



Mersey Park Primary School History Progression of Skills

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Chronological Understanding	<ul style="list-style-type: none"> Place known events and objects in chronological order. Sequence events and recount changes within living memory. Use common words and phrases relating to passing of time. 	<ul style="list-style-type: none"> Show an awareness of the past, using common words and phrases relating to the passing of time. Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> Use an increasing range of words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary. 	<ul style="list-style-type: none"> Place some historical periods in a chronological framework. Use historic terms related to the period of study. 	<ul style="list-style-type: none"> Use of dates to order and place events on a timeline.
Historical Enquiry	<ul style="list-style-type: none"> Find answers to some simple questions about the past from simple sources of information. Describe some simple similarities and differences between artefacts. Sort artefacts from 'then' and 'now'. Ask relevant basic questions about the past. 	<ul style="list-style-type: none"> Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. Show understanding of some ways in which we find out about the past and identify different ways in which its represented. 		<ul style="list-style-type: none"> Use sources of information in ways that go beyond simple observation to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. 	<ul style="list-style-type: none"> Compare sources of information available for the study of different times in the past. 	<ul style="list-style-type: none"> Address and sometimes devise historically valid questions about change, cause, similarities and differences, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how knowledge of the past is constructed from

						<p>a range of different sources.</p> <ul style="list-style-type: none"> • Make confident use of a variety of sources for independent research.
<p>Historical Interpretations</p>	<ul style="list-style-type: none"> • Relate his/her own account of an event and understand that others may give a different version. 	<ul style="list-style-type: none"> • Describe changes within living memory and aspects of change in national life. • Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. • Describe significant historical events, people and places in his/her own locality. 		<ul style="list-style-type: none"> • Understand that sources can contradict each other. 	<ul style="list-style-type: none"> • Make comparisons between aspects of periods of history and the present day. • Understand that the type of information available depends on the period of time studied. • Evaluate the usefulness of different sources. 	
<p>Organisation and communication</p>	<ul style="list-style-type: none"> • Talk, draw or write about aspects of the past. 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms. • Speak about how he/she has found out about the past. • Record what he/she has learned by drawing and writing. 		<ul style="list-style-type: none"> • Communicate his/her learning in an organised and structured way, using appropriate terminology. 	<ul style="list-style-type: none"> • Present finding and communicate knowledge and understanding in different ways. • Provide an account of a historical event based on more than one source. 	

Understanding of events, people and changes

<ul style="list-style-type: none"> • Understand key features of events. • Identify some similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> • Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elisabeth 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. 	<ul style="list-style-type: none"> • Describe the achievements of the earliest civilizations – an overview of where and when the first civilization appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. 	<ul style="list-style-type: none"> • Describe a study of Ancient Greek life and achievements and their influence on the western world. • Describe changes in Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> • Give some reasons for some important historical events. • Describe the Roman Empire and its impact on Britain. • Describe Britain's settlement by Anglo-Saxons and Scots 	<ul style="list-style-type: none"> • Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. • Note connections, contrasts and trends over time and show developing appropriate use of historical terms. • Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Describe a local history study. • Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. • Describe a non-European society that provides with contrasts with British history – one study chosen from: early Islamic civilisation
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