



Christ Church CE (c) Primary School

## History Curriculum: Skills Progression

	Area	Autumn Term	Spring Term	Summer Term
<b>Skills covered Reception</b>	<b>Development Matters/Early Learning Goals</b>	<p><b>3-4 Year Old's</b> Begin to make sense of their own life-story and family history</p> <p><b>Reception</b> Comment on images of a familiar situation from the past Compare and contract characters from stories, including figures from the past.</p> <p><b>EYFS</b> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		
	<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>I can use the terms <i>now, then, today, yesterday, old, new.</i></li> </ul>	<ul style="list-style-type: none"> <li>I can talk about past and present events in my life.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about past and present events in the lives of others including their families.</li> </ul>
	<b>Knowledge and Interpretation</b>		<ul style="list-style-type: none"> <li>I can draw, talk and write to show my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I can find information about the past using pictures or objects and comment on them.</li> <li>I can find differences and similarities between the past and the present.</li> </ul>
	<b>Historical Enquiry</b>		<ul style="list-style-type: none"> <li>I can make comments about things from the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions about things from the past.</li> <li>I can use stories I have read to tell people things about the past.</li> </ul>



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<b>Skills covered Year 1</b>	<b>National Curriculum</b>	Changes within living memory – changes within the monarchy Lives of significant individuals in the past – used to compare aspects of life in different periods eg Elizabeth I and Queen Victoria, Rosa Parkes and Emily Davison. Significant historical events, people and places within our own locality.		
	<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>I can put up to three objects in chronological order (recent history).</li> <li>I can use words and phrases like: <i>old, new and a long time ago.</i></li> <li>I can talk about things that happened when I was little.</li> <li>I know that some objects belonged to the past.</li> <li>I can explain how things have changed since I was born.</li> </ul>		<ul style="list-style-type: none"> <li>I can recognise that a story read to me may have happened a long time ago.</li> <li>I can retell a familiar story that is set in the past.</li> </ul>
	<b>Knowledge and Interpretation</b>	<ul style="list-style-type: none"> <li>I can begin to identify the main differences between old and new.</li> <li>I can identify objects from the past, such as vinyl records, cassettes etc.</li> <li>I can give examples of things that are different in my life to that of my grandparents when they were young.</li> </ul>	<ul style="list-style-type: none"> <li>I can appreciate that some famous people have helped our lives to be better today.</li> <li>I can recognise that we celebrate certain events because of what happened many years ago eg Remembrance Day</li> </ul>	<ul style="list-style-type: none"> <li>I understand that we have a king who rules us and that Britain has had a king or queen for many years.</li> </ul>
	<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>I can ask and answer questions about old and new objects.</li> <li>I can give a plausible explanation about what an object was used for in the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can answer questions using an artefact or photograph that has been provided.</li> </ul>	<ul style="list-style-type: none"> <li>I can spot old and new things within a picture.</li> </ul>



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<b>Skills covered Year 2</b>	<b>National Curriculum</b>	<p>Events beyond living memory that are significant nationally or globally eg GFOL or first flight            Lives of significant individuals in the past – used to compare aspects of life in different periods eg Christopher Columbus, Neil Armstrong, Amelia Earhart etc            Significant Historical events, people and places in own locality. – Captain of Titanic</p>		
	<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>I can use the phrases and words: <i>before, after, past, present, then</i> and <i>now</i>; in my historical learning.</li> <li>I can use the words <i>past</i> and <i>present</i> accurately.</li> <li>I can sequence a set of events in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>I can use words and phrases like: <i>before I was born, when I was younger.</i></li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of appropriate words and phrases to describe the past.</li> <li>I can sequence a set of events in chronological order and give reasons for their order.</li> </ul>
	<b>Knowledge and Interpretation</b>	<ul style="list-style-type: none"> <li>I can explain why Britain has a special history by naming some famous events and some famous people eg Guy Fawkes.</li> <li>I can explain what is meant by parliament – one off skill.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how my local area was different in the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can recount some interesting facts from an historical event eg The Great Fire of London, Moon Landing etc</li> <li>I can recount the life of someone famous from Britain who lived in the past.</li> <li>I can explain why Britain has a special history by naming some famous people.</li> </ul>
	<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>I can research the life of someone who used to live in my area using the internet and other sources to find out about them.</li> <li>I can answer questions by using a specific source, such as an information book.</li> </ul>	<ul style="list-style-type: none"> <li>I can find out something about the past by talking to an older person.</li> </ul>	<ul style="list-style-type: none"> <li>I can research a famous event that happens in Britain and why it has been happening for some time.</li> <li>I can research the life of someone from the past using different resources to help me.</li> </ul>



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<b>Skills covered Year 3</b>	<b>National Curriculum</b>	<p>A local history study – a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.            A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – leisure and entertainment in the 20<sup>th</sup> Century.            Ancient Greece – Greek Life and achievements and <b>their influence on the western world.</b></p>		
	<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>I can use my mathematical knowledge to work out how long ago events would have happened.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe events from the past using dates when things happened.</li> <li>I can use a timeline within a specific time period in history to set out the order things may have happened.</li> <li>I can describe events and periods using the words: <i>BC, AD</i> and <i>decade</i>.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe events and periods using the words: <i>ancient</i> and <i>century</i>.</li> </ul>
	<b>Knowledge and Interpretation</b>	<ul style="list-style-type: none"> <li>I can suggest why certain events happened as they did in history.</li> <li>I can suggest why certain people acted as they did in history.</li> </ul>		<ul style="list-style-type: none"> <li>I can explain how events from the past have helped shape our lives.</li> <li>I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</li> </ul>
	<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>I can use my information finding skills in writing to help the write about historical information.</li> <li>I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.</li> </ul>	<ul style="list-style-type: none"> <li>I can use various sources of evidence to answer questions.</li> <li>I can research a specific event from the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise the part that archaeologists have had in helping us understand more about what happened in the past.</li> <li>I can, through research, identify similarities and differences between given periods in history.</li> <li>I can use various sources of evidence to answer questions.</li> <li>I can use various sources to piece together information about a period in history.</li> </ul>



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<b>Skills covered</b> <b>Year 4</b>	<b>National Curriculum</b>	Changes in Britain from the <b>Stone Age to the Iron Age</b> – Skara Brae, Stonehenge. A significant turning point in British history – Tudors/Religion/Battle of Bosworth – what impact did The Tudors have? Ancient Egypt – where and when they appeared and an indepth study.		
	<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>I can plot recent history on a timeline using centuries.</li> </ul>	<ul style="list-style-type: none"> <li>I can place periods of history on a timeline showing periods of time.</li> <li>I can use my mathematical skills to round up time differences into centuries and decades.</li> </ul>	<ul style="list-style-type: none"> <li>I can place periods of history on a timeline showing periods of time.</li> </ul>
	<b>Knowledge and Interpretation</b>	<ul style="list-style-type: none"> <li>I understand that wars have happened form a very long time ago and are often associated with invasion, conquering or religious differences.</li> <li>I understand that the lives of wealthy people were very different from those of poor people.</li> <li>I can explain how events from the past have helped shape our lives.</li> </ul>	<ul style="list-style-type: none"> <li>I know that people who lived in the past cooked and travelled differently.</li> <li>I understand that the early Brits would not have communicated as we do.</li> <li>I understand that the early Brits would not have eaten as we do.</li> <li>I can begin to picture what life would have been like for early settlers.</li> </ul>	<ul style="list-style-type: none"> <li>I understand that the lives of wealthy people were very different from those of poor people.</li> <li>I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</li> </ul>
	<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>I can research two versions of an event and say how they differ.</li> <li>I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.</li> </ul>	<ul style="list-style-type: none"> <li>I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.</li> </ul>	<ul style="list-style-type: none"> <li>I can give more than one reason to support an historical argument.</li> </ul>



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<b>Skills covered Year 5</b>	<b>National Curriculum</b>	<p>The Roman Empire and <b>its impact on Britain</b> eg Julius Caesar, Army, Hadrian’s Wall, Boudica. ‘Romanisation’ of Britain.            Changes in an aspect of social history – crime and punishment. Compare with modern day.            A significant turning point in British history- Industrial Revolution            Mayan Civilisation – linked to Geography topic</p>		
	<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived etc.</li> </ul>	<ul style="list-style-type: none"> <li>I can use dates and historical language within my work.</li> </ul>	<ul style="list-style-type: none"> <li>I can use mathematical skills to work out exact time scales and differences as need be.</li> </ul>
	<b>Knowledge and Interpretation</b>	<ul style="list-style-type: none"> <li>I can appreciate that significant events in history have helped shape the country we have today.</li> <li>I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe historical events from the different period/s they are studying or have studied.</li> <li>I understand that invaders in the past would have fought fiercely, using hand to hand combat.</li> <li>I know that people who lived in the past used differently weapons from ours.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain, showing a good understanding, as to how crime and punishment has changed over the years.</li> <li>I can recognise that Britain has been invaded by several different groups over time.</li> </ul>
	<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>I can appreciate how historical artefacts have helped us understand more about British lives in the past and present.</li> <li>Begin to identify primary and secondary sources</li> </ul>		<ul style="list-style-type: none"> <li>I can test out a hypothesis in order to answer a question.</li> </ul>



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<b>Skills covered Year 6</b>	<b>National Curriculum</b>	<p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 – World War II Islamic Civilization and how it contrasts with British history.            Britain’s settlement by Anglo Saxons and Scots/The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor – Anglo Saxons invasions, art and cultures, Viking raids and invasions, Alfred The Great, Danegeld, Law and Justice, Edward the Confessor.</p>		
	<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>I can say where a period of history fits on a timeline.</li> <li>I can place features of historical events and people from past societies and periods in a chronological framework.</li> </ul>	<ul style="list-style-type: none"> <li>I can place a specific event on a timeline by decade.</li> </ul>	<ul style="list-style-type: none"> <li>I can place features of historical events and people from past societies and periods in a chronological framework.</li> <li>I can place a specific event on a timeline by decade.</li> </ul>
	<b>Knowledge and Interpretation</b>	<ul style="list-style-type: none"> <li>I can summarise the main events from a specific period in history, explaining the order in which key events happened.</li> <li>I can summarise how Britain has had a major influence on world history.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise that Britain has been invaded by several different groups over time, naming some of the different groups.</li> </ul>	<ul style="list-style-type: none"> <li>I can summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently.</li> <li>I can describe features of historical events and people from past societies and periods I have studied.</li> <li>I can recognise and describe differences and similarities, changes and continuity between different periods of history.</li> </ul>
	<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</li> <li>I can identify and explain my understanding of propaganda.</li> <li>I can describe a key event from the past using a range of evidence from different sources</li> <li>Recognise primary and secondary sources</li> </ul>		<ul style="list-style-type: none"> <li>I can describe a key event from the past using a range of evidence from different sources.</li> </ul>



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