



History: NC/Progression of Skills

Skills Coverage

The National Curriculum Skills which should be taught through all topics are as below. These relate directly to the progression of skills document.

Key Stage One
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.

Statutory Content Coverage

These are the things which children should learn about in Key Stage One.

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
Significant historical events, people and places in their own locality.

Key Stage Two

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.

Statutory Content Coverage

The National Curriculum focuses content as both Statutory and Non-Statutory. The 'Statutory' gives the topics which need to be covered. The non – 'Non-Statutory' provides guidance as to what should be covered within this topic.

Statutory Coverage	Non-Statutory
Changes in Britain from the Stone Age to the Iron Age (Year 3)	Late Neolithic hunter gathers and farmers. The settlement of Skara Brae Bronze Age religion, technology and travel Iron Age Hill Forts and Tribal Kingdoms Art and Culture
The Roman Empire and its impact on Britain (Y4)	Julius Caesars attempted invasion 55BC – 54BC The Roman Empire by AD42. Its power and its Army. Successful invasion by Claudius and conquest. Including Hadrian's war. British resistance including Boudica. Romanisation of Britain including early Christianity. Lincoln and the Romans.
Britain's settlement by Anglo-Saxons and Scots (Y5)	Roman withdrawal from Britain AD410 and the fall of the Western Roman Empire Scots invasion from Ireland to North Britain (Now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, lona and Lindisfarne
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y5)	Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066
A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (All year groups)	The local history studies and the study of an aspect or theme of British History which extends pupils knowledge beyond 1066 have been combined to give the questions for each year group on the progression document. These provide exploration of the following themes from the NC document: <ul style="list-style-type: none"> A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. The changing power of monarchs using case studies such as John, Anne and Victoria. A significant turning point in British history, for example, the first railways or the Battle of Britain.
The achievements of the earliest civilisations. (Y4)	An overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China
Ancient Greece (Y5)	A study of Greek life and achievements and their influence on the western world
A non-European society that provides contrasts with British history (Y6)	One study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900 ; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	new, young, younger, youngest, old, older, oldest, years ago, before, after, long ago, same, first, timeline, calendar, next, then, different, artefact, old fashioned	ancestor, modern, recent, similar, decade, century, millennium, period, began, finally, ancient, BC, AD, cause, effect, evidence, generation, change, impact, discovery, invention, traditional, innovative, historical				
Topics	T1 Local History – Lifeboat station, clock tower, changes within living memory, focus on entertainment, music and TV (in chronological order). T2 - Events beyond living memory – invention of the lightbulb T5 - Events beyond living memory – Grace Darling T6 - Local historical figure – Joseph Banks	T1 - Local History – Henry Ford – History of the car, train station, how to change people’s lives. T2 – Moon landing – first moon landing, Chris Hadfield, Tim Peak T4 – History of chocolate T5 – Matthew Flinders T6 – History of the circus – Philip Astley	Stone Age to Iron age Local History	Egyptians Romans (Local History Study) Suffragettes	Anglo Saxons – Vikings The Ancient Greeks Local History Study	World War 2/ Local History Crime and Punishment Baghdad AD 900
Local History Question	Why is the lifeboat station important in a place like Skegness?	What was life like in Skegness before the invention of the car?	How did the railways impact Skegness?	How did the Romans change Lincolnshire?	Who was the Lincolnshire man who became King of England?	How was Lincolnshire key to the UK’s success in World War 2?
Constructing the past	1. Identify relevant features of particular historical themes, events and people from family, local, national and global history. 2. Use vocabulary relating to the passing of time (understand that the past has already happened) e.g. a long time ago, 100 years ago, yesterday etc.	1. Briefly describe features of particular themes, events and people from family, local, national and global history. E.g. Retell the story of the moonlanding. 2. Use specific dates relating to the passing of time, e.g. back in 1756...	1. Identify details from several themes, societies, events and significant people covered in local, national and global history. E.g. Identify some of the achievements made by Ancient Egyptians.	1. Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. E.g. Recall a number of details about the Ancient Egyptians and their achievements.	1. Understand some features associated with themes, societies, people and events. E.g. Understand aspects of life in Mayan times. 2. Make comparisons between different periods of time studied.	1. Provide overviews of the most significant features of different themes, individuals, societies and events covered. E.g. Give a summary of the main features of Mayan society.
Sequencing the past	2. Depict on a timeline the sequence of a few objects and/or pieces of information. <ul style="list-style-type: none"> Sequence photographs from different periods of 	2. Sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people.	2. Sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms.	2. Sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. E.g. Sequence many of the main features of the	3. Sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms. E.g. Place many of the important Greek	2. Sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. E.g. Select from a range of material and sequence using

	<p>their own life.</p> <ul style="list-style-type: none"> Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages. 	<ul style="list-style-type: none"> Sequence artefacts closer together in time – referring to reference books. Sequence events from their own or other’s lives (e.g. timeline of their own lives and add in relevant dates). Describe memories of key events in theirs or other’s lives. 		Bronze and Iron Ages.	developments, people and events on an annotated timeline.	appropriate labels and dates (such as 'Classical') many of the main Ancient Greek developments, people and events.
			3. Place the time studied on a timeline showing events prior to and after the time studied.	3. Place events from the period studied on a timeline.	4. Know the dates of key events from the time studied.	
			4. Use dates and terms related to the study unit and passing of time.	5. Use terms and vocabulary related to the period and begin to date events.	5. Be able to organize key events on a time line.	3. Place current study on a timeline in relation to other periods of time and events studied.
			5. Sequence several events or artefacts.	6. Understand more complex vocabulary relating to historical enquiry and chronology.	6. Use relevant vocabulary for the time period being studied.	4. Know relevant dates from historical periods and use appropriate historical vocabulary when talking about these.
	3. Use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. E.g. Use some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'.	3. Understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.				
Change and development	4. Identify a few similarities, differences and changes occurring within a particular topic.	4. Identify independently a range of similarities, differences and changes within a specific time period.	6. some similarities, differences and changes occurring within Lower Key Stage 2 topics. E.g. Describe some similarities and differences between the Earlier and New Stone Ages.	7. Make valid statements about the main similarities, differences and changes occurring within topics. E.g. Categorise changes into the different periods of the study	7. Provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics. E.g. Decide why one change in communication is of particular importance.	5. Compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. E.g. Provide some similarities and differences affecting different forms of communication.
	Recognise the difference between past and present in their own lives.	Recognise why people did certain things, why events happened and what happened as a result	7. Find out about everyday lives of people in the time studied.			6. Find out about beliefs, behaviours and characteristics of people from the time studied and recognize that not everyone shared the same beliefs.
	Recount episodes from stories about the past (historical figures).	Identify differences between ways of life at different times.	8. Compare with our life today the lives of individuals from the time studied.			7. Know what happened when people held different beliefs.
					8. Study different aspects of life which affected different people. For example the differences between men and women.	8. Compare beliefs and behaviours from different time periods and provide reasons as to why these may have changed.
					9. Compare how life developed throughout a period of time. How did it change during the rule of one leader or empire?	
					10. Compare an aspect of life during the period studied with an aspect of life during another period which children have already studied.	
Cause and effect	5. Identify at least one relevant cause for, and effect of, several events covered. E.g. the	5. Identify a few relevant causes and effects for some of the main events.	9. Describe some relevant causes for, and effects on, some of the key events and developments covered. E.g.	8. Comment on the importance of causes and effects for some of the key events and developments within topics.	11. Place several valid causes and effects in an order of importance relating to events and developments.	9. Explain the role and significance of different causes and effects of a range of events and developments. E.g.

	invention of the lightbulb		Describe some reasons why conditions for children changed over time.	E.g. Explain why some reasons were important in changing the nature of childhood during different historical periods.	E.g. List several causes and place them in an order of importance as to why the Vikings came to Britain.	Explain how and why the Vikings were such successful travellers and how important this was in their success.
			10. Identify reasons for and the results of peoples actions.	9. Look for links and lasting legacies in the time studied.	12. Examine causes and results of the actions of great people in history and the lasting effect that this had on life.	
			11. Understand why people may have wanted to do something.	10. Offer a reasonable explanation for why some events happened and justify with evidence obtained from sources.		
Significance and interpretations	6.Consider one reason why an event or person might be significant. E.g. Grace Darling	6.Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. E.g. Matthew Flinders	12.Select what is most significant in a historical account. E.g. Describe in some detail some of the most significant features of Roman Britain.	11..Explain why some aspects of historical accounts, themes or periods are significant. E.g. Explain why Roman achievements were significant.	13.Describe the significant issues in many of the topics covered. E.g. Describe several of the most successful achievements of Ancient Greece.	10.Explain reasons why particular aspects of a historical event, development, society or person were of particular significance. E.g. Critically evaluate the significance of the achievements and legacy of the Ancient Greeks.
			13. Look at a variety of representations of the period eg. museums, cartoons, pictures, written accounts.	12. Use evidence and sources to reconstruct life during the time studied. 13. Identify key features and events from the time period studied.		
			14.Provide a reason why two accounts of the same event might differ.	6.Comment on a range of possible reasons for differences in a number of accounts. E.g. Explain how and why there were different viewpoints about Boudica.	14.Identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics.	12..Explain how and why it is possible to have different interpretations of the same event or person. E.g. Explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games.
			15. Identify and give reasons for different ways in which the past is represented.	7. Begin to evaluate the usefulness of a number of sources and recognise their limitations / why they may differ.		
			16. Distinguish between different sources – compare different versions of the same story.	8. Use a range of sources throughout the topic.		
			17. Recognise what is fact in a source and what is fiction.	9. Use a range of methods of research including text books, internet, artefacts and pictures to obtain knowledge.		
			Planning and carrying out a historical enquiry	7.Ask and answer a few valid historical questions. E.g. Ask a few questions about explorers, locate relevant information and communicate the answers as sentences. (link to Skype field trip)	7.Plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about which explorer was most successful. (link to Skype field trip)	18.Ask valid questions for enquiries and answer using a number of sources. E.g. Produce a plan for investigating a local Victorian and use a few different sources to produce a biography.
Find answers to simple questions about the past from sources of information eg. artefacts.	Use a source – observe or handle sources to answer questions about the past on the basis of a simple observation.	11. Ask a variety of historically valid questions.		14. Suggest why there may be omissions in sources. 15. Suggest reasons why there may be a lack of sources from a specific event or time period.		

Using sources as evidence	8.Extract information from several different types of sources including written, visual and oral sources and artefacts. E.g. Extract some relevant information about the life of a local hero or heroine.	8.Select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine.	19.Understand how sources can be used to answer a range of historical questions.	12.Recognise possible uses of a range of sources for answering historical enquiries.	17. Accept and reject sources based on valid criteria when carrying out particular enquiries. E.g. Ask questions about the usefulness and reliability of sources relating to the locality during the Second World War.	16. Comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. E.g. Select evidence that supports their judgements of how the war affected the local area.
			20.Begin to use the library and internet to research a question appropriate to a topic.	13. Use evidence from a variety of sources to build up a picture of past events.	18. Offer reasons as to why sources may vary and to why different versions of events exist.	17. Link sources and be able to explain why conclusions about a time period or an event may have been reached.
			9. Discuss reliability of photos/ accounts and stories, e.g. images prior to the invention of cameras	21.Use a range of sources to find out about the period being studied.	14. Choose relevant material from a range of sources to present a picture of one aspect of the past and the lives of individuals.	19. Think about the validity of a source based on date, author, origin. Was the source from an eyewitness? 20. Explain why some sources are more historically valid than others. 21. Select relevant information upon taking this into account.
	9. Compare adults talking about the past – how reliable are memories? E.g. Grandparent’s knowledge (talking homework) compared to what they have learnt through topic.	10. Compare two versions of a past event.	22. Observe small details in artefacts and pictures and note their relevance and importance.	15. Use the library and the internet alongside a variety of sources to research the answer to historical questions, selecting the most appropriate information.	22. Identify primary and secondary sources and explain the benefits and limitations of each.	19. Be aware that different sources present varying evidence and this led to different interpretations and conclusions about an event. Eg. A German recount of a battle and a British recount will be different.
		11. Use stories to encourage children to distinguish between fact and fiction e.g. Charlie and the Chocolate Factory				
		12. Compare pictures or photographs of people or events in the past.	23.Select appropriate information relevant to the study and record it appropriately.	23. Use the library and internet alongside a variety of sources to research the answers to historically valid questions. Do this with increasing independence and confidence.	20. Confidently use the library, internet and a range of sources independently, to answer historically valid questions. 21. Bring knowledge together obtained from a variety of sources in a fluent verbal or written account of an event. Drawing together a conclusion from the sources studied.	
Organistaion and Communication	Communicate their knowledge through: <ul style="list-style-type: none"> • Discussion • Drawing pictures • Drama/ Role Play • Making models • Reading • Writing • Using ICT 			24. Recall , select and organize historical information. Communicate knowledge and understanding in a variety of ways.	22. Select and organize information to produce structured work , making appropriate use of dates and times.	