

Newnham Croft Primary School – History Skills Progression



History at the school is split into different categories: Chronological Understanding, Interpretations, Investigations, Events people and changes, Presenting and Communicating.

	Reception	KS1	Lower KS2	Upper KS2
Chronological Understanding	<ul style="list-style-type: none"> • Can I talk about past and present events in my own life and in the lives of family members • Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night 	<ul style="list-style-type: none"> • To use vocabulary and phrases like: old, new, long time ago, before I was born before, after, past, present, then, now, newest and oldest; in their writing and discussion • To start to order dates from earliest to latest in simple timelines • To describe memories and changes in their own lives • To recognise that a story that is read to them may have happened a long time ago • To know that some objects belonged to the past and others to the present • To sequence a set of objects/events in chronological order and give reasons for the order 	<ul style="list-style-type: none"> • Begin to build up a clear narrative of what main events happened in Britain/Local area/the world during different centuries • To describe events and periods using the words: BC, BCE and decade and century • To sequence events, artefacts and historical figures on a timeline with dates 	<ul style="list-style-type: none"> • To order an increasing number of significant historical events on a timeline with accurate dates, periods of history and when famous people lived • To accurately use dates and terms to describe historical events • To say where a period of history fits on a timeline • To understand and describe in detail the main changes to an aspect within a period of history • To understand how some historical events occurred concurrently in different locations • To make connections and contrasts between different time periods studied and talk about trends over time
Interpretations	<ul style="list-style-type: none"> • To comment on images of familiar situations in the past 	<ul style="list-style-type: none"> • To show some understanding of how evidence is collected and used to make historical facts • To observe from pictures, photographs and artefacts to find out about the past • To explain that there are different types of evidence and sources that can be used to represent the past 	<ul style="list-style-type: none"> • To look at two versions of the same past event and identify differences and explain reasons for this • To describe different accounts of an historical event, explaining some of the reasons why the accounts may differ • To begin to make connections and contrasts between different time periods studied and talk about trends over time 	<ul style="list-style-type: none"> • To use a wide range of sources of evidence to deduce information about the past • To consider the reliability and validity of sources • To understand that no single source of evidence gives the full answer to questions about the past • To understand the differences between primary and secondary sources • To give more than one reason to support an historical argument • To make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Investigations</p>	<ul style="list-style-type: none"> ● To compare and contrast characters from stories, including figures from the past ● To talk about people around them and their roles in society ● To answer how and why questions about experiences and in response to stories or events 	<ul style="list-style-type: none"> ● To answer questions by using different sources, such as artefacts, information books or pictures ● To use or handle evidence and explain how it can be used to find out about the past ● To find out something about the past by talking to an older person 	<ul style="list-style-type: none"> ● To suggest suitable sources of evidence for historical enquiry ● To use more than one source of evidence for historical enquiry ● To use my research skills in finding out facts about the time period studied ● Through research, to compare and contrast different forms of evidence ● To answer and sometimes devise questions about the past (finding information) 	<ul style="list-style-type: none"> ● To devise historical questions about change, cause, similarities and differences, and significance relating to the period studied ● To use sources of information to form testable hypotheses about the past ● To answer historical questions, using information and evidence that have been carefully considered and selected, giving reasons for the choices they have made
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge of Events, People and Changes</p>	<ul style="list-style-type: none"> ● To know some similarities and differences between things in the past and now, drawing on their experience ● To understand the past through settings, characters and events shared in books read ● To look closely at patterns and change 	<ul style="list-style-type: none"> ● To recognise similarities and differences between two different time periods ● To use stories and evidence to show that they understand key features of events ● To describe the life of someone famous or who used to live in the local area ● To recount significant events that have happened nationally or globally ● To describe significant people/events from the past and talk about why they acted as they did ● To explain the causes of an historical event and what the consequences were ● To start to explain what impact that significant events from the past have had on the way we live today 	<ul style="list-style-type: none"> ● To suggest why certain events happened as they did in history and why certain people acted as they did in history ● To understand the everyday lives of people in time periods studied and contrast them with lives today ● Explain how events from the past have helped shape our lives today ● To describe changes that have happened and give reasons for those changes ● To describe connections and contrasts between events and people in history 	<ul style="list-style-type: none"> ● To describe the social, ethnic, cultural or religious diversity of past societies ● To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children ● To show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events ● To begin to appreciate that how we make decisions as a country has been through a Parliament for some time ● To appreciate that significant events in history have helped shape the world we have today ● To show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied ● To identify continuity and change in the history including our locality ● To make connections, compare and contrast some of the times studied ● To appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them in different places
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Presenting and Communicating	<ul style="list-style-type: none"> ● To discuss historical events read in books 	<ul style="list-style-type: none"> ● To show an understanding for historical terms such as war and remembrance ● To talk, write and draw about things from the past ● To use historical vocabulary to retell simple stories about the past ● To use drama and role play to communicate their knowledge of the past 	<ul style="list-style-type: none"> ● To use and understand historical vocabulary to communicate information, such as ruled, invasion, conquer and kingdoms ● To present, communicate and organise ideas about the past using models, drama, letters, recounts, adverts, diaries and posters ● To start to present ideas based on their own research about a period studied 	<ul style="list-style-type: none"> ● To know and show understanding of the vocabulary of abstract terms such as democracy, civilisation, social, political, economic, empire, parliament and government ● To present, communicate and organise information and ideas about the past using discussion, debates, myths, instructions, accounts, diaries, letters, information guides, news reports and posters ● To plan and present information and ideas for a self-directed project
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