## Progression of Skills – History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	National Curriculum						
Understand	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.				
Chronology	Milestone One		Milestone Two		Milestone Three		
Chronology	<ul> <li>Place events and artefacts in order on a timeline.</li> <li>Label timelines with words or phrases such as: past, present, older and newer.</li> <li>Use dates where appropriate.</li> <li>Recount changes that have occurred in their own lives.</li> </ul>		<ul> <li>Place events, artefacts and historical figures on a timeline using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>Use dates and terms to describe events.</li> </ul>		<ul> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> <li>Use dates and terms accurately in describing events.</li> </ul>		

Build an	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	National Curriculum						
overview of world history	Pupils should ident differences betwe different	en ways of life in periods.					
	Children should choose and use parts of stories and other sources to show that they know and understand key features of events.		Children should note connections, contrasts and trends over time.				
	Miles	tone One	Mileston	e Two	Milestone Three		
Image: seriesImage: series </th <th colspan="2">and es and tion</th> <th><ul> <li>Britain: from and times.</li> <li>Compare some of with those of oth around the worl</li> <li>Describe the socior religious diver Describe the char of the past, incluattitudes and ex</li> </ul></th> <th colspan="2"><ul> <li>Britain: from ancient to medieval times.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> </ul></th> <th colspan="2"><ul> <li>Give a broad overview of life in Britain and</li> <li>some major events from the rest of the</li> <li>world.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul></th>	and es and tion		<ul> <li>Britain: from and times.</li> <li>Compare some of with those of oth around the worl</li> <li>Describe the socior religious diver Describe the char of the past, incluattitudes and ex</li> </ul>	<ul> <li>Britain: from ancient to medieval times.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> </ul>		<ul> <li>Give a broad overview of life in Britain and</li> <li>some major events from the rest of the</li> <li>world.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
			National Curriculum				
Investigate and	Children should und ways in which we fin and identify differer repres	d out about the past It ways in which it is ented.	Children should understand how our knowledge of the past is constructed from a range of sources.				
	Milesto	ne One	Milest	one Two	Milesto	ne Three	
past	<ul> <li>questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Identify some of the different ways the past has been represented.</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>		<ul> <li>Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul>		<ul> <li>Milestone Three</li> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	National Curriculum						
Communicate	Children should ask and answer questions, using other sources to show that they know and understand key features of events.		Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.				
Historically	Milestone One		Milestone Two		Milestone Three		
Historically	<ul> <li>Use words at         <ul> <li>a long t</li> <li>recently</li> <li>when m childrer</li> <li>years, d describe</li> </ul> </li> <li>Show an und such as:         <ul> <li>nation a</li> <li>civilisati</li> <li>monarc</li> <li>parliam</li> <li>democr</li> </ul> </li> </ul>	<ul> <li>Use words and phrases such as:         <ul> <li>a long time ago</li> <li>recently</li> <li>when my parents/carers were children</li> <li>years, decades and centuries to describe the passing of time.</li> </ul> </li> <li>Show an understanding of concepts such as:         <ul> <li>nation and a nation's history</li> <li>civilisation</li> </ul> </li> </ul>		<ul> <li>Milestone Two</li> <li>Use appropriate historical vocabulary to communicate, including: <ul> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>		<ul> <li>Use appropriate historical vocabulary to communicate, including: <ul> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.</li> </ul>	