

## Progression of Skills in History

<b>Substantive Knowledge</b>			
<b>Invasion and Conflict</b>	<b>Empire and Civilisation</b>	<b>Monarchy and Power</b>	<b>Invention and Innovation</b>
<p>Children understand that invasions and conflict have happened throughout history.</p> <p>Children understand that there are a variety of reasons for invasions and conflict.</p> <p>Children understand that power is often gained or lost through conflict.</p> <p>Children understand that people throughout history are severely impacted by invasion and conflict.</p> <p>Children understand that the legacy of invasion and conflict has shaped Britain today.</p> <p>Children understand that invaders and settlers have different meanings and can be interpreted as either a cause and effect or as separate concepts depending on the case study.</p>	<p>Children understand the concepts of empire and civilisation.</p> <p>Children understand that countries around the world have changed over time and that boundaries and names of countries have altered over time.</p> <p>Children understand that empires and civilisations have had a positive and negative impact on society across the world.</p> <p>Children understand that civilisations have contributed to innovating how humans live today.</p>	<p>Children understand which people had power in the eras studied.</p> <p>Children understand that Britain has a Monarch and can recognise and name some of the Kings and Queens.</p> <p>Children understand that the role of the Monarchy in Britain has changed over time.</p> <p>Children understand that different countries/civilisations have been ruled in different ways and these have changed over time.</p>	<p>Children understand that human beings have invented and innovated from the Stone Age to the Modern Day.</p> <p>Children understand that the inventions and innovations influence all elements of human life such as transport, health, communication, weapons, housing etc</p> <p>Children understand that past innovations and inventions influence how we live today.</p> <p>Children understand that invention and innovations have been contributed by people throughout the world.</p>

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History Skills Progression							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	Talk about past and present events in their own lives and in the lives of family members.	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages.	Sequence artefacts closer together in time - check with reference book. Sequence photographs etc. from different periods of their life. Describe memories of key events in lives.	Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts Understand the difference between BC/AD	Place events from period studied on a time line. Use terms related to the period and begin to date events. Understand more complex terms e.g. BC/AD.	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.	Place current study on a time line in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a time line.
<b>Range and depth of historical understanding (Reasons and Results)</b>	Talk about past and present events in their own lives and in the lives of family members. Compare and contrast figures from	Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories	Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.	Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people	Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied.	Study different aspects of different people. Examine causes and results of great events and the impact on people. Compare life	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare



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	the past using stories.	about the past.		may have wanted to do something.	Offer a reasonable explanation for some events.	in early and late 'times' studied. Compare an aspect of life with the same aspect in another period.	beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.
<b>Interpretations and Significance of history</b>	Recognise differences.	Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how	Compare two versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.	Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be



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		reliable are their memories?		same story. Look at representations of the period – museum, cartoons etc.			aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.
<b>Historical enquiry</b>	Comment on images of familiar situations in the past Compare and contrast figures from the past using stories	Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)	use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Use evidence to build up a picture of a past event Choose relevant material to describe and explain one aspect of life in time past Ask a variety of questions Use the library and internet for research	Begin to identify primary and secondary sources Use evidence to describe and explain a past event Select relevant sections of information Use the library and internet for research with increasing confidence	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several resources together in a fluent account



**Armley Park**  
Primary School

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<b>Organisation and communication</b>		Communicate their knowledge through: Discussion, Drawing pictures, Drama/role play, Making models, Writing, Using ICT.	Recall, select and organise historical information. Communicate their knowledge and understanding.	Select and organise information to produce structured work, making appropriate use of dates and terms.
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