

**Rothwell St Mary's Primary School**

History

Progression of Skills

**EYFS**  
**Early Learning Goals**

**Understanding the World**  
**Developing a Sense of Past and Present**

**Three- and Four-  
Year-Olds**

I can begin to make sense of my own life story and family's history.

**Reception**

I can:

- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past.

**ELG**

I can:

- Talk about the lives of people around me and their roles in society
- Know about some similarities and differences between things in the 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

**Key Stage One**  
**End of Key Stage Expectations:**

Pupils should be taught about: 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

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	<b>Chronological understanding</b>	<b>Historical Enquiry</b>	<b>Knowledge and Interpretation</b>
<b>Year One</b>	<p><b>As an historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Put up to three objects or events in chronological order on a timeline (from recent history)</li> <li>• Label the timeline with pictures, words and phrases</li> <li>• Talk about events that have happened in my own lifetime</li> <li>• Talk about how things have changed since my parents' and grandparents' childhood</li> <li>• Talk about people and events from the past using dates</li> <li>• Understand vocabulary linked to the passage of time, such as: in order, recently, a long time ago, in the past, when my parents/grandparents were young, etc.</li> </ul>	<p><b>As a historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Explain how people find out about the past</li> <li>• Show some understanding of how evidence is collected and used to make historical facts</li> <li>• Show understanding of how I can research into people from the past.</li> <li>• Answer questions by using different sources (this can include objects, information books or pictures)</li> <li>• Use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate</li> </ul> <p><b>To do this, I will ask questions such as:</b></p> <ul style="list-style-type: none"> <li>• What was it like for people?</li> <li>• What happened?</li> <li>• How long ago?</li> </ul>	<p><b>As a historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Answer questions using a range of artefacts, photographs and pictures that have been provided for me</li> <li>• Talk about the different ways that the past has been represented</li> <li>• Recount some interesting facts from a historical event</li> <li>• Talk about some important people from the past</li> <li>• Talk about the way in which the actions of important people have changed the way in which we do things today</li> <li>• Recognise that there are some reasons why people in the past acted the way they did</li> <li>• Tell you how I found out about people or events from the past</li> <li>• Find out more about a famous person from the past and carry out some research on them</li> <li>• Find out something about the past by talking to an older person</li> <li>• Recognise that some forms of evidence are more reliable than others when finding out about the past</li> </ul>

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			<ul style="list-style-type: none"> <li>• Show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events</li> <li>• Show an understanding of the word 'nation' and the concept of a nation's history</li> <li>• Use vocabulary such as: find out, explain, facts, reasons, events, actions</li> </ul>
<h3>Year Two</h3>	<p><b>As a historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Place events or artefacts in order on a timeline</li> <li>• Label timelines with pictures, words or phrases and give reasons for their order</li> <li>• Make connections between long- and short-term time scales</li> <li>• Use dates to talk about people or events from the past (when appropriate)</li> <li>• Connect my new learning of historical people or events to others that I have learnt about before</li> <li>• Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents' /carers' lifetime, modern, old-fashioned, long term, short term, timeline, time</li> </ul>	<p><b>As a historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Understand and talk about how people find out about the past</li> <li>• Show understanding of how evidence is collected and used to make historical facts</li> <li>• Answer questions by using a specific source, such as an information book</li> <li>• Research the life of someone who used to live in my area using the Internet and other sources to find out about them</li> <li>• Research the life of a famous Briton from the past using different resources to help me</li> <li>• Understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate</li> </ul>	<p><b>As a historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Describe historical events</li> <li>• Describe significant people from the past and talk about what they did</li> <li>• Explain the causes of an historical event and what the consequences were</li> <li>• Explain what impact that significant events from the past have had on the way we live today</li> <li>• Talk about similarities and differences between two different time periods</li> <li>• Explain how local people or events in history have changed things nationally or internationally</li> <li>• Explain why someone in the past acted in the way they did</li> <li>• Choose and use parts of stories or other sources to show that I understand events or people from the past</li> </ul>

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	scale, in the ..... period, in ..... times?	<b>To do this, I will ask questions such as:</b> <ul style="list-style-type: none"><li>• What was it like for people?</li><li>• What happened?</li><li>• How long ago?</li></ul>	<ul style="list-style-type: none"><li>• Explain why Britain has a special history by naming some famous events and some famous people</li><li>• Talk about what type of evidence is reliable when finding out about the past</li><li>• Talk about a 'nation', an aspect of its history and the impact it has had on the nation</li><li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events</li><li>• Create my own accounts of historical people or events</li><li>• Understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods</li></ul>
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## Key Stage Two

### End of Key Stage Expectations:

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.

## Rothwell St Mary's Primary School

### History Progression of Skills

	<b>Chronological understanding</b>	<b>Historical Enquiry</b>	<b>Knowledge and Interpretation</b>
<b>Year Three</b>	<p><b>As a historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Begin to use dates and historical terms to describe events</li> <li>• Begin to use a timeline within a specific time in history to set out the order things may have happened</li> <li>• Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain</li> <li>• Place events, artefacts and historical figures on a timeline using dates</li> <li>• Begin to understand the concept of change over time, representing this, along with evidence, on a timeline</li> <li>• Understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade</li> </ul>	<p><b>As a historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Begin to use evidence to ask questions and find answers to questions about the past</li> <li>• Begin to suggest suitable sources of evidence for historical enquiry</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history to recognise the part that archaeologists have had in helping us understand more about what happened in the past</li> <li>• Begin to use research skills in finding out facts about the time period I am studying</li> <li>• Begin to compare and contrast different forms of evidence in my research</li> <li>• Begin to research what it was like for specific people e.g. children, during the time period I am studying</li> </ul> <p><b>To do this, I will analyse using the CHESTER questions:</b></p>	<p><b>As a historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Begin to give reasons why certain events happened as they did in history</li> <li>• Begin to talk about why certain people acted as they did in history</li> <li>• Begin to explain how events from the past have helped shape our lives today</li> <li>• Begin to appreciate why Britain would have been an important country to have invaded and conquered</li> <li>• Begin to describe changes that have happened in the locality of the school throughout history</li> <li>• Give a broad overview of what life was like in Ancient Greece</li> <li>• Begin to compare some of the times studied with those of other areas of interest around the world</li> <li>• Begin to describe the social, cultural or religious diversity of past societies</li> <li>• Begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children</li> </ul>

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		<ul style="list-style-type: none"> <li>• <b>Characteristics:</b> What are the characteristics of the event or era I am studying?</li> <li>• <b>Historical Links:</b> How does this link to other periods of history I have studied in school? What is the same and what is different?</li> <li>• <b>Evidence:</b> How can I evidence this and what evidence can I use to support my hypothesis?</li> <li>• <b>Significance:</b> What is the significance of this event and what can I use to show this significance?</li> <li>• <b>Timeline:</b> Where does this event fall in history – what events precede and succeed this? Can I compare where this falls to other periods of history I have studied?</li> <li>• <b>Elsewhere:</b> Where else have we seen events like this? What did this event or period look like in other countries?</li> <li>• <b>Response:</b> What conclusions can be drawn from this?</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ</li> <li>• Talk about the causes and consequences of some of the main events and changes in history</li> <li>• Use literacy, numeracy and computing skills to communicate</li> </ul>
<h3>Year Four</h3>	<p><b>As a historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Use dates and historical terms to describe events</li> <li>• Use a timeline within a specific time in history to set out the order things may have happened</li> <li>• Begin to recognise and quantify the different time periods that</li> </ul>	<p><b>As a historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past</li> <li>• Suggest suitable sources of evidence for historical enquiry</li> <li>• Use more than one source of evidence for historical enquiry in</li> </ul>	<p><b>As a historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Suggest why certain events happened as they did in history</li> <li>• Suggest why certain people acted as they did in history</li> <li>• Explain how events from the past have helped shape our lives today</li> </ul>

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	<p>exist between different groups that invaded Britain</p> <ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a timeline using dates</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a timeline</li> <li>• Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade</li> </ul>	<p>order to gain a more accurate understanding of history</p> <ul style="list-style-type: none"> <li>• Recognise the part that archaeologists have had in helping us understand more about what happened in the past</li> <li>• Use my research skills in finding out facts about the time period I am studying</li> <li>• Use my own research to compare and contrast different forms of evidence</li> <li>• Research what it was like for men, women and children in a given period from the past and use different formats to present my findings</li> </ul> <p><b>To do this, I will analyse using the CHESTER questions:</b></p> <ul style="list-style-type: none"> <li>• <b>Characteristics:</b> What are the characteristics of the event or era I am studying?</li> <li>• <b>Historical Links:</b> How does this link to other periods of history I have studied in school? What is the same and what is different?</li> <li>• <b>Evidence:</b> How can I evidence this and what evidence can I use to support my hypothesis?</li> <li>• <b>Significance:</b> What is the significance of this event and</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to appreciate why Britain would have been an important country to have invaded and conquered</li> <li>• Describe changes that have happened in the locality of the school throughout history</li> <li>• Give a broad overview of life in Britain under the Roman Empire</li> <li>• Compare some of the times studied with those of other areas of interest around the world</li> <li>• Describe the social, ethnic, cultural or religious diversity of past societies</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> <li>• Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ</li> <li>• Suggest causes and consequences of some of the main events and changes in history</li> <li>• Use literacy, numeracy and computing skills to a good standard to communicate information about the past</li> </ul>
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		<p>what can I use to show this significance?</p> <ul style="list-style-type: none"> <li>• <b>Timeline:</b> Where does this event fall in history – what events precede and succeed this? Can I compare where this falls to other periods of history I have studied?</li> <li>• <b>Elsewhere:</b> Where else have we seen events like this? What did this event or period look like in other countries?</li> <li>• <b>Response:</b> What conclusions can be drawn from this?</li> </ul>	
<h3>Year Five</h3>	<p><b>As a historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Use dates and historical terms more accurately in describing events</li> <li>• Place features of historical events and people from past societies and periods in a chronological framework</li> <li>• Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc</li> <li>• Describe the main changes in a period of history (using terms such as: social, religious and cultural)</li> <li>• Identify periods of rapid change in history and begin to contrast them with times of relatively little change</li> </ul>	<p><b>As a historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Devise historical questions about the period I am studying</li> <li>• Seek out and analyse range of evidence in order to justify my claims about the past</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past</li> <li>• Test out a hypothesis in order to answer a question</li> <li>• Appreciate how historical artefacts have helped us understand more about British lives in the present and past</li> <li>• Use some different sources of evidence to deduce information about the past</li> </ul>	<p><b>As a historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Answer historical questions, using information and evidence that I have carefully considered and selected</li> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> <li>• Describe with some detail any historical events from the different period/s I am studying/have studied</li> <li>• Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same</li> <li>• Begin to appreciate that how we make decisions as a country has</li> </ul>

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	<ul style="list-style-type: none"> <li>• Begin to understand the concepts of continuity and change over time, representing them, along with some evidence, on a timeline</li> <li>• Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline</li> <li>• Begin to make connections and contrasts between different time periods studied and talk about trends over time</li> <li>• Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade</li> </ul>	<ul style="list-style-type: none"> <li>• Select suitable sources of evidence, sometimes giving reasons for choices</li> <li>• Give a reason to support an historical argument</li> <li>• Identify propaganda and begin to show my understanding of it</li> <li>• Refine lines of enquiry as appropriate</li> </ul> <p><b>To do this, I will analyse using the CHESTER questions:</b></p> <ul style="list-style-type: none"> <li>• <b>Characteristics:</b> What are the characteristics of the event or era I am studying?</li> <li>• <b>Historical Links:</b> How does this link to other periods of history I have studied in school? What is the same and what is different?</li> <li>• <b>Evidence:</b> How can I evidence this and what evidence can I use to support my hypothesis?</li> <li>• <b>Significance:</b> What is the significance of this event and what can I use to show this significance?</li> <li>• <b>Timeline:</b> Where does this event fall in history – what events precede and succeed this? Can I compare where this falls to other periods of history I have studied?</li> <li>• <b>Elsewhere:</b> Where else have we seen events like this? What did</li> </ul>	<p>been through a Parliament for some time</p> <ul style="list-style-type: none"> <li>• Appreciate that significant events in history have helped shape the country we have today</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied</li> <li>• Identify continuity and change in the history of the locality of the school</li> <li>• Give a broad overview of life in Britain and some major events from the rest of the world</li> <li>• Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> <li>• Explain how some aspects of history/historical events have had an impact elsewhere in the world</li> <li>• Use literacy, numeracy and computing skills to an exceptional</li> </ul>
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		<p>this event or period look like in other countries?</p> <ul style="list-style-type: none"> <li>• <b>Response:</b> What conclusions can be drawn from this?</li> </ul>	<p>standard to communicate information about the past</p> <ul style="list-style-type: none"> <li>• Use original ways to present information and ideas</li> </ul>
<b>Year Six</b>	<p><b>As a historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Use dates and historical terms accurately in describing events</li> <li>• Place features of historical events and people from past societies and periods in a chronological framework</li> <li>• Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc</li> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline</li> <li>• Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline</li> <li>• Make connections and contrasts between different time periods</li> </ul>	<p><b>As a historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past</li> <li>• Use sources of information to form testable hypotheses about the past</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past</li> <li>• Test out a hypothesis in order to answer a question</li> <li>• Appreciate how historical artefacts have helped us understand more about British lives in the present and past</li> <li>• Use a wide range of sources of evidence to deduce information about the past</li> <li>• Select suitable sources of evidence, giving reasons for choices</li> <li>• Give more than one reason to support an historical argument</li> </ul>	<p><b>As a historian, I can:</b></p> <ul style="list-style-type: none"> <li>• Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made</li> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> <li>• Describe in detail any historical events from the different period/s I am studying/have studied</li> <li>• Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same</li> <li>• Begin to appreciate that how we make decisions as a country has been through a Parliament for some time</li> <li>• Appreciate that significant events in history have helped shape the country we have today</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied</li> </ul>

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### Progression of Skills

	<p>studied and talk about trends over time</p> <ul style="list-style-type: none"><li>• Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</li></ul>	<ul style="list-style-type: none"><li>• Identify and explain my understanding of propaganda</li><li>• Refine lines of enquiry as appropriate</li></ul> <p><b>To do this, I will analyse using the CHESTER questions:</b></p> <ul style="list-style-type: none"><li>• <b>Characteristics:</b> What are the characteristics of the event or era I am studying?</li><li>• <b>Historical Links:</b> How does this link to other periods of history I have studied in school? What is the same and what is different?</li><li>• <b>Evidence:</b> How can I evidence this and what evidence can I use to support my hypothesis?</li><li>• <b>Significance:</b> What is the significance of this event and what can I use to show this significance?</li><li>• <b>Timeline:</b> Where does this event fall in history – what events precede and succeed this? Can I compare where this falls to other periods of history I have studied?</li><li>• <b>Elsewhere:</b> Where else have we seen events like this? What did this event or period look like in other countries?</li><li>• <b>Response:</b> What conclusions can be drawn from this?</li></ul>	<ul style="list-style-type: none"><li>• Identify continuity and change in the history of the locality of the school</li><li>• Give a broad overview of life in Britain and some major events from the rest of the world</li><li>• Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world</li><li>• Describe the social, ethnic, cultural or religious diversity of past society</li><li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li><li>• Explain how some aspects of history/historical events have had an impact elsewhere in the world</li><li>• Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past</li><li>• Use original ways to present information and ideas</li></ul>
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