

| Skill | Year 1 | Year 2 |
|---|---|--|
| Chronology | <p>C1.1-Understand the difference between things that happened in the past. and the present.</p> <p>C1.2-Describe things that happened to themselves and other people in the past.</p> <p>C1.3-Order a set of events or objects</p> <p>C1.4-Use a timeline to place important events.</p> <p>C1.5-Use words and phrases such as: <i>now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.</i></p> | <p>C2.1-Understand and accurately use the words past, present, then, now, before and after when telling others about an event.</p> <p>C2.3-Recount changes in their own life over time.</p> <p>C2.4-Understand how to sequence people, events and objects in order. of when they happened and give reasons for the order.</p> <p>C2.5-Use a timeline to place important events</p> |
| Knowledge and Understanding of historical events. | <p>KU1.1-Identify objects/ events from the past.</p> <p>KU1.2-Begin to identify differences between items from the past and similar items now.</p> <p>KU1.3-Give examples of how their childhood differs from the childhood of people in the past.</p> <p>KU1.4-Recognise that we celebrate certain events (e.g. bonfire night) because of what happened many years ago.</p> <p>KU1.5-Recount interesting facts about a historical event (e.g., how the Great Fire of London started)</p> | <p>KU2.1-Discuss and understand the significance and meaning of recurring historical events/celebrations (Remembrance Day, bonfire night)</p> <p>KU2.2-Appreciate that some famous people have made our lives better today in varied ways.</p> <p>KU2.3-Learn about the life of someone famous in Britain. (Mary Anning, Florence Nightingale, Samuel Pepys)</p> <p>KU2.4-Explain why Britain has a special history by naming some famous events and people</p> <p>KU2.3-Compare and contrast their locality now and in the past</p> |
| Historical Enquiry | <p>HE1.1-Ask and answer questions about old and new objects/ events.</p> <p>HE1.2-Ask and answer questions using an artefact or photograph provided.</p> <p>HE1.3-Give a plausible explanation about what an object was used for in the past.</p> <p>HE1.4-Find out more about a famous person from the past and carry out research on them</p> | <p>HE2.1-Ask and answer questions using a wider range of sources. including people, photographs, non-fiction books and the internet.</p> <p>HE2.2-Identify the different ways in which the past is represented and how we learn about the past.</p> |



Skills Progression in History- St Chad's CofE Primary School 2022

| Skill | Year 3 | Year 4 |
|---|---|--|
| Chronology | <p>C3.1-Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>C3.2-Understand and use the vocabulary: ancient, century and decade</p> <p>C3.3-Use a timeline to place historical events in chronological order.</p> <p>C3.4-Describe dates and order significant events from the period studied.</p> | <p>C4.1-Plot historical periods on a timeline using centuries</p> <p>-Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and refer to this when placing events</p> <p>C4.2-Order significant events and dates on a timeline</p> <p>C4.3-Describe the main changes in a period in history</p> <p>C4.4-Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p> |
| Knowledge and Understanding of historical events. | <p>KU3.1Describe similarities and differences between different people, events, time periods and artefacts</p> <p>KU3.2-Give reasons for specific events, supported by evidence</p> <p>KU3.3-Gather evidence about the past through visits to sites of historical interest.</p> <p>KU3.4-Use evidence to describe buildings and their uses for people in the past.</p> | <p>KU4.1Recognise that Britain has been invaded in the past and that this has influenced life in Britain</p> <p>KU4.2-Use evidence to show how the lives of rich and poor differed</p> <p>KU4.3-Describe how some of the things I have studied from the past affect/influence the present</p> <p>KU4.4-Start to understand how and why early settlements developed in Britain</p> <p>KU4.5-To understand how major events in British History have contributed to formation of the United Kingdom</p> |
| Historical Enquiry | <p>HE3.1-Gather evidence about the past through visits to sites of historical interest.</p> <p>HE3.2-Ask questions and find answers about the past using different sources.</p> <p>HE3.3-Recognise the part that archaeologists had/have in helping us understand the past.</p> <p>HE3.4-Discuss similarities and differences between different periods of history.</p> | <p>HE4.1-Hypothesise what life would have been like for different people in the past.</p> <p>HE4.2-To begin to choose appropriate sources and select evidence from those sources to respond to an historical question.</p> <p>HE4.3-Give more than one reason to support an historical argument.</p> |



Skills Progression in History- St Chad's CofE Primary School 2022

| Skill | Year 5 | Year 6 |
|---|--|---|
| Chronology | <p>C5.1-Refer to dates and use historical chronological language in their work</p> <p>C5.2-Describe the main changes in a period in history</p> <p>C5.3-Order significant events, movements and dates on a timeline</p> | <p>C6.1-Order significant events, movements and dates on a timeline.</p> <p>C6.2--Place a specific event on a timeline by decade</p> <p>C6.3-identify and compare changes within and across different periods</p> <p>C6.4-Place features of historical events and people from past societies and periods in a chronological framework</p> |
| Knowledge and Understanding of historical events. | <p>KU5.1-Ask questions and find answers about the past using different sources.</p> <p>KU5.2-Recognise the part that archaeologists had/have in helping us understand the past.</p> <p>KU5.3-Discuss similarities and differences between different periods of history.</p> <p>KU5.4-Make links between features of past societies e.g. weaponry, homes</p> <p>KU5.5-Suggest why certain people acted as they did in history</p> | <p>-Chronologically summarise the main events from a specific historical period</p> <p>-Recognise and describe change and continuity across periods of history</p> <p>-To give specific examples of how major events in British and World History have impacted aspects of British society today e.g. role of women and black people in Britain and around the world.</p> <p>-To understand how Empire has contributed to and been affected by historical events</p> |
| Historical Enquiry | <p>HE5.1-Appreciate how historical artefacts have helped us understand about British lives in the past.</p> <p>HE5.2-Form an interpretation of historical events or figures using sources.</p> <p>HE5.3-Take bias into account when researching an historical event or figure</p> | <p>HE6.1-Understand that some evidence from the past is propaganda, opinion or misinformation and that this effects interpretations of history.</p> <p>HE6.2-Give reasons why there may be different accounts of history.</p> <p>HE6.3-Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each.</p> <p>HE6.4-Use a range of evidence from different sources to describe a key. event from Britain's past.</p> <p>HE6.5-Research two versions of an event and see how they differ</p> |

