



## Cawston Church of England Primary Academy History Skills Progression



Chronology	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Awareness</b>		<p>Sequencing three or four events in their own life.</p> <p>Using common words and phrases for the passing of time (eg. now, long ago, then, before, after)</p> <p>Sequencing three or four artefacts from different periods of time.</p> <p>Matching objects to people from different times.</p> <p>Placing events on a simple timeline.</p> <p>Recording on a timeline a sequence of historical stories heard orally.</p>	<p>Sequencing six artefacts on a timeline.</p> <p>Placing events on a timeline, building on times studied in Year 1.</p> <p>Beginning to recognise how long each event lasted.</p> <p>Knowing where people/events studied fit into a chronological framework.</p> <p>Understanding generation in a family context.</p>	<p>Sequencing 8 events/artefacts on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Using BC/AD/Century.</p>	<p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p>	<p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Understanding the term “century” and how dating by centuries works.</p> <p>Putting dates in the correct century.</p> <p>Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians</p>	<p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Sequencing 10 or more events on a timeline.</p>



# Cawston Church of England Primary Academy

## History Skills Progression



Disciplinary Concept	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Change and Continuity</b>		<p>Beginning to look for similarities and differences over time in their own lives.</p> <p>Describing simple changes and ideas/objects that remain the same.</p> <p>Understanding that some things change while other items remain the same and some are new.</p>	<p>Identifying similarities and difference between ways of life at different times.</p> <p>Identifying simple reasons for changes.</p>	<p>Identifying reasons for change and reasons for continuities..</p> <p>Identifying what the situation was like before the change occurred.</p>	<p>Comparing different periods of history and identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</p> <p>Identifying the links between different societies.</p>	<p>Making links between events and changes within and across different time periods / societies.</p> <p>Identifying the reasons for changes and continuity.</p> <p>Describing the links between main events, similarities and changes within and across different periods/studied.</p>	<p>Describing the links between different societies.</p> <p>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</p> <p>Analysing and presenting the reasons for changes and continuity.</p>



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<b>Cause and Consequence</b>		Asking why things happen and beginning to explain why with support.	Asking questions about why people did things, why events happened and what happened as a result.  Recognising why people did things, why events happened and what happened as a result.	Identifying the consequences of events and the actions of people.	Identifying reasons for historical events, situations and changes.	Giving reasons for historical events, the results of historical events, situations and changes.	Starting to analyse and explain the reasons for, and results of historical events, situations and change.



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<b>Similarity and Difference</b>		Being aware that some things have changed and some have stayed the same in their own lives.	Knowing some things which have changed / stayed the same as the past.  Finding out about people, events and beliefs in society.  Making comparisons with their own lives.	Identifying similarities and differences between periods of history.	Explaining similarities and differences between daily lives of people in the past and today.  Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Making links with different time periods studied.  Describing change throughout time.	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.



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<b>Historical Significance</b>		Recalling special events in their own lives.	Discussing who was important in a historical event.	Recalling some important people and events.	Identifying who is important in historical sources and accounts.	Identifying significant people and events across different time periods.	Comparing significant people and events across different time periods.  Explain the significance of events, people and developments.



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Disciplinary Concept	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sources of Evidence</b>		<p>Using artefacts, photographs and visits to museums to answer simple questions about the past.</p> <p>Finding answers to simple questions about the past using sources e.g. artefacts. Sorting artefacts from then and now.</p>	<p>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts (see above).</p>	<p>Using a range of sources to find out about a period.</p>	<p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p>	<p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Recognising primary and secondary sources.</p> <p>Identify bias in a source.</p>	<p>Recognising primary and secondary sources in a variety of contexts.</p> <p>Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</p>



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<b>Historical Interpretations</b>		Beginning to identify different ways to represent the past (photos, stories).	Recognising different ways in which the past is represented (including eye-witness accounts).  Comparing pictures or photographs of people or events in the past.	Identifying and giving reasons for different ways in which the past is represented.  Identifying the differences between different sources and giving reasons for the ways in which the past is represented.	Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.  Evaluating the usefulness of different sources. Independently using textbooks to gain historical knowledge.	Comparing accounts of events from different sources.  Suggesting explanations for different versions of events.  Evaluating the usefulness of historical sources.	Identifying how conclusions have been arrived at by linking sources.  Developing strategies for checking the accuracy of evidence.  Addressing and devising historically valid questions.  Understanding that different evidence creates different conclusions.



# Cawston Church of England Primary Academy

## History Skills Progression



Enquiry	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Posing Historical Questions</b>		<p>Asking how and why questions based on stories, events and people.</p> <p>Asking questions about sources of evidence e.g. artefacts.</p>	<p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically-valid questions.</p> <p>Evaluating how reliable a source is.</p>	<p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Creating questions for different types of historical enquiry.</p>	<p>Understanding how historical enquiry questions are structured.</p> <p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the bias of historical evidence.</p>	<p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Identifying methods to use to carry out the research.</p>	<p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p>



# Cawston Church of England Primary Academy

## History Skills Progression



Enquiry	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Gathering, Organising and Evaluating Evidence</b>		<p>Using sources of information, such as artefacts, to answer questions. Drawing out information from sources.</p> <p>Making simple observations about the past from a source.</p>	<p>Understanding how we use books and sources to find out about the past.</p> <p>Using a source to answer questions about the past.</p> <p>Evaluating the usefulness of sources to a historical enquiry.</p> <p>Selecting information from a source to answer a question.</p>	<p>Using a range of sources to construct knowledge of the past.</p> <p>Defining the terms 'source' and 'evidence'.</p> <p>Extracting the appropriate information from a historical source.</p>	<p>Extracting the appropriate information from a historical source.</p> <p>Selecting and recording relevant information from a range of sources to answer a question.</p> <p>Comparing and contrasting different historical sources.</p>	<p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Using different sources to make and substantiate historical claims.</p>	<p>Distinguishing between fact and opinion.</p> <p>Recognising 'gaps' in evidence.</p> <p>Identifying how sources with different perspectives can be used in a historical enquiry.</p> <p>Using a range of different historical evidence to dispute ideas, claims or perspectives of others.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p>



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## History Skills Progression



Enquiry	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Interpreting Findings, Analysing and Making Connections</b>		<p>Interpreting evidence by making simple deductions .</p> <p>Making simple inferences and deductions from sources of evidence.</p> <p>Describing the main features of concrete evidence of the past or historical evidence e.g. pictures, artefacts and buildings.</p>	<p>Making links and connections across a unit of study.</p> <p>Selecting and use sections of sources to illustrate and support answers.</p>	<p>Understanding that there are different ways to interpret evidence.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p>	<p>Interpreting evidence in different ways.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question “How do we know?”</p>	<p>Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Beginning to interpret simple statistical sources.</p>	<p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Challenging existing interpretations of the past using interpretations of evidence.</p> <p>Making connections, draw contrasts and analyse within a period and across time.</p>



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## History Skills Progression



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<b>Evaluating and Drawing Conclusions</b>		Drawing simple conclusions to answer a question.	Making simple conclusions about a question using evidence to support.	Reaching conclusions that are substantiated by historical evidence.	Understanding that there may be multiple conclusions to a historical enquiry question.  Recognising similarities and differences between past events and today.	Reaching conclusions which are increasingly complex and substantiated by a range of sources.	Evaluating conclusions and identifying ways to improve conclusions.



## Cawston Church of England Primary Academy History Skills Progression



Enquiry	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Communicating Findings</b>		<p>Communicating findings through discussion and timelines with physical objects/ pictures.</p> <p>Using vocabulary such as - old, new, long time ago.</p> <p>Discussing and writing about past events or stories in narrative or dramatic forms.</p> <p>Expressing a personal response to a historical story or event. / Saying, writing or drawing what they think it felt like in response to a historical story or event.</p>	<p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p>	<p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</p> <p>Describing past events orally or in writing, recognising similarities and differences with today.</p>	<p>Constructing answers using evidence to substantiate findings.</p> <p>Identifying weaknesses in historical accounts and arguments.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p>	<p>Showing written and oral evidence of continuity and change as well as indicating simple causation.</p> <p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims.</p>	<p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p>



Cawston Church of England Primary Academy  
History Skills Progression  
First Order Concepts



<b>Concepts</b>	<b>These concepts are woven throughout the enquiries studied throughout KS1 and KS2.</b>
<b>Monarchy</b>	To understand how monarchies exist in some countries and exercise power and control in different ways.
<b>Democracy</b>	To understand that some countries use democratic means to govern a country.
<b>Empire</b>	To know that empires develop across the world and rise and fall.
<b>Invasion</b>	To understand that people/countries invade others for different reasons.
<b>Settlement</b>	To know that peoples settle in areas for a variety of reasons and that settlements change over time.
<b>Migration</b>	To know that migration is an important part of history and the reasons for it.
<b>Civilisation</b>	To understand that there are differences between early and later civilisations.
<b>Social</b>	To know that different societies are organised in different ways and that they change and develop over time.
<b>Cultural</b>	To know how cultures develop and change over time.
<b>Trade</b>	To know that trade first developed with bartering and that trade has lead to developments in wealth and technology.

<b>Beliefs</b>	To be aware of the different belief systems found in each society studied.
<b>Revolution</b>	To know that great changes happen in societies and civilisations to do with governments, industry or thinking.
<b>Child through time</b>	To understand how the life and experiences of children are similar/different in the historical periods studied.

### Glossary

<b>Key term</b>	<b>Definition</b>
<b>Annotated timeline</b>	A timeline with annotation to depict the chronology, such as dates.
<b>Cause and effect</b>	Why things happened in history, why people did what they did and what the results were.
<b>Change and development</b>	Recognising similarities, differences, changes and developments.
<b>Comment</b>	Some analysis that demonstrates knowledge or historical understanding rather than just paraphrasing what the children have in front of them.
<b>Complex sources</b>	A range of sources that include more than short extracts, enabling children to search for relevant evidence.
<b>Constructing the past</b>	Building up a greater knowledge of events, themes, periods, societies, individuals and situations.
<b>Context</b>	The wider historical picture or background, such as the national dimension to a local event.
<b>Dimensions</b>	Aspects of a theme, development, society or event, such as political, social, economic or cultural.
<b>Events</b>	Largely specific occurrences, such as wars, plagues.
<b>Family history</b>	Specifically own family, but could be others'.

<b>Global history</b>	International – beyond the British Isles.
<b>Historical enquiries</b>	Usually an open-ended investigation involving more than one source.
<b>Independently</b>	Pupils showing initiative and confidence to work with minimal or no guidance on the specific task.
<b>Key vocabulary</b>	The <i>Voyager</i> units each contain a list of key vocabulary, but different subject-specific terminology could be used.
<b>Local history</b>	The history of an area or region.
<b>National history</b>	The history of what constitutes the United Kingdom.
<b>Overview</b>	Portraying the general features that provide a broad grasp of the key historical issues of the theme, topic or unit but without the details.
<b>Planning and carrying out a historical enquiry</b>	The various activities involved in answering historical questions and carrying out an enquiry, including devising questions; locating and selecting different sources of evidence; using this evidence effectively to produce clear and effective responses in a variety of appropriate formats; using relevant terms and vocabulary; and the ability to judge the work and suggest ways in which it might be developed or improved. The progression statements look at some aspects separately as well as a complete activity.
<b>Sequencing the past</b>	Recognising the chronological order of history and the links between historical periods to gain a sense of time and a map of the past.
<b>Significance and interpretations</b>	What was seen as important at the time and later, and how it is possible to view history from different perspectives.
<b>Situations</b>	A description of a static state of affairs, such as a geographical description of Egypt.
<b>Substantiated</b>	An opinion or judgement backed up with a piece of historical content or a source reference.
<b>Themes</b>	A study of a specific aspect over a period of time, such as leisure, education, medicine.
<b>Time periods</b>	Usually an extended period of time or era that can require collating information across more than one topic.
<b>Typical</b>	Recognising whether something was commonplace or followed the usual pattern.

<b>Using sources as evidence</b>	Using and evaluating sources when answering a historical question or carrying out an investigation.
<b>Valid historical questions</b>	Those that are worthwhile in eliciting historical knowledge and understanding rather than more generic information such as general comprehension, numeracy and observation.

