



WARREN PARK PRIMARY SCHOOL
History progression of Skills and Knowledge



Year 1

Chronology	Characteristic Features	Continuity and Change	Cause and Consequence	Historical Significance	Historical Interpretation	Historical Enquiry
<p>Creates simple timelines to sequence processes, events, objects within their own experiences.</p> <p>Confidently use vocabulary associated with the past e.g. 'old and new, then and now'.</p> <p>Confidently use vocabulary associated with the past e.g. 'old and new, then and now'.</p> <p>Creates simple timelines to sequence processes, events, objects within their own experiences.</p>	<p>Recognises that buildings, clothing, transport or technology could be different in the past.</p> <p>Shows awareness of significant features not seen today.</p>	<p>Can match old objects to people or situations from the past.</p> <p>Can describe how some aspects of life today differs from the past using simple historical vocabulary</p> <p>Red = toys Blue = Queens Yellow – Mary Anning.</p>	<p>Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.</p>	<p>Can recognise and describe special times or events for family or friends.</p> <p>Can recognise and describe special times or events for family or friends.</p>	<p>Can identify and talk about different accounts of real historical situations.</p>	<p>Can talk about similarities and differences between two or more historical sources using simple historical terms.</p> <p>Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts e.t.c.</p>
Local study COSMIC						
<p>Confidently use vocabulary associated with the past e.g. 'old and new, then and now'.</p> <p>Creates simple timelines to sequence processes, events, objects within their own experiences.</p>		<p>Can match old objects to people or situations from the past.</p> <p>Can describe how some aspects of life today differs from the past using simple historical vocabulary.</p>				



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Year 2

Chronology	Characteristic Features	Continuity and Change	Cause and Consequence	Historical Significance	Historical Interpretation	Historical Enquiry
<p>Realises that historians use dates to describe events.</p> <p>Use phrases describing intervals of time e.g. before, after, at the same time etc.</p> <p>Realises that historians use dates to describe events.</p> <p>Use phrases describing intervals of time e.g. before, after, at the same time etc.</p>	<p>Recognises and describes, in simple terms, some characteristic features of a person or period studied.</p> <p>Increasingly uses period specific language in explanations.</p>	<p>Can talk about similarities and differences not just between then and now but between then and another then.</p>	<p>Can describe in simple terms the cause and/or consequences of an important historical event offering more than one example of its results.</p> <p>Can describe in simple terms the cause and/or consequences of an important historical event offering more than one example of its results.</p> <p>Can describe in simple terms the cause and/or consequences of an important historical event offering more than one example of its results.</p>	<p>Can recognise and talk about who was important e.g. in a simple historical account.</p>	<p>Can identify and talk about differences in accounts relating to people or events both from the past and from the present</p> <p>Green = Great Fire of London</p> <p>Yellow = Titanic</p> <p>red = Mary Seacole and Florence Nightingale.</p>	<p>Can gather information from simple sources to ask and answer questions about the past.</p> <p>Can explain events and actions rather than just retell the story.</p>
Local study COSMIC						
<p>Use phrases describing intervals of time e.g. before, after, at the same time etc.</p>		<p>Can talk about similarities and differences not just between then and now but between then and another then</p>				<p>Can gather information from simple sources to ask and answer questions about the past.</p>



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Year 3

Chronology	Characteristic Features	Continuity and Change	Cause and Consequence	Historical Significance	Historical Interpretation	Historical Enquiry
<p>Uses and understands phrases such as 'over three hundred years ago' and AD/BC or BCE/CE.</p> <p>Yellow = stone age to Iron age</p> <p>Green= The Roman Empire</p>	<p>Can describe main features associated with the period/ civilization studied, mostly using period specific language.</p>	<p>Can describe some changes in history over a period of time and identify some things which stay the same.</p> <p>Can describe some changes in history over a period of time and identify some things which stay the same.</p>	<p>Can describe the causes and/or consequences of an important historical event offering more than one example of its results.</p>	<p>Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).</p>	<p>Can recognise differences between versions of the same event and give a simple explanation of why we might have more than one version.</p>	<p>Can describe in simple terms how sources reveal important information about the past.</p> <p>Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.</p>
<u>Local study Cosmic</u>						
		<p>Can describe some changes in history over a period of time and identify some things which stay the same.</p>		<p>Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).</p>		



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Year 4

Chronology	Characteristic Features	Continuity and Change	Cause and Consequence	Historical Significance	Historical Interpretation	Historical Enquiry
<p>Begin to understand historical periods overlap each other and vary in length.</p> <p>Uses more precise chronological vocabulary.</p> <p>Yellow = Saxons and Scots</p> <p>Green = Vikings and Saxons</p> <p>Blue - Cosmic local study</p>	<p>Can give simple explanations that not everyone in the past lived in the same way.</p> <p>Consistently uses period specific language in explanations.</p> <p>Can give simple explanations that not everyone in the past lived in the same way.</p> <p>Consistently uses period specific language in explanations.</p>	<p>Can describe and give some examples of a range of changes at particular points in history while some things remained the same.</p> <p>Can explain why changes in different places might be connected in some way.</p>	<p>Can describe with simple examples different types of causes seeing that events happen for different reasons not just human action.</p> <p>Can describe with simple examples different types of causes seeing that events happen for different reasons not just human action.</p>	<p>Can identify how significance reveals something about history or contemporary life.</p> <p>Can identify how significance reveals something about history or contemporary life.</p>	<p>Can describe how different interpretations arise.</p> <p>Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.</p>	<p>Can describe and question the origins and purpose of sources using knowledge of periods and civilizations.</p> <p>Asks perceptive questions.</p> <p>Knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis.</p>



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Year 5

Chronology	Characteristic Features	Continuity and Change	Cause and Consequence	Historical Significance	Historical Interpretation	Historical Enquiry
<p>Understands that past civilizations overlap with others in different parts of the world, and that their respective durations vary.</p> <p>Green – Ancient Greece</p> <p>Yellow – Civilisation</p> <p>Cosmic local study</p>	<p>Understands that some past civilizations in different parts of the world have some important similarities.</p> <p>Can identify and make links between significant characteristics of a period/ civilization studied and others studied previously.</p>	<p>Can give simple explanations with simple examples of why change happened during particular events/ periods.</p> <p>Understands that there are usually a combination of reasons for any change.</p> <p>Understands that changes do not impact everyone in the same way or at the same time.</p>	<p>Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently.</p> <p>Can link causes or explain that one cause might be linked to another making an event much more likely to happen.</p>	<p>Can use criteria to make judgements as to the significance of events, people or developments within a particular historical period.</p> <p>Can use criteria to make judgements as to the significance of events, people or developments within a particular historical period.</p> <p>Can use criteria to make judgements as to the significance of events, people or developments within a particular historical period.</p>	<p>Understands that different accounts of the past emerge for various reasons – different people might give a different emphasis.</p> <p>Understands that some interpretations are more reliable than others.</p>	<p>Can explain with examples why a source might be unreliable.</p> <p>Can construct simple reasoned arguments about aspects of events, periods and civilizations studied.</p>



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Year 6

Chronology	Characteristic Features	Continuity and Change	Cause and Consequence	Historical Significance	Historical Interpretation	Historical Enquiry
<p>Can accurately place civilizations/ periods studied in chronological order and may take account of some overlap in duration and intervals between them.</p> <p>WW1</p> <p>Green – Islamic civilisation</p> <p>COSMIC</p>	<p>Can contrast and make some significant links between civilizations/ periods studied.</p> <p>Can give reasoned explanations with reference to significant examples, of some connections between ways of life in the different civilizations and periods studied.</p>	<p>Understands that changes in different places and different periods can be connected.</p> <p>Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things that impact change significantly.</p>	<p>Can explain the causes and consequences of quite complex events, even though they might still link some in a simple way.</p> <p>Can explain the causes and consequences of quite complex events, even though they might still link some in a simple way.</p>	<p>Can make judgements about historical significance against criteria.</p> <p>Recognises that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance).</p> <p>Can make judgements about historical significance against criteria.</p>	<p>Understands that all history is to some event a construct (interpretation) and can identify a range of reasons for this.</p> <p>Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation.</p> <p>Understands that all history is to some event a construct (interpretation) and can identify a range of reasons for this.</p>	<p>Can construct reasoned arguments about events, periods or civilizations studied.</p> <p>Can question source reliability with reference to the period or civilization and/or the provenance of source, considering why different sources may give conflicting information and offering reasons for this.</p>