

Year 1 Progression of Skills and vocabulary in History

Year 1	National Curriculum Key Stage 1: 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.	
Focus	Changes within living memory. Significant events beyond living memory. Significant historical events, people and places in our locality. The lives of significant individuals in the past who have contributed to national and international achievements.	
Chronological Understanding	To place known events and objects in chronological order. To sequence events and recount changes within living memory. To use common words and phrases relating to the passing of time	<u>Vocabulary</u> After, Before, The present, Year, Decade, Century, The past, The future, Ancient, Modern
Historical Enquiry	To find answers to some simple questions about the past from simple sources of information. To describe some simple similarities and differences between artefacts. To sort artefacts from then and now. To ask and answer relevant basic questions about the past.	<u>Vocabulary</u> Investigate, Object, Artefacts, Local, houses and buildings, Explain, Timeline,
Organisation and Communication	To talk, draw or write about aspects of the past.	
Historical Interpretation	To relate his/her own account of an event and understand that others may give a different version	
Understanding of Events, People and Changes	To recognise the difference between past and present in their own and others' lives. To know and recount episodes from stories about the past.	
History Topics Coverage	Autumn – Bright lights big city, Great Fire of London	<u>Vocabulary</u> bakery compare past present Samuel Pepys King Charles destroyed fire escape Tudor
	Spring – Dinosaur Planet	<u>Vocabulary</u> Prehistoric dinosaur stegosaurus tyrannosaurus rex triceratops pterodactyl chronology palaeontologist exist extinct fossil Mary Anning past
	Summer – School Days	<u>Vocabulary</u> Teacher Punishment, Equipment, Object, Victorian, invention

Year 2 Progression of Skills and vocabulary in History

Year 2	National Curriculum Key Stage 1: 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.	
Focus	Changes within living memory. Significant events beyond living memory. Significant historical events, people and places in our locality. The lives of significant individuals in the past who have contributed to national and international achievements.	
Chronological Understanding	To describe where the people and events studied fit within a chronological framework and identify similarities between periods. To show an awareness of the past, using common words and phrases relating to the passing of time.	<u>Vocabulary</u> Sequence, Chronological Order, Recent History, Earlier, Later, Decades, Centuries
Historical Enquiry	To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.	<u>Vocabulary</u> Question, Artefact, Historians, Primary /Secondary Evidence, Significant, Changes, Observe, Research, Buildings, Places, Historical event
Organisation and Communication	To record what he/she has learned by drawing and writing. To speak about how he/she has found out about the past. To use a wide range of vocabulary of everyday historical terms.	
Historical Interpretation	To describe changes within living memory and aspects of change in national life. To describe events beyond living memory that are significant nationally or globally To describe significant historical events, people and places in his/her own locality	
Understanding of Events, People and Changes	To identify differences between ways of life at different times. To recognise why people did things, why events happened & what happened as a result. To use a wide vocabulary of everyday historical terms	
History Topics Coverage	Autumn – Street Detectives	<u>Vocabulary</u> Detectives, Retailers, Investigate, Community, habitat
	Spring – Movers and Shakers	<u>Vocabulary</u> Discovery, Exploration, Voyage, Commemorate, chronology

Year 3 Progression of Skills and vocabulary in History

Year 3	National Curriculum Key Stage 2: 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.	
Focus	To develop a chronologically secure knowledge and understanding of British, local and world history. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and devise historically valid questions about change, cause, similarity, difference and significance. To construct informed response which involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources.	
Chronological Understanding	To describe memories of key events in his/her life using historical vocabulary. To use an increasing range of common words and phrases relating to the passing of time sequence, chronological order, recent history, earlier, later, period and era.	<u>Vocabulary</u> Chronological time consolidation, AD/BC, Eras, Timeline, Period, Millennium, Thousands of years
Historical Enquiry	To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.	<u>Vocabulary</u> Questions, Opinion, Investigate, Locality, Eyewitness account, Archaeologists, Excavation, First-hand evidence, Second-hand evidence
Organisation and Communication	To record what he/she has learned by drawing and writing. To speak about how he/she has found out about the past. To use a wide range of vocabulary of everyday historical terms	
Historical Interpretation	To describe changes within living memory and aspects of change in national life. To describe events beyond living memory that are significant nationally or globally- To describe significant historical events, people and places in his/her own locality	
Understanding of Events, People and Changes	To find out about everyday lives of people in time studied To compare with our life today. To identify reasons for and results of people's actions. To understand why people may have wanted to do something.	
History Topics Coverage	Autumn – Through the Ages	<u>Vocabulary</u> Neolithic, Palaeolithic, Mesolithic, settlement, tribe , hunter gatherers, BC, AD, archaeologist, artefacts, Celt, druid, era, invention, secondary source, timeline, Period
	Summer – Emperors and Empires	<u>Vocabulary</u> Roman Empire, Villa, Emperor, Kingdom, Legion, conquer

Year 4 Progression of Skills and vocabulary in History

Year 4	National Curriculum Key Stage 2: 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.	
Focus	To develop a chronologically secure knowledge and understanding of British, local and world history. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and devise historically valid questions about change, cause, similarity, difference and significance. To construct informed response which involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources.	
Chronological Understanding	To place some historical periods in a chronological framework. Continuation and consolidation of skills taught in previous years. To use historic terms related to the period of study	<u>Vocabulary</u> Chronological time consolidation, Time difference, Continuity, Change
Historical Enquiry	To look at the evidence available and engage in discussions. To begin to evaluate the usefulness of different sources. To understand that sources can contradict each other- Myths and legends are a source when learning about Ancient Greece, however these have been adapted and can be very different depending on the author.	<u>Vocabulary</u> Aerial photographs, Source, Developments, Impact on life, Argument, Interpretations, Myths & Legends
Organisation and Communication	To communicate his/her learning in an organised and structured way, using appropriate terminology.	
Historical Interpretation	To use sources of information in ways which go beyond simple observations to answer questions about the past. To use a variety of resources to find out about aspects of life in the past	
Understanding of Events, People and Changes	To use evidence to reconstruct life in time studied. To look for links and effects in time studied. To offer a reasonable explanation for events	
History Topics Coverage	Autumn – Invasion	<u>Vocabulary</u> Consequences, Hoard, Settlement, Invasion, Allegiance, Contrast, paganism
	Summer – Ancient Civilisation	<u>Vocabulary</u> Destruction, Exploration, Hieroglyph, Irrigation, Tomb, Sacrifice

Year 5 Progression of Skills and vocabulary in History

Year 5	National Curriculum Key Stage 2: 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.	
Focus	To develop a chronologically secure knowledge and understanding of British, local and world history. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and devise historically valid questions about change, cause, similarity, difference and significance. To construct informed response which involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources.	
Chronological Understanding	To use dates to order and place events on a timeline. To make comparisons between different times in the past. To use relevant terms and period labels, Cause, Consequence, Similarity, Anachronism, Legacy Historical Enquiry To compare sources of information available for the study	<u>Vocabulary</u> Chronological time consolidation, AD/BC (BCE), Cause, Consequence, Similarity, Anachronism, Legacy
Historical Enquiry	To compare sources of information available for the study of different times in the past (primary and secondary). To use evidence to build up a picture of a past event. To select relevant sections of information.	<u>Vocabulary</u> Primary / Secondary source, Historical maps, Contrast, Influence, Hypothesis, Sources, Infer, Reliable
Organisation & Communication	To present findings and communicate knowledge and understanding in different ways. To provide an account of a historical event based on more than one source.	
Historical Interpretation	To make comparisons between aspects of periods of history and the present day. To understand that the type of information available depends on the period of time studied. To evaluate the usefulness of a variety of sources	
Understanding of Events, People & Changes	To study different aspects of different people – differences between men and women. To examine causes and results of great events and the impact on the people. To compare life in early and late times studied. To compare an aspect of life with the same aspect in another period.	
History Topics Coverage	Autumn Term – Dynamic Dynasties	<u>Vocabulary</u> Perspective, Generation, Warrior, Abdicate, Ancestor, Aristocracy, Dictatorship, Oppression, Rebellion
	Summer Term – Ground Breaking Greeks	<u>Vocabulary</u> Commemorate, Neoclassicism, Irrigation, Alliance, Exile, Rank, Revolt, truce

Year 6 Progression of Skills and vocabulary in History

Year 6	National Curriculum Key Stage 2: 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.	
Focus	To develop a chronologically secure knowledge and understanding of British, local and world history. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and devise historically valid questions about change, cause, similarity, difference and significance. To construct informed response which involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources.	
Chronological Understanding	To place current study on timeline in relation to other studies. To sequence up to 10 events on a timeline. To use relevant dates and terms, e.g. Dover Castle was first recorded in the Domesday book, yet it is believed there has been a fortification in place for over 2000 years.	<u>Vocabulary</u> Chronological time consolidation, Short- and long-term timescales, Difference and significance, Trends
Historical Enquiry	To recognise primary and secondary sources. To use a range of sources to find out about an aspect of time past. To suggest omissions and the means of finding out. To bring knowledge gathered from several sources together in a fluent account	<u>Vocabulary</u> Fieldwork, Primary/Secondary source, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Propaganda
Organisation & Communication	To recall, select and organise historical information. To select and organise information to produce structured work, making appropriate use of dates and terms. To communicate their knowledge and understanding.	
Historical Interpretation	To link sources and work out how conclusions were arrived at. To consider ways of checking the accuracy of interpretations- fact, fiction or opinion. To be aware that different evidence will lead to different conclusions- The source omits to mention...which can be clearly seen when reviewing the letter received from an evacuee...	
Understanding of Events, People and Changes	To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. To compare beliefs and behaviour with another time studied. To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. To know key dates, characters and events of time studied.	
History Topics Coverage	Autumn Term – Britain at War	<u>Vocabulary</u> Allies, , Nazi ,Evacuation , Evacuee , Power , Blitz , Holocaust , Luftwaffe , Refugees
	Summer Term – The Mayas	<u>Vocabulary</u> Hieroglyphics, astronomy, temple, codices, stelae, cacao beans

