





# History Skills Progression Map



|   |    |   |                                 |                             |                                  |    |  |
|---|---|--|---------------------------------|-----------------------------|----------------------------------|---|---|
| N | 'Happy to Be Me'  | 'Let's Play'   | 'Come and Join the Celebration' | 'Jurassic Park'             | 'Animal Crackers'                | 'No Place Like Home'  | 'Under the Sea'   |
|   | <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories including figures from the past</li> <li>• Understand that some places are special to members of their community</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> | <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>• Comment on images of familiar situations in the past</li> </ul> |                                 |                             |                                  | <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>• Comment on images of familiar situations in the past</li> <li>• Understand that some places are special to members of their community</li> </ul> |   |
| R | 'Tell Us a Story'   | 'Help is at Hand'  | 'Food Glorious Food'            | 'Way Back When...' Hats Had | 'If You Go Down to the Woods...' | 'What On Earth...?'   | 'Come Fly With Me!'   |

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|--|---|--|--|--|---|--|

# History Skills Progression Map



|    | 'Happily Ever After' | 'Unity in the Community'  | 'Royal Patrons'   | 'Never Eat Shredded Wheat' | 'Children's Champion'   | 'Light Up the World' | 'Come Fly With Me!'  |
|----|----------------------|---|---|----------------------------|---|----------------------|--|
| Y1 |                      | <p>Hi1 Use different sources of information to find out about the past</p> <p>Hi2 Find out about the lives of significant people and events from the past and present</p> <p>Hi3 Using episodes from stories about the past, identify the difference between past and present</p> <p>Hi4 Place events in chronological order</p> <p>Hi5 Use common words and phrases related to the passing of time</p> <p>Hi6 Make a personal link to the past by exploring artefacts and images</p> | <p>Hi1 Use different sources of information to find out about the past</p> <p>Hi2 Find out about the lives of significant people and events from the past and present</p> <p>Hi3 Using episodes from stories about the past, identify the difference between past and present</p> <p>Hi4 Place events in chronological order</p> <p>Hi5 Use common words and phrases related to the passing of time</p> <p>Hi6 Make a personal link to the past by exploring artefacts and images</p> |                            | <p>Hi1 Use different sources of information to find out about the past</p> <p>Hi2 Find out about the lives of significant people and events from the past and present</p> <p>Hi3 Using episodes from stories about the past, identify the difference between past and present</p> <p>Hi4 Place events in chronological order</p> <p>Hi5 Use common words and phrases related to the passing of time</p> <p>Hi6 Make a personal link to the past by exploring artefacts and images</p> |                      | <p>Hi1 Use different sources of information to find out about the past</p> <p>Hi6 Make a personal link to the past by exploring artefacts and images</p> |

# History Skills Progression Map



|    | 'Inter-Nation Media Station'  | 'Land Ahoy!' | 'Dancing Spy'  | 'Paddington's Passport' | 'Record Breaker'  | 'Going Wild! All About Animals' | 'Zero to Hero'   |
|----|---|--------------|--|-------------------------|---|---------------------------------|--|
| Y2 | <p>Hi7 Ask and answer questions about the past</p> <p>Hi10 Identify differences between past and present and show how ways of life at different times were different to their own</p> |              | <p>Hi1 Use different sources of information to find out about the past</p> <p>Hi2 Find out about the lives of significant people and events from the past and present</p> <p>Hi3 Using episodes from stories about the past, identify the difference between past and present</p> <p>Hi4 Place events in chronological order</p> |                         | <p>Hi7 Ask and answer questions about the past</p> <p>Hi8 Explore places and investigate artefacts</p> <p>Hi9 Recognise why people did things and why events happened</p> <p>Hi11 Identify different ways in which the past is represented</p> <p>Hi13 Place events and objects in chronological order</p> <p>Hi14 Use a wide vocabulary of everyday historical terms</p> |                                 | <p>Hi7 Ask and answer questions about the past</p> <p>Hi9 Recognise why people did things and why events happened</p> <p>Hi12 Observe and handle a range of sources of information to find out about the past</p> <p>Hi14 Use a wide vocabulary of everyday historical terms</p> |



|    | "That's All, Folks!"  | 'Athens v Sparta'   | 'Lindow Man'  | 'Rocky the Finosaur' | Out and About | Under the Canopy'  | 'Come Fly With Me!'   |
|----|---|---|---|----------------------|---------------|--|---|
| Y3 | <p>Hi16 Explore the different ways we can find out about the past and how to understand the evidence</p> <p>Hi19 Use dates and vocabulary relating to the passing of time and sequence events</p> <p>Hi22 Use sources of information including ICT to find out about events, people and changes</p> | <p>Hi15 Develop their understanding that the past can be divided into different periods of time</p> <p>Hi16 Explore the different ways we can find out about the past and how to understand the evidence</p> <p>Hi17 Identify different ways in which the past is represented</p> <p>Hi18 Recognise similarities and differences between people's lives during different periods of time</p> <p>Hi19 Use dates and vocabulary relating to the passing of time and sequence events</p> <p>Hi20 Sequence several events or artefacts</p> <p>Hi21 Begin to give reasons for and results of the main events and changes</p> <p>Hi22 Use sources of information including ICT to find out about events, people and changes</p> | <p>Hi15 Develop their understanding that the past can be divided into different periods of time</p> <p>Hi16 Explore the different ways we can find out about the past and how to understand the evidence</p> <p>Hi17 Identify different ways in which the past is represented</p> <p>Hi18 Recognise similarities and differences between people's lives during different periods of time</p> <p>Hi19 Use dates and vocabulary relating to the passing of time and sequence events</p> <p>Hi20 Sequence several events or artefacts</p> <p>Hi21 Begin to give reasons for and results of the main events and changes</p> <p>Hi22 Use sources of information including ICT to find out about events, people and changes</p> |                      |               | <p>Hi16 Explore the different ways we can find out about the past and how to understand the evidence</p> <p>Hi17 Identify different ways in which the past is represented</p> <p>Hi18 Recognise similarities and differences between people's lives during different periods of time</p> <p>Hi22 Use sources of information including ICT to find out about events, people and changes</p> | <p>Hi15 Develop their understanding that the past can be divided into different periods of time</p> <p>Hi16 Explore the different ways we can find out about the past and how to understand the evidence</p> <p>Hi17 Identify different ways in which the past is represented</p> <p>Hi19 Use dates and vocabulary relating to the passing of time and sequence events</p> <p>Hi21 Begin to give reasons for and results of the main events and changes</p> <p>Hi22 Use sources of information including ICT to find out about events, people and changes</p> |

# History Skills Progression Map



|    | 'Lightning Speed' | 'Law and Order' | 'Viking Warrior'   | 'May the Force Be With You' | 'Saxon King'  | Picture Our Planet | 'Cry Freedom'   |
|----|-------------------|-----------------|--|-----------------------------|---|--------------------|---|
| Y4 |                   |                 | <p>Hi25 Identify the impact of the movement and settlement of people in different periods of history</p> <p>Hi26 Identify how significant events, developments or individuals and groups have influenced the world in the recent and distant past</p> <p>Hi27 Identify different ways in which the past is represented and interpreted and recognise how history is preserved</p> <p>Hi28 Place events, people and changes into correct periods of time on a timeline</p> <p>Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC</p> <p>Hi30 Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted</p> |                             | <p>Hi15 Develop their understanding that the past can be divided into different periods of time</p> <p>Hi16 Explore the different ways we can - find out about the past and how to understand the evidence</p> <p>Hi17 Identify different ways in which the past is represented</p> <p>Hi18 Recognise similarities and differences between people's lives during different periods of time</p> <p>Hi19 Use dates and vocabulary relating to the passing of time and sequence events</p> <p>Hi20 Sequence several events or artefacts</p> <p>Hi21 Begin to give reasons for and results of the main events and changes</p> <p>Hi22 Use sources of information including ICT to find out about events, people and changes</p> |                    | <p>Hi23 Ask and answer a variety of perceptive historical question</p> <p>Hi24 Investigate the characteristic features of, and changes within, periods of history that were of global significance</p> <p>Hi25 Identify the impact of the movement and settlement of people in different periods of history</p> <p>Hi26 Identify how significant events, developments or individuals and groups have influenced the world in the recent and distant past</p> <p>Hi28 Place events, people and changes into correct periods of time on a timeline</p> <p>Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC</p> <p>Hi31 Communicate knowledge and understanding in a variety of ways</p> |

# History Skills Progression Map



|    | 'Mission Control'  | 'You're Not Invited'  | 'Fighting Footballer'   | 'Go With The Flow' | 'Pharaoh Queen'  | 'Global Warning' | 'Come Fly With Me!' |  |
|----|--|---|---|--------------------|--|------------------|---------------------|--|
| Y5 | <p>Hi32 Investigate the characteristic features of, and changes within, periods of history</p> <p>Hi33 Devise historically valid questions about change, similarity and difference and investigate to find possible answers</p> <p>Hi34 Investigate events in the past using primary and secondary sources</p> <p>Hi35 Identify and describe reasons for and results of historical events, situations and changes</p> <p>Hi36 Recognise primary and secondary sources</p> <p>Hi40 Interpret historical evidence</p> <p>Hi41 Select and organise relevant historical information, making appropriate use of dates and terms</p> | <p>Hi32 Investigate the characteristic features of, and changes within, periods of history</p> <p>Hi33 Devise historically valid questions about change, similarity and difference and investigate to find possible answers</p> <p>Hi34 Investigate events in the past using primary and secondary sources</p> <p>Hi35 Identify and describe reasons for and results of historical events, situations and changes</p> <p>Hi36 Recognise primary and secondary sources</p> <p>Hi37 Identify and describe the effects of some economic, technological and scientific developments</p> <p>Hi38 Place events, people and changes into correct periods of time</p> <p>Hi39 Use dates and vocabulary relating to the passing of time, including ancient, modern, CE, BC, BCE, AD, century and decade</p> <p>Hi40 Interpret historical evidence</p> <p>Hi41 Select and organise relevant historical information, making appropriate use of dates and terms</p> | <p>Hi32 Investigate the characteristic features of, and changes, within, periods of history</p> <p>Hi33 Devise historically valid questions about change, similarity and difference and investigate to find possible answers</p> <p>Hi34 Investigate events in the past using primary and secondary sources</p> <p>Hi35 Identify and describe reasons for and results of historical events, situations and changes</p> <p>Hi38 Place events, people and changes into correct periods of time</p> <p>Hi40 Interpret historical evidence</p> <p>Hi41 Select and organise relevant historical information, making appropriate use of dates and terms</p> |                    | <p>Hi32 Investigate the characteristic features of, and changes within, periods of history</p> <p>Hi33 Devise historically valid questions about change, similarity and difference and investigate to find possible answers</p> <p>Hi34 Investigate events in the past using primary and secondary sources</p> <p>Hi35 Identify and describe reasons for and results of historical events, situations and changes</p> <p>Hi38 Place events, people and changes into correct periods of time</p> <p>Hi40 Interpret historical evidence</p> <p>Hi41 Select and organise relevant historical information, making appropriate use of dates and terms</p> |                  |                     | <p>Hi35 Identify and describe reasons for and results of historical events, situations and changes</p> |



|    | 'A World of Bright Ideas'  | 'Wars of the World'   | 'True Crime'  | 'In Your Element' | 'Time Team'  | 'Full of Beans' | 'I Have a Dream...'   |
|----|--|---|---|-------------------|--|-----------------|---|
| Y6 | <p>Hi48 Select and combine information from different sources</p> <p>Hi49 Recall, select, organise and communicate historical information in a variety of ways</p> | <p>Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers</p> <p>Hi43 Recognise social, cultural, religious and ethnic diversity of societies</p> <p>Hi45 Recognise and understand the broad chronology of major events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied</p> <p>Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them</p> <p>Hi47 Suggest possible omissions and the means of finding out</p> <p>Hi48 Select and combine information from different sources</p> <p>Hi49 Recall, select, organise and communicate historical information in a variety of ways</p> | <p>Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers</p> <p>Hi43 Recognise social, cultural, religious and ethnic diversity of societies</p> <p>Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this</p> <p>Hi45 Recognise and understand the broad chronology of major events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied</p> <p>Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them</p> <p>Hi47 Suggest possible omissions and the means of finding out</p> <p>Hi48 Select and combine information from different sources</p> <p>Hi49 Recall, select, organise and communicate historical information in a variety of ways changes within, periods of history</p> <p>Hi33 Devise historically valid questions about change, similarity and difference and investigate to find possible answers</p> <p>Hi34 Investigate events in the past using primary and secondary sources</p> <p>Hi35 Identify and describe reasons for and results of historical events, situations and changes</p> <p>Hi36 Recognise primary and secondary sources</p> <p>Hi38 Place events, people and changes into correct periods of time</p> <p>Hi40 Interpret historical evidence</p> <p>Hi41 Select and organise relevant historical information, making appropriate use of dates and terms</p> |                   | <p>Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers</p> <p>Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this</p> <p>Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them</p> <p>Hi47 Suggest possible omissions and the means of finding out</p> <p>Hi48 Select and combine information from different sources</p> <p>Hi49 Recall, select, organise and communicate historical information in a variety of ways</p> |                 | <p>Hi43 Recognise social, cultural, religious and ethnic diversity of societies</p> <p>Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this</p> <p>Hi45 Recognise and understand the broad chronology of major events, and some key events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied</p> <p>Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them</p> <p>Hi47 Suggest possible omissions and the means of finding out</p> <p>Hi48 Select and combine information from different sources</p> <p>Hi49 Recall, select, organise and communicate historical information in a variety of ways</p> |