



History Curriculum Progression Document



Milestone 1 Continuous Skills			Milestone 2 Continuous Skills		Milestone 3 Continuous Skills	
<ul style="list-style-type: none">Observe or handle evidence to ask questions and find answers to questions about the past.Ask questions such as: What was it like for people? What happened? How long ago?			<ul style="list-style-type: none">Use evidence to ask questions and find answers to questions about the past.Suggest suitable sources of evidence for historical enquiries.Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.Compare some of the times studied with those of other areas of interest around the world.		<ul style="list-style-type: none">Use sources of evidence to deduce information about the past.Select suitable sources of evidence, giving reasons for choices.Understand that no single source of evidence gives the full answer to questions about the past.Describe the social, ethnic, cultural or religious diversity of past societyDescribe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.Use dates and terms accurately in describing events.Use original ways to present information and ideas.	
	Investigate and interpret the past	To build an overview of world history	To understand chronology		Communicate historically	Topics
Year 1	<ul style="list-style-type: none">Use artefacts, pictures, stories, to find out about the past.	<ul style="list-style-type: none">Describe historical events.Describe significant people from the past.	<ul style="list-style-type: none">Place events and artefacts in order on a time line.Label time lines with words or phrases such as: past, present, older and newer.Recount changes that have occurred in their own lives.		<ul style="list-style-type: none">Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, to describe the passing of time.	Famous Women from History and locally (Florence Nightingale, Grace Darling, Helen Sharman)



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Year 2	<ul style="list-style-type: none">Use artefacts, pictures, stories, online sources and databases to find out about the past.Identify some of the different ways the past has been represented.	<ul style="list-style-type: none">Describe historical events.Describe significant people from the past.Recognise that there are reasons why people in the past acted as they did.	<ul style="list-style-type: none">Place events and artefacts in order on a time line.Label time linesUse dates where appropriate.	<ul style="list-style-type: none">Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.Show an understanding of the concept of nation and a nation's history.Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	Polar Explorers (Important British people from history, Scott & Shackleton) The Great Fire of London and local history (Christ Church built & Clifford's fort)
Year 3	<ul style="list-style-type: none">Suggest causes and consequences of some of the main events and changes in history.	<ul style="list-style-type: none">Describe changes that have happened in the locality of the school throughout history.Give a broad overview of life in Britain from ancient until medieval times.Describe the social, ethnic, cultural or religious diversity of past society-Egyptian Gods/Goddesses, Pharaohs.	<ul style="list-style-type: none">Place events, artefacts and historical figures on a time line using dates.Understand the concept of change over time, representing this, along with evidence, on a time line.Use dates and terms to describe events.	<ul style="list-style-type: none">Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronologyUse literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Stone Age, WW1 Egyptians
Year 4	<ul style="list-style-type: none">Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	<ul style="list-style-type: none">Give a broad overview of life in Britain from ancient until medieval times.Describe the social, ethnic, cultural or religious diversity of past society-Roman and Greek Gods and Goddesses, Everyday life of Roman soldiers/people	<ul style="list-style-type: none">Place events, artefacts and historical figures on a time line using dates.Understand the concept of change over time, representing this, along with evidence, on a time line.Use dates and terms to describe events	<ul style="list-style-type: none">Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Ancient Greeks Romans



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Year 5	<ul style="list-style-type: none">• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	<ul style="list-style-type: none">• Compare some of the times studied with those of the other areas of interest around the world.	<ul style="list-style-type: none">• Identify periods of rapid change in history and contrast them with times of relatively little change.	<ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">▪ dates▪ time period▪ era▪ chronology▪ change▪ century• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Anglo-Saxons
Year 6	<ul style="list-style-type: none">• Use sources of information to form testable hypotheses about the past.• Seek out and analyse a wide range of evidence in order to justify claims about the past.• Refine lines of enquiry as appropriate.	<ul style="list-style-type: none">• Identify continuity and change in the history of the locality of the school.• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.	<ul style="list-style-type: none">• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	<ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">▪ dates▪ time period▪ era▪ chronology▪ continuity▪ change▪ century▪ decade▪ legacy.• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.	Tudor & Stuarts North Shields local study



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