



HISTORY Progression of skills

Strands	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1.chronological understanding of British History and History in the wider world	They show their emerging sense of chronology by placing a few events and objects in order on a timeline and by using everyday terms about the passing of time.	Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order on a timeline and by recognising that their own lives are different from the lives of people in the past.	Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms. Pupil's understand where periods and events they have studied are placed on a timeline of British and World History.	Pupils show their understanding of chronology by their secure understanding of where periods and events they have studied fit on a timeline and the recognition of some of the similarities and differences between these periods, and their use of dates and terms. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods.	Pupils can place events, people and changes into correct periods of time (British, local and world history) Pupils can describe key features and events in the periods and societies studied. Pupils can discuss similarities and differences between periods of time. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods.	Pupils can place events, people and changes into correct periods of time (British, local and world history) Pupils can describe key features and events in the periods and societies studied. Pupils can recognise similarities and differences between periods of time. Pupils can ask and answer questions about similarities and differences and their significance drawing informed conclusions by using a range of sources.
Knowledge of British History and the Wider World	Pupils can talk about the differences between their own lives and the lives of their parents and grandparents. Pupils know about some important events that happened in Britain in the past. Pupils can talk about some national celebrations or commemorations and explain their importance. Pupils know about some events that are remembered or celebrated in other countries or throughout the world. Pupils can talk about some significant individuals from the past and why they are significant. Pupils know about significant events, people and places in Wigan.		Pupils know about changes in Britain from the Stone Age to the Iron Age Pupils know about the importance of the Roman Empire in Europe and the wider world and its impact on Britain Pupils have studied an historical theme beyond 1066 and show understanding of the causes of change over time and the impact it had on the lives of people in Britain. Pupils know about the way of life and beliefs of a particular ancient civilization and can compare and contrast its main features with societies or other periods they have studied, including their own. Pupils know about the achievements of the earliest civilisations, and have an overview of where and when they appeared. Pupils know about one of the earliest civilisations in depth and draw similarities and differences between this civilisation and Britain at the time.		Pupils know about the history of Wigan, how it has changed over time and some of the major events and significant people associated with it. Pupils have studied an historical theme beyond 1066 and show understanding of the causes of change over time and the impact it had on the lives of people in Britain. Pupils understand the impact of Ancient Greece on the western world and know about their life and achievements. Pupils have used a range of sources to explore Britain's settlement by Anglo-Saxons and Scots. Pupils have carried out an in-depth enquiry into the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	
Continuity and change	Identify similarities and differences between ways of life in different periods.	Identify similarities and differences between ways of life in different periods, and compare this to their own lives.	They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes.	They describe some of the main events, people and changes. They give some reasons for, and results of, the main events and changes.	Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe features of past societies and periods and to begin to make links between them. They describe events, people and changes.	Pupils use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods, and to make links between features within and across different periods. They examine and explain the reasons for, and results of, events and changes.



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					They describe and make links between events and changes and give reasons for, and results of, these events and changes.	
Similarity, difference and significance	Identify similarities and differences between ways of life in different periods. Understand why individuals and events in Britain, the wider world and their own locality are significant.	Identify similarities and differences between ways of life in different periods, and compare this to their own lives. Discuss the significance of individuals and events in Britain, the wider world and their own locality and begin to form their own opinion on how significant these individuals and events are.	Begin to develop a chronologically secure knowledge and understanding of British, local and world history. Use this to identify simple similarities and differences between their own lives and periods studied. Begin to identify simple similarities and differences between periods they have studied. Begin to understand the significance of past events and individuals and their impact on our lives today.	Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Use this to identify similarities and differences between their own lives and periods studied. Identify similarities and differences between periods they have studied. Begin to understand the significance of past events and individuals and their impact on our lives today.	Develop a chronologically secure knowledge and understanding of British, local and world history. Use this to identify similarities and differences between their own lives and periods studied. Identify similarities and differences between periods they have studied throughout KS2, establishing clear narratives within and across the periods they have studied. Understand the significance of past events and individuals and their impact on our lives today and how significant events and choices made in the past had consequences.	Develop a chronologically secure knowledge and understanding of British, local and world history. Use this to identify similarities and differences between their own lives and periods studied. Identify similarities and differences between periods they have studied throughout KS2, establishing clear narratives within and across the periods they have studied. Understand the significance of past events and individuals and their impact on our lives today and how significant events and choices made in the past had consequences on both lives in the past and our lives today.
Evidence tells us about the past	Use stories and sources to show they know and understand key features of events.	Use stories and sources to show they know and understand key features of events. Understand some of the ways in which we found out about the past and identify different ways it is represented.	Explore a range of sources to begin to understand how our knowledge of the past is constructed.	Explore a range of sources to understand how our knowledge of the past is constructed.	Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information (sources). They should understand how our knowledge of the past is constructed from a range of sources and that there are differing views of the past.	Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information (sources). They should understand how our knowledge of the past is constructed from a range of sources and that there are differing views of the past and understand and discuss why this is.
Cause and consequence	Develop an awareness of the past by learning about changes in living memory and beyond living memory and why the past is different to the present.	Develop an understanding of the past by learning about changes in living memory and beyond living memory and why the past is different to the present. Develop an understanding of why important events and actions of significant individuals have an impact on the present.	Pupils should begin to understand connections, contrasts and trends over time and show an understanding of actions of individuals and events in the past having consequences.	Pupils should begin to understand connections, contrasts and trends over time and show an understanding of actions of individuals and events in the past having consequences on lives in the past and present.	Pupils should understand connections, contrasts and trends over time and state reasons why actions of individuals and events in the past have consequences on lives in the past and present relating this to other periods studied.	Pupils should understand connections, contrasts and trends over time and state reasons why actions of individuals and events in the past have consequences on lives in the past and present relating this to other periods studied and drawing connections across different periods studied.
Connections across time, place and people	Develop an understanding of where the people and events they study fit	Develop an understanding of where the people and events they study fit within a chronological framework	Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods	Pupils show their understanding of chronology by their secure understanding of where periods and events they have studied fit	Pupils can place events, people and changes into correct periods of time (British, local and world history) Pupils can describe key	Pupils can place events, people and changes into correct periods of time (British, local and world history) Pupils can describe key



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	within a chronological framework (timeline).	(timeline) and identify similarities and differences between the periods studied.	of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms. Pupils understand where periods and events they have studied are placed on a timeline of British and World History.	on a timeline and the recognition of some of the similarities and differences between these periods, and their use of dates and terms. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods.	features and events in the periods and societies studied. Pupils can discuss similarities and differences between periods of time. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods.	features and events in the periods and societies studied. Pupils can recognise similarities and differences between periods of time. Pupils can ask and answer questions about similarities and differences and their significance drawing informed conclusions by using a range of sources.
Historical enquiry	They find answers to some simple questions about the past from a range of sources of information and artefacts.	They find answers to questions about the past from a range of sources of information and artefacts.	They use sources of information in ways that go beyond simple observations to answer historical enquiry questions about change, cause, similarity and difference and significance.	They are beginning to select and combine information from different sources to ask and answer historical enquiry questions about change, cause, similarity and difference and significance.	Answer and devise historically valid enquiry questions about change, cause, similarity and difference and significance by drawing upon a range of sources.	Answer and devise historically valid enquiry questions about change, cause, similarity and difference and significance by drawing upon a range of sources. Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.
Substantive vocabulary	They are aware of the terms; civilisation, empire, power and monarchy. They use common words and phrases relating to the passing of time.	They have an understanding of the terms; civilisation, empire, power and monarchy. They use common words and phrases relating to the passing of time.	They understand and can define the terms; civilisation, empire, power, monarchy and settlement.	They understand and can define the terms; civilisation, empire, power, monarchy and settlement. They use their knowledge to relate these terms to periods studied.	They understand and can define the terms; civilisation, empire, power, monarchy and settlement. They use their knowledge to relate these terms to periods studied and explain the similarities and differences between these periods using substantive vocabulary.	They understand and can define the terms; civilisation, empire, power, monarchy and settlement. They use their knowledge to relate these terms to periods studied and explain the similarities and differences between these periods and discuss change and consequence using substantive vocabulary.
Writing at length		They begin to recall knowledge of significant events and individuals. They can write at length about these events and individuals using Historical vocabulary.	They are beginning to produce structured work, making appropriate use of dates and terms and substantive vocabulary. They draw on their knowledge of significant individuals and events.	They produce structured work, making appropriate use of dates and terms and substantive vocabulary. They draw on their knowledge of significant individuals and events and discuss similarities and differences between periods studied.	They produce structured work, making appropriate use of dates and terms and substantive vocabulary. They draw on their knowledge of significant individuals and events and discuss similarities and differences between periods studied. They discuss cause and consequence in their writing and refer to sources of information they have gained knowledge of the past from.	They produce structured work, making appropriate use of dates and terms and substantive vocabulary. They draw on their knowledge of significant individuals and events and discuss similarities and differences between periods studied. They discuss cause and consequence in their writing as well as connections across time, place and people and refer to sources of information they have gained knowledge of the past from.



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