



Broad - Balanced-Enriching

History Curriculum Map—Skills Progression

Progression in chronological understanding from the National Curriculum.

Progression in historical enquiry skills from the National Curriculum.

Progression in historical knowledge and interpretation from the National Curriculum.

Key Stage One

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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage Two

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Progression in chronological understanding

To put up to 3 objects in chronological order.
To use words and phrases related to the passing of time.
To understand their own chronology from when they were born.

To sequence a set of events in chronological order and give reasons for their order.
To use the words past and present accurately.
To use a range of appropriate words and phrases to describe the past.
To look at similarities and differences between different periods of time.

To show awareness that the past can be divided into different historical periods.
To use the terms BC, AD, decade, ancient and century.
To describe events from the past by using dates when they happened.
To use a timeline within a specific time in history.
To begin to use mathematical knowledge to work out how long ago events happened.

To increasingly recognise that the past can be divided into different periods of time.
To plot recent history on a timeline using centuries.
To place periods of history on a timeline showing periods of time.
To use mathematical skills to round up time differences into centuries and decades.

To use dates and historical language in their work.
To place features of historical events and people from past societies and periods in a chronological timeline.
To use mathematical skills to work out time scales and differences as need be.

To understand chronology, and sequence British, local and world history using appropriate terms related to the passing of time.
To say where a period of history fits on a timeline.
To place a specific event on a timeline by decade.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in historical enquiry skills	<p>To ask and answer questions about old and new objects.</p> <p>To spot old and new things in a picture.</p> <p>To answer questions using an artefact/photograph.</p> <p>To give a plausible explanation about what an object was used for in the past.</p>	<p>To find out something about the past by talking to an older person.</p> <p>To answer questions by using a specific source, such as an information book.</p> <p>To research the life of a famous Briton from the past using different resources.</p> <p>To research about a famous event in that happens in Britain and why it has been happening for some time.</p> <p>To research the life of someone who lived in their area using the internet.</p>	<p>To recognise the part archaeologists have had in helping us understand the past.</p> <p>To use various sources of evidence to answer questions.</p> <p>To research a specific event from the past.</p> <p>To use their 'information finding' skills to help them to write about historical information.</p> <p>To use research to identify similarities and differences between given periods in history.</p>	<p>To research two versions of an event and see how they differ.</p> <p>To research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.</p> <p>To give more than one reason to support an historical argument.</p> <p>To communicate knowledge and understanding orally and in writing and offer different points of view based upon what they have found out.</p>	<p>To test out an hypothesis in order to answer a question.</p> <p>To appreciate how historical artefacts have helped us understand more about lives in the past.</p>	<p>To look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>To identify and explain their understanding of propaganda.</p> <p>To describe a key event from Britain's past using a range of evidence from different sources.</p>
Progression in historical knowledge and Interpretation	<p>To appreciate that some famous people have helped our lives be better today.</p> <p>To recognise we have certain events, such as Armistice Day, because of what happened many years ago.</p> <p>To understand that we have a Queen who rules us and that Britain has had a King or Queen for many years.</p> <p>To identify objects from the past and similarities and differences.</p>	<p>To recount the life of someone famous in Britain, giving attention to what they did earlier and later.</p> <p>To explain how their local area was different in the past.</p> <p>To recount some interesting facts about an event.</p> <p>To give examples of things that are different in their life to that of when their grandparents were young.</p> <p>To explain why Britain has a special history by naming some famous events or people.</p> <p>To explain what is meant by parliament.</p>	<p>To appreciate that the early Brits would not have communicated as we do or have eaten the way we do.</p> <p>To begin to picture what life would be like for the early settlers?</p> <p>To suggest why certain events happened as they did in history?</p> <p>To suggest why certain people acted as they did in history?</p> <p>To appreciate how items found belonging to the past help us to build up an accurate picture of how people lived in the past.</p>	<p>To explain how events from the past have shaped our lives.</p> <p>To begin to appreciate why Britain would have been an important country to have invaded and conquered?</p> <p>To appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.</p> <p>To know that people who lived in the past cooked and travelled differently and used different weapons from ours.</p> <p>To recognise that the lives of wealthy people were very different to poor people.</p>	<p>To summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>To make comparisons between periods; explaining things that have changed and things that have stayed the same.</p> <p>To summarise what Britain may have learnt from other countries or civilisations.</p> <p>To describe features of historical events and people from past societies.</p>	<p>To describe historical events from periods they have studied.</p> <p>To summarise how Britain has had a major influence on world history.</p> <p>To recognise and describe differences and similarities/changes and continuity between different periods of history.</p> <p>To realise that wealthy people would have had a very different way of living which would impact on their health and education.</p>

