



Chronological understanding						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know similarities and differences between things in past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Put up to three objects in chronological order (recent history) on a time line. Label timelines with pictures, words or phrases. Tell others about changes that have happened in their own life since they were born. Talk about how things have changed since their parents or grandparents were children. Use dates to talk about people or events from the past (when appropriate).	Place events or artefacts in order on a timeline. Label timelines with pictures, words or phrases and give reasons for their order. Make connections between long-and short-term time scales. Use dates to talk about people or events from the past (when appropriate.) Connect their new learning of historical people or events to others that they have learnt about before.	Beginning to use dates and historical terms to describe events. Beginning to use a timeline within a specific time in history to set out the order things may have happened. Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. Place events, artefacts and historical figures on a timeline using dates. Beginning to understand the concept of change over time, representing this, along with evidence, on a time line.	Use dates and historical terms to describe events. Use a timeline within a specific time in history to set out the order things may have happened. Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. Place events, artefacts and historical figures on a timeline using date. Understand the concept of change over time, representing this, along with evidence, on a time line.	Use dates and historical terms more accurately in describing events. Place features of historical events and people from past societies and periods in a chronological framework. Create timelines which outline the development of specific features, such as medicine; weaponry; transport. Describe the main changes in a period of history (using terms such as: social, religious and cultural). Identify periods of rapid change in history and begin to contrast them with times of relatively little change. Beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line.	Use dates and historical terms accurately in describing events. Place features of historical events and people from past societies and periods in a chronological framework. Create timelines which outline the development of specific features, such as medicine; weaponry; transport. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.



Lakeside Primary Academy - History Progression of Skills

					<p>Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line.</p> <p>Beginning to make connections and contrasts between different time periods studied and talk about trends over time.</p>	<p>Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line.</p> <p>Make connections and contrasts between different time periods studied and talk about trends over time.</p>
<p>Vocabulary: Today, yesterday, tomorrow, last week, at the weekend, this morning, last night, day, week, month, long ago, old, new, parent, grand-parent,</p>	<p>Vocabulary: in order, a long time ago, recent, recently, the present, the past, the future, when my parents/ grandparents were children, year, decade, century, modern, timeline, date order, living memory, memories, remembers, grandparents' time, the older generation,</p>	<p>Vocabulary: years, century, in my lifetime, in my parents' lifetime, modern, old fashioned, long term, short term, timeline, time scale, in the Period, in times, time period, chronological order, era, period</p>	<p>Vocabulary: dates, time period, change, ancient, century, decade, living memory, remembers, memories, chronological order, period, B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years</p>	<p>Vocabulary: era, ancient, century, decade, chronological order, B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years</p>	<p>Vocabulary: chronology, continuity, millennium, era/period, BCE (Before Common Era), ACE (After Common Era), BC (Before Christ), CE (Common Era), AD (Anno Domini)</p>	<p>Vocabulary: chronology, continuity, legacy, era/period, millennium, BCE (Before Common Era), ACE (After Common Era), BC (Before Christ), CE (Common Era), AD (Anno Domini)</p>



Historical Enquiry						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Show some understanding of how people find out about the past. Show some understanding of how evidence is collected and used to make historical facts. Ask questions such as: What was it like for people? What happened? How long ago? Answer questions by using different sources, such as an information book or pictures.	Understand and talk about how people find out about the past. Understand how evidence is collected and used to make historical facts. Ask questions such as: What was it like for people? What happened? How long ago? Answer questions by using a specific source, such as an information book. Research the life of someone who used to live in the area using the Internet and other sources to find out about them. Research the life of a famous Briton from the past using different resources to help them.	Beginning to use dates and historical terms to describe events. Beginning to use a timeline within a specific time in history to set out the order things may have happened. Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. Place events, artefacts and historical figures on a timeline using dates. Beginning to understand the concept of change over time, representing this, along with evidence, on a time line.	Use dates and historical terms to describe events. Use a timeline within a specific time in history to set out the order things may have happened. Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. Place events, artefacts and historical figures on a timeline using date. Understand the concept of change over time, representing this, along with evidence, on a time line.	Use dates and historical terms more accurately in describing events. Place features of historical events and people from past societies and periods in a chronological framework. Create timelines which outline the development of specific features, such as medicine; weaponry; transport. Describe the main changes in a period of history (using terms such as: social, religious and cultural). Identify periods of rapid change in history and begin to contrast them with times of relatively little change. Beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line.	Use dates and historical terms accurately in describing events. Place features of historical events and people from past societies and periods in a chronological framework. Create timelines which outline the development of specific features, such as medicine; weaponry; transport. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.



Lakeside Primary Academy - History Progression of Skills

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Vocabulary: how, why, because, find out, I wonder what/if/when/why, clue, memory, lifetime, calendar, Who? What? remember	Vocabulary: questions, find out, evidence, collect, information, research, sources, artefacts, objects, investigate, similar, different, because, important, historians,	Vocabulary: points of view, opinion, fact, historical information, sources of information, resources, artefacts, objects, investigate, encounter, impact, significant, memorial, investigate, research, evidence, historians	Vocabulary: historian, archaeologist, archaeology, importance, significance, legacy, impact, effects, reason, change, continuity, this suggests...,	Vocabulary: effects, consequences, change, continuity, cause/s, infers, suggests, My conclusion is that..., archaeologist archaeology, first hand evidence, second hand evidence, myths and legends	Vocabulary: extent of change..., extent of continuity..., turning point, first civilisations, to weigh up both sides, on one hand, primary evidence, secondary evidence, eye witness, reliable, impact, effects, consequences, legacy, significance, impression, change, continuity, cause/s, infer,	Vocabulary: Ancient civilisations, Ancient, 20th century, morale, democracy, Parliament, stereotype, diversity, traditional, view, attitudes, state, excavate, impression, the purpose, reliability, propaganda, one sided, biased, motive, reliable, legacy, significance, cause/s, change, continuity, extent of continuity, extent of change,



Knowledge and Interpretation						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Answer questions using a range of artefacts/ photographs/pictures provided. Talk about the different ways that the past is represented. Recount some interesting facts from an historical event. Talk about some important people from the past. Talk about how their actions changed the way we do things today. Recognise that there are reasons why people in the past acted as they did. Find out about people or events in the past. Find out more about a famous person from the past and carry out some research on him or her. Find out something about the past by talking to an older person. Recognise that some forms of evidence are more	Describe historical events. Describe significant people from the past and talk about what they did. Explain the causes of an historical event and what the consequences were. Explain what impact that significant events from the past have had on the way they live today. Talk about similarities and differences between two different time periods. Explain how local people or events in history have changed things nationally or internationally. Explain why someone in the past acted in the way they did. Choose and use parts of stories or other sources to show that they understand events or people from the past. Explain why Britain has a special history	Beginning to give reasons why certain events happened as they did in history. Begin to talk about why certain people acted as they did in history. Beginning to explain how events from the past have helped shape our lives today. Begin to appreciate why Britain would have been an important country to have invaded and conquered. Beginning to describe changes that have happened in the locality of the school throughout history. Give a broad overview of what life was like in the Ancient world. Beginning to compare some of the times studied with those of other areas of interest around the world. Beginning to describe the social, cultural or religious	Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history. Explain how events from the past have helped shape our lives today. Begin to appreciate why Britain would have been an important country to have invaded and conquered. Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain and how it has been affected by invaders in History. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past societies. Describe the characteristic features of the past, including ideas, beliefs, attitudes and	Answer historical questions, using information and evidence that they have carefully considered and selected. Understand how our knowledge of the past is constructed from a range of sources. Describe with some detail any historical events from the different periods they are studying and have studied. Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. Begin to appreciate that how we make decisions as a country has been through a Parliament for some time. Appreciate that significant events in history have helped shape the country we have today.	Answer historical questions, using information and evidence that they have carefully considered and selected, giving reasons for the choices they have made. Understand how our knowledge of the past is constructed from a range of sources. Describe in detail any historical events from the different periods they are studying and have studied. Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. Begin to appreciate that how we make decisions as a country has been through a Parliament for some time. Appreciate that significant events in



Lakeside Primary Academy - History Progression of Skills

	<p>reliable than others when finding out about the past. Show an understanding of the word 'nation' and the concept of a nation's history. Show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events.</p>	<p>by naming some famous events and some famous people. Talk about what type of evidence is reliable when finding out about the past. Talk about a 'nation', an aspect of its history and the impact it has had on the nation. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events. Create my own accounts of historical people or events.</p>	<p>diversity of past societies. Beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children. Beginning to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. Talk about the causes and consequences of some of the main events and changes in history. Use literacy, numeracy and computing skills to communicate information about the past.</p>	<p>experiences of men, women and children. Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. Use literacy, numeracy and computing skills to a good standard to communicate information about the past.</p>	<p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain and some major events from the rest of the world. Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Explain how some aspects of history and historical events have had an impact</p>	<p>history have helped shape the country we have today. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain and some major events from the rest of the world. Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Explain how some aspects of history</p>
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Lakeside Primary Academy - History Progression of Skills

					elsewhere in the world. Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past. Use original ways to present information and ideas.	and historical events have had an impact elsewhere in the world. Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past. Use original ways to present information and ideas.
Vocabulary: I can see, I saw, same, different, similar, change, what happened, because, explain	Vocabulary: find out, explain, facts, reasons, events, actions, similarities, differences, communities, traditions, photograph, camera, detective, opinion, artefact	Vocabulary: causes, consequences, impact, affected, actions, source, interpret, enquire/enquiry, impact, evidence, experts	Vocabulary: Invasion, civilisation, empire, invention, archaeologist, archaeology, sources, myths and legends, museum	Vocabulary: biased, impact, , continuity, pre-history, settlers, migration, withdrawal, invasions, kingdoms, settlements	Vocabulary: Monarchy, execution, reputation, raids, resistance, culture, achievements, democracy	Vocabulary: Primary, source/evidence, secondary source/evidence, reliable, extent of change, extent of continuity, evaluate, reliable, eye-witness, ambiguous