

Links to Curriculum Drivers

Expressive Communicators, Healthy
Champions, Lifelong learners, World citizens
Open to Possibilities



Ridgeway Primary school

History skills progression



<u>Threshold Concept</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand chronology	Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc. Place objects and events within experience, in time order.	Use historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc. Place objects, people and events beyond own experiences in time order.	Use an increasing range of historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc. Place a range of objects, people and events beyond own experiences in time order.	Use dates and historical terms to describe historical periods, e.g. The Victorians, the Great Fire of London 1666. Describe how the past has been divided into different periods of time. Use the terms BC and AD to locate dates of invasion and occupation. Explain reasons for placing objects, people and events in a particular order.	Place civilisations and events on a timeline showing an understanding of the terms BC and AD.	Extend and deepen chronological knowledge and understanding of British, local and world history.

	Talk about own life and those of people I know.	Talk about events, places and people beyond living memory. (National or Global)	Talk with detail about events, places and people beyond living memory.	Talk with increasing accuracy and detail about events, places and people beyond living memory.	Use historical terms effectively to describe periods within history. Describe the key characteristics and features of a range of different periods of history. Describe changes that have taken place within and across historical periods.	Compare and contrast features of historical periods identifying similarities and differences. Describe and analyse the impact of change within and between periods in the past.
To understand significant historical events, people and places	Talk about events in my life and the lives of people I know me, parents, past, family Name a significant person from my own lifetime grandparent, relative, age,	Talk about events and the lives of people beyond living memory long ago, past, event, beyond, memory Talk about important people beyond living memory using a range of historical vocabulary. (National and International achievements) National, international, achievement,				

	Talk about changes that have happened, in my locality, within my own lifetime e.g. link to school location school, before, change, important	historical, significant, range (Topic specific – Neil Armstrong, Great Fire of London, sequence, time order) Talk about changes that have happened beyond living memory (Nationally and Internationally) and how they have impacted our lives today. impact,				
To understand how people in the past lived	Talk about and describe my home and the way I live, e.g. day to day life, things I do, my house, my family etc. Day, home, activities, morning, afternoon, evening.	Talk about similarities and differences between my life and that of others. Similar, different, personal, compare, Describe similarities and differences between the lives of people during a historical period. Describe,	Talk about and describe the way people lived, e.g. the home, day to day life, things they did, their house, their family etc. routine, roles, responsibilities, Describe and give reasons for similarities and differences between the lives	Compare and contrast the ways of life of people from two different historical periods. contrast (Topic Specific –) Describe and give reasons for the changes and differences in lifestyle in the past and present (in a	Compare and describe the characteristics of a range of significant groups from the past, e.g. building upon prior knowledge of previous year's history topics characteristics, significant, , (Topic Specific –) Identify and describe features and characteristics of past societies. Society, features	Analyse and give reasons for the characteristics of a range of significant groups from the past, e.g. Aztecs and Mayans etc. Analyse, justify, (Topic Specific –) Talk about the impact of change on past societies, e.g. displacement due to war or famine.

			of people (in two time periods). Reason, Compare features of life now and in the past (Topic Specific –)	range of time periods). Range (Topic Specific –) Compare and describe the changes and differences of life now and in the past (Topic Specific –)	Compare and analyse the factors that caused change in the past. (Topic Specific –)	Impact, displacement, (Topic Specific –) Describe and make links between a range of past societies. Links, (Topic Specific –) Describe and give reasons for the beliefs held by different societies in the past. Beliefs (Topic Specific –) Compare and contrast the distinctive features of past societies. (Topic Specific –)
--	--	--	--	--	---	---

To communicate historically	Talk about and share their experiences of the past and present (Birthdays, Christmas). <i>Birthdays, Christmas, Celebrate,</i> Talk about and describe artefacts from their own life that hold a significant meaning. (first tooth, birthday card) <i>object, meaning important</i>	Use pictures and written sources to build a picture about the past. <i>photographs, pictures, letters, diary's, information</i> Ask and answer simple questions about artefacts and evidence. <i>question, evidence artefact,</i>	Use a range of simple sources to compare aspects of the present with the past and describe simple similarities and differences. <i>aspects, past, present, similarities, differences</i> Ask and answer questions that involve thoughtful selection and organisation of their historical knowledge.	Use sources of information and use key evidence to support judgements and reasoning made about aspects of the past. <i>Source, evidence, judgement, support, reason</i> Give reasons why people's interpretation of the same event may be different. <i>understand, viewpoint,</i> To answer and sometimes devise my own historically valid questions. <i>valid query devise</i>	Identify different ways in which people have represented and interpreted the past. <i>identify, medium, artefact, representation</i> Talk about and give reasons for an event being interpreted in a range of different ways. <i>interpret, bias,</i> Give reasons for negative views and accounts in written sources of information. <i>Negative pessimistic optimistic perspective</i> Answer questions about the past selecting relevant information from a wide range of sources. <i>considered,</i>	Select, combine and present information from more than one source. <i>Select, combine,</i> Make a reasoned judgement about the validity of the different representations of the past. <i>Validity</i> Recognise some of the strengths and limitations in terms of archaeological evidence. <i>Strength, limitation archaeological reliable</i> Pursue historically valid enquiries including some they have framed themselves. <i>enquiries</i>
---	--	---	---	---	--	---

			thoughtful, select, organise			
--	--	--	---------------------------------	--	--	--