



History

Skills progression overview at Sixpenny Handley First School and Nursery

National curriculum/EY curriculum					
Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3	Year 4
<p>Children aged 0-3 will be learning to: (Development matters)</p> <p>Make connections between the features of their family and other families</p> <p>Notice differences between people</p> <p>Children aged 3-4 will be learning to: (Development matters)</p> <p>Begin to make sense of their own life-story and family's history</p> <p>Show interest in different occupations. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'. (Mathematics)</p>	<p>Reception children will be learning to: (Development matters)</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>ELG</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>	<p>National curriculum objectives:</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ·</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>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</p> <p>Significant historical events, people and places in their own locality.</p>	<p>National curriculum objectives:</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ·</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>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</p> <p>Significant historical events, people and places in their own locality.</p>	<p>National curriculum objectives:</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>A local history study (linked to the Stone Age)</p> <p>The Roman Empire and its impact on Britain</p>	<p>National curriculum objectives:</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life –(changes in clothing over time)</p> <p>A non-European society that provides contrasts with British history - Mayan civilization c. AD 900</p> <p>The achievements of the earliest civilizations – Ancient Mayans</p>



Themes within subject	Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3	Year 4
	As an historian, a nursery child can:	As an historian, a reception child can:	As an historian, a year 1 child can:	As an historian, a year 2 child can:	As an historian, a year 3 child can:	As an historian, a year 4 child can:
Chronological Understanding	Retell a simple past event in correct order. Remember and talk about significant events in their own experience.	Talk about past and present events in their own life and in the lives of family members.	Put three objects in order (recent history) on a timeline. Add pictures, words or phrases to a timeline. Describe changes that they have experienced in their lifetime. Describe changes that have happened since their parents or grandparents were children. Use dates to talk about people or events from the past e.g. when Mary Anning was born or when Victoria became queen.	Place events or artefacts in order on a timeline (to include Jurassic, Norman castles, Great fire of London, Queen Victoria, Moon landing, Internet, London Olympics) Add pictures, words or phrases to a timeline and give reasons for their order. Distinguish between long and short term timescales. Use dates to talk about people or events from the past e.g. the Great Fire of London, the Norman invasion of 1066.	Begin to use dates and historical terms to describe events. Begin to use a timeline to order events within a specific timeframe. Begin to recognise and quantify the different time periods that exist between groups that invaded Britain. Place events, artefacts and historical figures on a timeline using dates. Beginning to understand changes over time representing evidence on a timeline.	Use dates and historical terms to describe events. Use a timeline to order events within across decades/centuries and to include BC/AD. Begin to recognise and quantify the different time periods that exist between groups that invaded Britain. Place events, artefacts and historical figures on a timeline using dates. Beginning to understand changes over time representing evidence on a timeline.
Historical Enquiry	Answer how and why questions about experiences and in response to stories or events.	Answer how and why questions about experiences including responses to stories.	Give examples of at least 3 ways in which people can get information about the past. Explain how evidence is collected and used to make historical facts. Generate questions for enquiry; what was it like for children in a Victorian	Give examples of at least 3 ways in which people can get information about the past and understand some are more reliable. Generate questions for enquiry; why did the fire spread so quickly? Who did the diary belong to? Why	Begin to use evidence to generate further questions about the past. Begin to suggest suitable sources of evidence to for historical enquiry. Use more than one source of evidence to gain a more	Use evidence to generate further questions about the past. Suggest suitable sources of evidence to for historical enquiry. Use more than one source of evidence to gain a more



			<p>school? How were clothes different in the past? Did the Victorians have holidays? How do we know about the dinosaurs?</p>	<p>are there different accounts of who reached the poles first? What was the best way to attack/defend a castle?</p> <p>Find answers to questions using an information book or researching using the internet.</p> <p>Research the life of a famous Britain from the past using different resources.</p>	<p>accurate understanding of the past.</p> <p>Begin to recognise the role of archaeologists in understanding the past.</p> <p>Begin to compare and contrast different pieces of evidence when researching the past.</p> <p>Begin to research what it was like for a specific group of people e.g. women , when studying the past.</p>	<p>accurate understanding of the past.</p> <p>Recognise the role of archaeologists in understanding the past.</p> <p>Compare, contrast and begin to evaluate different pieces of evidence when researching the past.</p> <p>Begin to research what it was like for a specific groups of people e.g. men, women and children when studying the past.</p>
<p>Knowledge and Interpretations</p>	<p>Demonstrate understanding of growth and changes over time and offer simple reasons.</p>	<p>Describe changes that are observed and offer simple explanations about why some things change over time.</p>	<p>Answer a range of questions using artefacts/ photographs and pictures.</p> <p>Recount at least 2 interesting facts from an historic event.</p> <p>Talk about some important people from the past.</p> <p>Research an important person from the past.</p> <p>Find out about the past from family members and know about changes that have happened within the locality e.g. school life.</p> <p>Know that some forms of evidence are more reliable than others.</p> <p>Know what is meant by the word 'nation' and the concept of a nation's history.</p>	<p>Answer a range of questions using artefacts/ photographs and pictures.</p> <p>Describe historical events including some reference to cause and effect.</p> <p>Talk about significant people from the past and why they were important.</p> <p>Explain the impact a significant historical event on the way we live today.</p> <p>Discuss similarities and differences between 2 time periods e.g. expeditions to the polar regions and voyages into space.</p> <p>Explain why people in the past acted in the way they did.</p> <p>Know that some sources of evidence are more reliable than others.</p>	<p>Begin to give reasons why certain events happened as they did in history e.g. why the Romans left Britain.</p> <p>Begin to talk about why certain people acted as they did in history.</p> <p>Begin to appreciate why Britain was an important country to invade and conquer.</p> <p>Can give a broad overview of what life was like in Roman Britain.</p> <p>Begin to describe the characteristic features of the past including beliefs, attitudes and experiences of men, women and children.</p>	<p>Can suggest why certain events happened as they did in history e.g. the development of a number system by the Mayans.</p> <p>Suggest why certain people acted as they did in history.</p> <p>Begin to describe the social structures, and cultural diversity of ancient civilisations.</p> <p>Describe the characteristic features of the past including beliefs, attitudes and experiences of men women and children.</p> <p>Explain how local people/events have changed things nationally (Dorset smuggler – Isaac Gulliver)</p> <p>Use literacy, numeracy and computing skills to</p>



			Talk about the impact of an era on a nation's history e.g. the age of steam.		Begin to describe different accounts of the same event e.g. the impact of Boudicca And know why accounts may differ. Use literacy, numeracy and computing skills to communicate information about the past.	communicate information about the past.
Key vocabulary	Understand and use vocabulary such as : yesterday, last week, at the weekend, this morning, last night. How? Why? Because. I can see, I saw, same, different, change, what happened? Why? Because..	Understand and use vocabulary such as : yesterday, last week, at the weekend, this morning, last night. How? Why? Because. I can see, I saw, same, different, change, what happened? Why? I wonder, find out, what, if and because..	Understand and use vocabulary such as : In order, time order, a long time ago, recently, when my parents/carers, old-fashioned grandparents were children, in thetimes. Evidence, collect, sources, artefacts, accounts, information, investigate, historians. Find out, explain, reasons, events, actions.	Understand and use vocabulary such as : In order, in chronological order, a long time ago, recently, before my parents/grandparents were children, years, decades, centuries, in my lifetime, AD, after WW1, in theperiod, intimes, I wonder/ suggest, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians. Find out, discover, explain, reasons, events, causes, impact, consequences, affected, actions, time periods.	Understand and use vocabulary such as : Dates, BC, AD, time period, change , ancient, century, pre-history, decade, in the ...period, in ... times, the era, early man, paleolithic, mesolithic, neolithic. I wonder/ suggest, find out, evidence, collect, points of view, opinion, historical, information, research, primary sources of information, resources, artefacts, objects, historians. Find out, discover, explain, reasons, events, cause and effect impact, consequences, affected, actions, time periods, similarities and difference	Understand and use vocabulary such as : Dates, BC, AD, time period, change , ancient, century, decade, in the ...period, in ... times, the era, early civilisations, dynasty I wonder/ suggest, find out, evidence, collect, points of view, opinion, historical, information, research, primary/secondary sources of information, bias, propaganda, resources, artefacts, objects, historians. Find out, discover, explain, reasons, events, cause and effect, impact, consequences, affected, actions, time period, similarities and difference.
Theme specific vocabulary			Palaeontologist, fossil, skeletons, scientific, prehistoric, Pangea, modern, similarities, differences, extinction, meteorite, era, Victorian, chronological, exploration, monarchy			



Significant individuals			Mary Anning Queen Victoria Florence Nightingale Mary Seacole Neil Armstrong	Samuel Pepys Christopher Wren Roald Amundsen Ernest Shackleton Matthew Henson William the Conqueror Mary Bankes	Julius Caesar Boudicca Pitt Rivers	Elizabeth 1 Henry VIII LS Lowry Rosa Parks Isaac Gulliver
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