <li>Use a timeline within a specific period of history to set out the order that events may have happened, historical figures lived or artefacts were in use.</li> <li>Use mathematical knowledge and dates to work out how long ago events happened Explain some of the times when Britain has been invaded.</li> </ul>	<ul style="list-style-type: none"> <li>Plot events on a timeline using decades/centuries.</li> <li>Use mathematical skills to round time differences to centuries and decades.</li> <li>Understand the concept of change over time.</li> <li>Understand how crime and punishment has changed over time. Explain some of the times when Britain has been invaded,</li> </ul>
BUILD AN OVERVIEW OF WORLD HISTORY	<ul style="list-style-type: none"> <li>Describe what life may have been like in Britain from ancient to medieval times.</li> <li>To know how our local area has impacted on the wider world (glass making, coal mining, metal work)</li> </ul>	<ul style="list-style-type: none"> <li>Compare some of the times studied with those of other parts of the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of a past society.</li> </ul>
HISTORICAL ENQUIRY	<p><b>Continuity and change</b> (in and between periods): To link events in the past and explain what may have occurred as a result.</p> <p><b>Cause and consequence:</b> Begin to understand some of the causes or consequences of the main events or changes in history.</p> <p><b>Similarity and difference:</b> (within a period/situation): Find similarities and differences between two periods of history. Find similarities and differences between two or more periods of history.</p> <p><b>Significance</b> (of events/people): Explain how events/people from the past have shaped our lives, beliefs, attitudes and experiences today.</p>	

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## History Skills Progression



	Year 5	Year 6
INVESTIGATE AND INTERPRET THE PAST	<ul style="list-style-type: none"> <li>Use a range of evidence to deduce information about the past.</li> <li>Use sources of evidence to form testable hypotheses about the past.</li> <li>Demonstrate an awareness of propaganda and how historians must consider bias in social contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Select suitable sources of evidence, to describe a key event in Britain's past, giving reasons for choices.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Identify and explain propaganda. Refine lines of enquiry as appropriate.</li> </ul>
COMMUNICATE HISTORICALLY	<ul style="list-style-type: none"> <li>Use original/select appropriate ways to present information and ideas. Use dates and terms accurately in describing events.</li> </ul>	Use appropriate historical vocabulary to communicate eg/ chronology, continuity, change, legacy.
UNDERSTAND CHRONOLOGY	<ul style="list-style-type: none"> <li>Understand the concepts of continuity and change over time, representing them, with evidence, on a time line.</li> <li>Use dates and terms accurately when communicating about historical events.</li> <li>Draw a timeline with different historical periods showing key historical events or lives of significant people.</li> </ul>	<ul style="list-style-type: none"> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Place features of historical events and people from the past societies and periods in a chronological framework.</li> </ul>
BUILD AN OVERVIEW OF WORLD HISTORY	<ul style="list-style-type: none"> <li>Explain how Parliament affects decision making in England. Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>Explain a way in which Britain has had a significant impact upon the world</li> <li>Explain how Britain may have learnt from other countries and civilisations (historically and recently)</li> </ul>
HISTORICAL ENQUIRY	<p><b>Continuity and change</b> (in and between periods): Describe and make links between main events, situations and changes within and across different periods.</p> <p><b>Cause and consequence:</b> Identify and give reasons for, results of, historical events, situations and changes.</p> <p><b>Similarity and difference:</b> (within a period/situation): Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p><b>Significance</b> (of events/people): Identify historically significant people and events in situations.</p>	