



History Progression of Knowledge and Skills

Year group	Strand - Chronology
Year 1	<p>To sort artefacts into then and now.</p> <p>To begin to order artefacts by age.</p> <p>To begin to know that the past is events that have already happened.</p> <p>To begin to know that the present is now.</p>
Year 2	<p>To order artefacts by age and give reasons for my decision to order them.</p> <p>To know that the past is events that have already happened.</p> <p>To know that the present is now.</p> <p>To begin to understand that events in history may last different amounts of time.</p> <p>To sequence the different periods of history that they have learnt.</p>
Year 3	<p>To understand that events in history may last different amounts of time.</p> <p>To be aware that history is divided into different periods (Victorians, Romans, Anglo-Saxons etc).</p> <p>To sequence the different periods of history that they have learnt.</p>
Year 4	<p>To understand that events in history may last different amounts of time.</p> <p>To be aware that history is divided into different periods (Victorians, Romans, Anglo-Saxons etc).</p> <p>To sequence the different periods of history that they have learnt.</p>
Year 5	<p>To understand that events in history may last different amounts of time.</p> <p>To begin to understand the term century.</p> <p>To be aware that history is divided into different periods (Victorians, Romans, Anglo-Saxons etc).</p> <p>To begin to understand that BC means before Christ and is used to show the years before year 0.</p> <p>To begin to understand that AD refers to the years after Christ was born and shows the years after year 0.</p> <p>To sequence the different periods of history that they have learnt.</p>
Year 6	<p>To understand that events in history may last different amounts of time.</p> <p>To know the relevant terms for different periods of history (Victorians, Romans, Anglo-Saxons etc).</p> <p>To understand the term century.</p> <p>To understand that BC means before Christ and is used to show the years before year 0.</p> <p>To understand that AD refers to the years after Christ was born and shows the years after year 0.</p> <p>To sequence the different periods of history that they have learnt.</p>
Year group	Strand - Significance
Year 1	<p>To name significant events and people from the past.</p> <p>To understand that significant means 'important'.</p>
Year 2	<p>To describe significant events and people from the past.</p> <p>To understand that significant means 'important'.</p>
Year 3	<p>To describe significant people/events from the past and why they are significant.</p>
Year 4	<p>To describe significant people/events from the past and why they are significant.</p>
Year 5	<p>To compare the significance of historical events, people and developments.</p> <p>To explain the significance of people/events and developments.</p>
Year 6	<p>To compare the significance of historical events, people and developments across historical eras.</p>



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	To explain the significance of people/events and developments.
Year group	Strand - Interpretation
Year 1	To look at historical artefacts (including photos, paintings and stories) and discuss them.
Year 2	To develop their own interpretations from historical artefacts (including photos, paintings and stories). To compare pictures and photographs of people and events in the past.
Year 3	To identify differences between different historical sources.
Year 4	To begin to evaluate the usefulness and reliability of different sources of evidence.
Year 5	To evaluate the usefulness and reliability of different sources of evidence. Identifying how conclusions
Year 6	To suggest explanations for different versions of events. To evaluate the interpretations made by historians.
Year group	Strand – Cause and Consequence
Year 1	To begin to ask why things happen and to also explain why with support.
Year 2	To recognise why events happened, why people did things and what happened as a result. To ask questions about why events happened, why people did things and what happened as a result.
Year 3	To begin to identifying the consequences of events and the actions of people. To begin to identify the reasons for historical events, situations and changes.
Year 4	To identify the consequences of events and the actions of people. To identify the reasons for historical events, situations and changes.
Year 5	To begin to give reasons for historical events, the results of historical events, situations and changes. To start to analyse and explain the reasons for, and results of historical events, situations and change.
Year 6	To give reasons for historical events, the results of historical events, situations and changes. To start to analyse and explain the reasons for, and results of historical events, situations and change.



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Year group	Strand – Similarity and Difference
Year 1	To be aware that some things have changed and some have stayed the same.
Year 2	To begin to make comparisons with their own lives and those from people in the past. To begin to make comparisons between places now and in the past.
Year 3	To make comparisons with their own lives and those from people in the past. To make comparisons between places now and in the past.
Year 4	To identify similarities and differences between periods of history. To explain similarities and differences between the daily lives of people in the past and today.
Year 5	To describe change through different times periods studied. To make links between the different time periods studied.
Year 6	To describe similarities and differences between different social, religions, ethnic groups and cultures in Britain over time. To explain patterns, trends, connections and contrasts over time when thinking about international, national and local history.
Year group	Strand – Change and Continuity
Year 1	To understand that whilst some things change over time some things do not. To identify everyday items that have changed or stayed the same over time.
Year 2	To identify things that have changed or stayed the same at different times. To give simple reasons for why things have changed.
Year 3	To begin to give reasons for change and reasons or continuities. To begin to describe the changes and continuity between different periods of history. To begin to identify the links between societies over time.
Year 4	To describe the changes and continuity between different periods of history. To identify the links between different societies over time. To give reasons for change and reasons or continuities.
Year 5	To describe the links between different societies over time. To make links between events and changes within and across different time periods/societies. To begin to analyse the reasons for changes and continuity.
Year 6	To describe the links between events and changes within and across different time periods/societies. To analyse and present the reasons for changes and continuity. To explain the reasons for changes and continuity using the vocabulary and terms of the period as well.