



A Guide to Progression in History

Year 1-6

(In line with the National Curriculum)



DIGITAL DOWNLOAD

A Progression in History Skills

ABOUT THE AUTHORS: TT EDUCATION

We're the UK's leading school improvement organisation, working with schools, academies and trusts in the UK and beyond to improve the quality of children's education. Founded in January 2013 by David Maytham, everything we do is underpinned by the belief that every child has the right to an excellent education.



We're dedicated to enhancing life chances for all pupils by empowering teachers and leaders to create sustainable improvement in their schools through engaged learning and inspirational leadership. We help teachers and leaders make progress through our outstanding CPD courses, INSET days, consultancy, resources, digital solutions and longer-term school improvement support.

TT Education has won the School Improvement Provider of the Year award for four consecutive years (2018, 2019, 2020 and 2021) underlining our position as a leading provider of school improvement services, classroom materials and digital resources.

ABOUT THIS DOCUMENT

Our highly acclaimed Guide to Progression in History document provides teachers with a clear framework for teaching and assessing primary history. Written by current practitioners, for current practitioners, this document is fully aligned with the objectives and expectations of the National Curriculum. It contains wording from the statutory and non-statutory elements of the National Curriculum, alongside other suggestions from TT Education.

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A Progression in History Skills

SKILLS OR KNOWLEDGE?

There has been much debate in primary schools about the main focus of 'curriculum'. Is our job to pass on **knowledge** to children, or should we focus on developing **skills**? Our skills progression series should not imply that TT Education is taking sides in this debate; in fact, we believe that skills and knowledge are inseparable at the point of curriculum delivery. The next two pages explore a handful of key quotations which will hopefully clarify our views.

In their 2019 Framework, Ofsted make it clear that **knowledge** is the starting point for a 'curriculum', which they define as:

"A framework for setting out the aims of a programme of education, including the **knowledge and understanding** to be gained at each stage (intent)...

...for translating that framework over time into a structure and narrative, within an institutional context (implementation)...

...and for evaluating what **knowledge and understanding** pupils have gained against expectations (impact)."

Ofsted presentation on the new EIF (2018), emphasis mine

However, in 2021 they reworded the first bit of this as:

"The framework for setting out the aims of a programme of education, including the **knowledge and skills** to be gained at each stage."

Ofsted presentation on the new EIF (May 2021), emphasis theirs

Knowledge certainly seems to be the priority in Ofsted's definition of 'cultural capital', which draws on the National Curriculum wording of "**essential knowledge** that pupils need to be educated citizens" (EIF Handbook 2019 and NC 2014). To emphasise this further, Ofsted's chief inspector says that

"Twelve years of education should give children a lot more than a disposition to learn and some ill-defined skills. Yet the evidence is... that **the focus on substance, on the knowledge that we want young people to acquire**, is often lost...

"If their entire school experience has been designed to push them through mark-scheme hoops, rather than developing a **deep body of knowledge**, they will struggle in later study."

Amanda Spielman (2018), emphasis hers

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In May 2021, Ofsted described this last phrase (“a deep body of knowledge”) as the fundamental principle of the Quality of Education judgement. But they were keen not to separate it from skills:

“Children make progress by learning, knowing and remembering more of the school’s curriculum... and when they can use that knowledge readily and flexibly...

“When we assess, we make sure we know that the pupils have got the knowledge they need to be able to draw upon readily, to perform the skills we want them to perform, and in doing so, we’re saying they make progress.”

Sandra Hayes, Ofsted Specialist Advisor (2021), emphasis mine

You will have also noted that Spielman’s objection, above, was not to skills per se but to “ill-defined” ones - especially where a skills-focus gets in the way of deep, cumulative knowledge. All of this confusion arises because neither knowledge nor skills can actually be considered in isolation:

“An unnecessary and divisive debate has emerged... that creates a false dichotomy between skills on the one hand and knowledge on the other, [but] skills and knowledge are intimately connected...

“What it means, for example, to evaluate the result from a scientific experiment is very different from what it means to evaluate the historicity of two sources that appear to come from the middle ages. That evaluation skill is intimately connected with the content and the knowledge being developed in each subject.”

Matthew Purves, Ofsted’s Deputy Director, Schools (2018)

The EIF Handbook echoes this sentiment. It is through skills that knowledge is applied, it says:

“Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned. In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. This must not be reduced to, or confused with, simply memorising... glossaries or long lists of disconnected facts.”

Ofsted Handbook (2019), part-quoting Sweller et al (2011), emphasis mine

In our extensive work with schools, we have found that an effective approach to curriculum design is to start by separating skills and knowledge - that is, at the ‘intent’ stage, to clearly define them - but then ensure that they are brought back together at the ‘implementation’ stage. Neither knowledge nor skills can exist in isolation, and neither will reach a particularly high standard if the other is “ill-defined”.

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TT EDUCATION'S LEARNING PATHWAYS: THE PATH TO SUCCESS

What is it?

A forward thinking, innovative approach to teaching and learning in the 21st century classroom, which can be applied across all subjects to support all schools in achieving outstanding results through engaged learning. Developed by education expert David Maytham, The Path to Success is grounded in the latest educational research and first-hand experience of current teaching of real children in the primary classroom.

How is it different?

We are not advocating a scheme that schools, children and teachers have to follow in a particular order or pre-determined way. In our experience, a predetermined scheme is unable to take account of all the various factors at play in any one classroom; including, but not limited to the skill set of the teacher and the ability range of the children.

The Path to Success is a circular methodology with talk, collaboration and active approaches at its heart. Its process can be applied across the curriculum, as the core techniques it embodies can be used to teach any skill or operation. Once teachers internalise this process, it has the potential to transform their practice and have a significant impact on standards.

What does it look like?

Teachers who utilise the Path to Success will develop and enrich children's ability to problem-solve, think creatively, improve their skills as learners and consequently make accelerated progress.

The Power of Talk:

"Talk is thought. It is only when you talk something through that you realise whether you have fully understood it. Talking allows us to develop our thinking, internally question our understanding and, ultimately, learn."

The Power of Active Approaches: Gamification of Learning

"In the natural world, young animals learn through play. We are familiar with this as a concept with babies and toddlers; why, then, do we reject this as children begin to grow? When an idea or concept is made into a game – something which children recognise and respond to – children begin to engage with it and take ownership over it. Gamifying learning allows children to generate ideas for themselves, cultivate their creativity, and lay the foundations for fluent learning."

The Power of Collaboration:

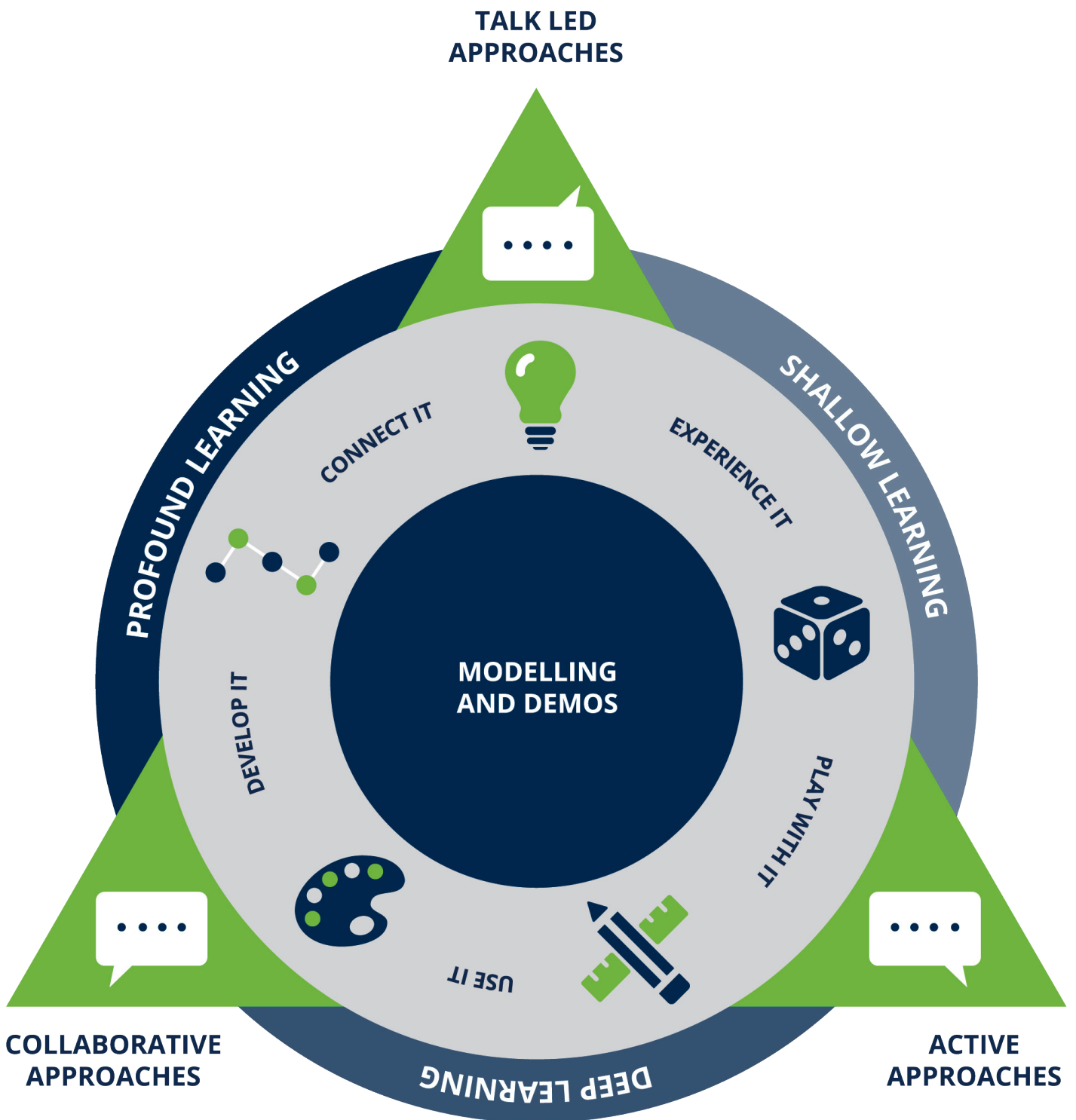
"Creating a classroom climate of collaboration is crucial for the long term sustainability of learning. If we share a common purpose, we are incentivised to work together to develop our collective understanding. The barriers created by fear of personal failure are destroyed and we begin to recognise the power of our own contributions to the learning of the whole group. Not only does this create feelings of self-worth, excitement and engagement with the learning, but it also stimulates creativity and, in the discussion and development of ideas with peers, creates a deeper level of understanding."



David Maytham
Chief Executive Officer

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TT EDUCATION'S LEARNING PATHWAYS: THE PATH TO SUCCESS



A Progression in History Skills

Stage 1: Experience it

Children need **rich experiences** which they can relate to in order to support them in developing a particular skill set. For example, how can you expect a child to use relative clauses in a newspaper report if they have never really experienced this before in any type of meaningful context? The challenge for us as teachers is to find a way to replicate this meaningful experience and practical application in the classroom.

“**Hook, Experience, Context and Purpose**” is a mantra we use a lot when working with schools. We ask teachers to think back to the last unit or topic they taught and then to consider the four elements of the mantra. What was the hook you used to engage, inspire and excite your children? What experiences did children bring to the activity, or how were you able to replicate experiences to make the learning link to the real world? Did you choose a context which was relevant and did all the children have a clear purpose for their learning, or was it simply ‘complete the activities on page 10’?

Stage 2: Play with it

This refers to the **Gamification of Learning**. The power of playing short burst games to practise key skills on a daily basis should not be underestimated. Not only do they act as a hook to excite, engage and challenge the children but they also support children in developing fluency in a particular skill: procedural efficiency alongside conceptual understanding.

Stage 3: Use It

Once children have experienced a particular skill and had an opportunity to play with it in order to fully assimilate the technique, they then move on to use it in context. Practical application in context is key to successful outcomes for children.

“**Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.**” Chinese proverb

Stage 4: Develop it

Children continue to develop the skill in context. It is absolutely crucial that all adults within the classroom, and within the school at large, position themselves alongside the children as learners, actively engaging in the learning process. High-quality modelling and demonstration should be underpinned by **an active, talk-led, collaborative learning climate**, in which children move from learners to teachers. If a child can teach a particular skill, it means they must have learnt it and are more likely to remember it. As practitioners, we should be aiming to move all our children into becoming teachers. If a child can confidently demonstrate the level of understanding necessary for them to be able to explain and teach a concept, idea or approach to another child, then in doing so they are demonstrating that their initial learning has been internalised and embedded. By this stage they are demonstrating a move from shallow surface-level learning to deeper learning and understanding.

Step 5: Connect It

This refers to children making connections across the curriculum. With a deeper understanding, children will begin to make links and connections in terms of how they could apply the skill or concept they have just learnt across the curriculum and in the wider world. Making these connections and exploring possible connections moves the child from deep learning into profound learning, which will stay with them forever.

This circular approach then repeats as new skills, concepts and ideas are added. This whole approach is underpinned by talk-led, active and collaborative approaches, which provide the foundation for success.

A Progression in History Skills

INTRODUCTION



Adam Reed
Director of School
Improvement

Everything happens at a point in time. We concern ourselves with our futures; what we may be like, what our life may look like. We concern ourselves with the present; what are my challenges? What am I doing today that I'm proud of? Most importantly, though, pupils need to learn how to concern themselves with the past, as this is where lessons can be learned so that we can avoid potential pitfalls experienced by our forebears.

This skills progression guide from TT Education is aimed at ensuring teachers have clarity and consistency in how they help pupils learn how to be historians – what does it take to think like a historian? To work like a historian? To access our other subjects through the eyes of a historian? We have taken the National Curriculum for History and, having applied our experiences and understanding of learning and progression, provided you with a guide that will help structure learning effectively – and help pupils to add knowledge to their long-term memories... it will help them learn.

The national curriculum states that “A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.” [National Curriculum 2014]

This booklet breaks down all of the elements of skills that pupils are required to develop as part of the national curriculum – and beyond, supported by our Path to Success.

We hope you enjoy this guide and find it useful in supporting your teachers to more deeply understand progression in skills in history.

A Progression in History Skills

Connect it...

- Use 'reading skills' language in history
- Link existing learning to previous 'topics' so pupils can see chronology and progression
- Use 'history skills' vocabulary as a thread to all history lessons
- Link the subject topics to a range of core and foundation lessons you are working on at the same time
- Utilise history themes as stimuli for writing and maths outcomes

Experience it...

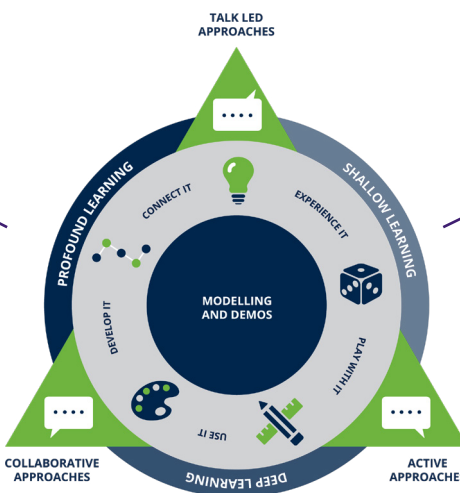
- Give pupils 'real' experiences, by inviting in local residents who can explore what 'in living memory' looks like for them
- Choose texts that coincide with the historical period (e.g. Rose Blanch - WWII)
- Use research, technology, apps that allow pupils to access artefacts, accounts, reports from the time (where possible)
- Trips, visits, visitors, re-enactment
- Use vocabulary walls and displays to enhance the learning language environment

Develop it...

- Collaborate!
- Pupils discussing multiple sources, looking at veracity and reliability
- Discuss morality, right and wrong, crime and punishment
- Use activities to enhance vocabulary application and use of history-based language
- Challenge: set tasks that require pupils to 'teach' about a period or aspects of 'being a historian'

Play with it...

- Word association games
- Role play as a historical character
- 'Hot-seat' interviews
- Apply 'how would a historian...' thinking across the curriculum and outside of class time
- Play time machines - where would you go, and why?
 - History 'flash' - one day a week, share something historically astounding



Use it...

- With literacy requirements as a vehicle, and history periods as a stimulus, explore with pupils how they can evidence their learning and thinking 'as historians'
- Evidence learning; pictures, videos, scripts, diaries, posters, recounts - variety is the key, cross-curricular is the method to cut excessive duplication.

QUESTIONING

Year 1 pupils should be taught to ...

Ask and answer simple questions about what they have heard.

VOCABULARY

Year 1 pupils should be taught to ...

Use common words and phrases relating to the passing of time.

Vocabulary for topics (Year 1):

transport

Vocabulary for talk (Year 1):

tradition

research

(non-)fiction

event

artefact

museum

curator

Vocabulary for chronology (Year 1):

long ago

yesterday

then

when

now

last

next

before/after

first/second (etc)

days

months

prehistoric

CHRONOLOGICAL UNDERSTANDING

Year 1 pupils should be taught to ...

Recognise the difference between past and present.

Use common words and phrases, or answer simple questions to sequence events.

Talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of Jesus'.

IDENTIFYING CONTRASTS & THEMES

Year 1 pupils should be taught to ...

Make simple historical comparisons (e.g. spot the difference between pictures)

USING SOURCES

Year 1 pupils should be taught to ...

Explain the difference between fiction and non-fiction

Year 1 pupils should use sources ...

To form opinions:

Access simple books, internet sites, photos, recordings, artefacts and other sources that are given to them

parts of stories to show that they understand historical events

To understand how the past is constructed:

Show some understanding of the ways we can find out about the past (e.g. books, museums, artefacts, archaeology).

QUESTIONING

Year 2 pupils should be taught to ...

Show curiosity by voluntarily asking questions about what they have read or heard

VOCABULARY

Year 2 pupils should be taught to

Use wide vocabulary of everyday historical terms.

Vocabulary for topics (Year 2):

empire

ancestor

victory

defeat

ally

enemy

withdraw

conquer

pioneer

Vocabulary for talk (Year 2):

document

technology

archaeologist

excavate

unearth

strategy

similarity

difference

represent

Vocabulary for chronology (Year 2):

years (dating system)

BC/AD

CE/BCE

century

period

later

earlier

since

long (after, before)

at the same time (as)

CHRONOLOGICAL UNDERSTANDING

Year 2 pupils should be taught to ...

Sequence events and explain their thinking

Start to note connections over time

Date events to the nearest century or era, and occasionally to the year (e.g. 1066)

IDENTIFYING CONTRASTS & THEMES

Year 2 pupils should be taught to independently identify similarities and differences when subjects (e.g. those below) are provided for them.

people

places

events

ways of life

USING SOURCES

Year 2 pupils should use sources ...

To form opinions:

Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past

Choose and use parts of stories to show that they understand key features of events (e.g. through innovating)

To understand how the past is constructed:

Identify ways in which the past is represented (e.g. fiction, illustrations, film, song, museum displays)



QUESTIONING

Year 3 pupils should be taught to ...

Start to frame questions and answers in historically valid ways (e.g. about change, about differences)

VOCABULARY

Year 3 pupils should be taught to ...

Start using specialist vocabulary in historical discussions.

Vocabulary for topics (Year 3):

ancient

civilisation

republic

exile

voyage

navigate

reign

majority

Vocabulary for talk (Year 3):

organise

introduce

construct

population

tribe

rural/urban

primary/secondary

source

theory

myth/legend

folklore

narrate

saga

Vocabulary for talk (Year 3 - continued):

epic

survive

infer

clarify

equivalent

necessary

theme

version

opinion

interpret

Vocabulary for chronology (Year 3):

during

while

several (years)

more recently

millennium

age

chronological

approximate

change

process

originate

trace

CHRONOLOGICAL UNDERSTANDING

Year 3 pupils should be taught to ...

Note connections over time

Date events to the year

IDENTIFYING CONTRASTS & THEMES

Year 3 pupils should be taught to ...

Note connections within and across periods, both those that they study and others they draw on independently

Start to comment on historical changes, including suggestions about cause and effect

Start to identify themes within and between topics

USING SOURCES

Year 3 pupils should be taught to ...

Explain the difference between primary and secondary sources

Year 3 pupils should use sources...

To form opinions:

Independently select and use sources to satisfy their curiosity about the past

To understand how the past is constructed:

Start to show awareness that there are sometimes different versions of what happened

Explain how the past can often be interpreted to inform opinion

QUESTIONING

Year 4 pupils should be taught to ...

Ask and answer historically valid questions (e.g. about contrast, cause and effect, reliability)

VOCABULARY

Year 4 pupils should be taught to ...

Use specialist vocabulary and historical terms, often appropriately.

Vocabulary for topics (Year 4):

culture

dynasty

crusade

descendant

polytheistic

principal

monotheistic

Vocabulary for talk (Year 4):

prosper

monarchy

aristocracy

heritage

revolution

transition

develop

abolish

structure

campaign

ardent

typical

unique

trivial

Vocabulary for talk (Year 4 - continued):

characteristic

conventional

eventful

intricate

assume

reliability

alternative

critique

summarise

contrast

Vocabulary for chronology (Year 4):

occasion

accurate

uncertain

seldom

former

latter

cause

consequence

phase

abrupt

decline

trend

continuity

CHRONOLOGICAL UNDERSTANDING

Year 4 pupils should be taught to ...

Note connections, contrasts and trends over time.

Use the year confidently to date events, and sometimes the month and day.

IDENTIFYING CONTRASTS & THEMES

Year 4 pupils should be taught to ...

Note connections, contrasts and trends - across time but also between places and cultures

Comment on continuity and change, cause and effect

Identify themes within and between topics

USING SOURCES

Year 4 pupils should use sources ...

To form opinions:

Select and use sources to construct their own opinions about the past

Start to explain the usefulness and reliability of different sources (e.g. by explaining their choices in selecting sources)

To understand how the past is constructed

Recognise that historical 'facts' can vary depending on the source, and begin to suggest reasons for this

Start to critique other people's opinions about the past

QUESTIONING

Year 5 pupils should be taught to ...

Ask and answer historically valid questions (e.g. about significance, or the basis of people's opinions)

VOCABULARY

Year 5 pupils should be taught to

Use specialist vocabulary and historical terms appropriately

Vocabulary for topics (Year 5):

mass
propaganda
neutrality
suffrage
terrain
conservative
progressive
employ

Vocabulary for talk (Year 5):

impact
complex
sustain
surpass
sparse
abundant
capacity
obstacle
futile
crucial
pivotal
exceptional
generalise
rigorous

Vocabulary for talk (Year 5, continued):

verify
unintelligible
inform
phenomenon
perspective

Vocabulary for chronology (Year 5):

contemporary
epoch
inevitable
prior
subsequent
enduring
legacy
dominate
diminish
context

CHRONOLOGICAL UNDERSTANDING

Year 5 pupils should be taught to ...

Demonstrate historical perspective by explaining contrasts and trends in the short- and long-term

Use precise dates and explain why some are significant
(e.g. transport delay, seasonality)

IDENTIFYING CONTRASTS & THEMES

Year 5 pupils should be taught to ...

Sequence and structure complex subjects and themes

Start to suggest reasons for connections over time and across places and cultures

USING SOURCES

Year 5 pupils should be taught ...

To form opinions

Select, organise and use information from more than one source to construct an informed response and/or opinion

Explain the usefulness and reliability of different sources

To understand how the past is constructed

Start to develop perspective and judgment by explaining how historical 'facts' are often interpreted to support opinions

Accurately summarise other people's opinions about the past

QUESTIONING

Year 6 pupils should be taught to ...

Regularly ask and answer perceptive questions in historically valid ways

VOCABULARY

Year 6 pupils should be taught to ...

Start to apply historical vocabulary in more sophisticated ways

Vocabulary for topics (Year 6):

economy

revenue

civic

succumb

persecute

Vocabulary for talk (Year 6):

demographic

hierarchy

doctrine

stance

attribute

controversy

prejudice

robust

authentic

plausible

appropriate

analyse

corroborate

discern

paraphrase

epitomise

Vocabulary for talk (Year 6, continued):

characterise

extrapolate

bias

tertiary

Vocabulary for chronology (Year 6):

simultaneous

cumulative

decontextualize

CHRONOLOGICAL UNDERSTANDING

Year 6 pupils should be taught to ...

Establish clear narratives within and across periods, and at local, national and world level

Start to use their secure sense of chronology to inform their wider learning (*into KS3*)

Start to use different levels of precision in dating events, and explain why that may be appropriate

IDENTIFYING CONTRASTS & THEMES

Year 6 pupils should be taught to ...

Compare and contrast places, people and cultures, analysing their and others' comparisons, extrapolating from them and justifying their ideas with evidence

USING SOURCES

Year 6 pupils should ...

Start to understand the idea of 'tertiary' sources

To form opinions:

Thoughtfully select, organise and use relevant information from a range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments

Start to use quote marks when using sources for evidence

To understand how the past is constructed:

Use historical perspective, an understanding of reliability/bias, and the concept of historical rigour, to discern and evaluate arguments and interpretations of the past

Progression in history - vocabulary

VOCABULARY

Year 1	Year 2	Year 3
Vocabulary for topics (Year 1):	Vocabulary for topics (Year 2):	Vocabulary for topics (Year 3):
<i>transport</i>	<i>empire</i>	<i>ancient</i>
	<i>ancestor</i>	<i>civilisation</i>
Vocabulary for talk (Year 1):	<i>victory</i>	<i>republic</i>
<i>tradition</i>	<i>defeat</i>	<i>exile</i>
<i>research</i>	<i>ally</i>	<i>voyage</i>
<i>(non-)fiction</i>	<i>enemy</i>	<i>navigate</i>
<i>event</i>	<i>withdraw</i>	<i>reign</i>
<i>artefact</i>	<i>conquer</i>	<i>majority</i>
<i>museum</i>	<i>pioneer</i>	
<i>curator</i>		Vocabulary for talk (Year 3):
	Vocabulary for talk (Year 2):	<i>organise</i>
Vocabulary for chronology (Year 1):	<i>document</i>	<i>introduce</i>
<i>long ago</i>	<i>technology</i>	<i>construct</i>
<i>yesterday</i>	<i>archaeologist</i>	<i>supreme</i>
<i>then</i>	<i>excavate</i>	<i>population</i>
<i>when</i>	<i>unearth</i>	<i>tribe</i>
<i>now</i>	<i>strategy</i>	<i>rural/urban</i>
<i>last</i>	<i>similarity</i>	<i>primary/secondary</i>
<i>next</i>	<i>difference</i>	<i>source</i>
<i>before/after</i>	<i>represent</i>	<i>theory</i>
<i>first/second (etc)</i>		<i>myth/legend</i>
<i>days</i>	Vocabulary for chronology (Year 2):	<i>folklore</i>
<i>months</i>	<i>years (dating system)</i>	<i>narrate</i>
<i>prehistoric</i>	<i>BC/AD</i>	<i>saga</i>
	<i>CE/BCE</i>	<i>epic</i>
	<i>century</i>	<i>survive</i>
	<i>period</i>	<i>infer</i>
	<i>later</i>	<i>clarify</i>
	<i>earlier</i>	<i>equivalent</i>
	<i>since</i>	<i>necessary</i>
	<i>long (after, before)</i>	<i>theme</i>
	<i>at the same time (as)</i>	<i>version</i>
		<i>opinion</i>
		<i>interpret</i>

Progression in history - vocabulary

VOCABULARY

Year 3 (continued)	Year 4	Year 4 (continued)
Vocabulary for chronology (Year 3):	Vocabulary for topics (Year 4):	Vocabulary for chronology (Year 4):
<i>during</i>	<i>culture</i>	<i>occasion</i>
<i>while</i>	<i>dynasty</i>	<i>accurate</i>
<i>several (years)</i>	<i>crusade</i>	<i>uncertain</i>
<i>more recently</i>	<i>descendant</i>	<i>seldom</i>
<i>millennium</i>	<i>polytheistic</i>	<i>former</i>
<i>age</i>	<i>principal</i>	<i>latter</i>
<i>chronological</i>	<i>monotheistic</i>	<i>cause</i>
<i>approximate</i>		<i>consequence</i>
<i>change</i>	Vocabulary for talk (Year 4):	<i>phase</i>
<i>process</i>	<i>prosper</i>	<i>abrupt</i>
<i>originate</i>	<i>monarchy</i>	<i>decline</i>
<i>trace</i>	<i>aristocracy</i>	<i>trend</i>
	<i>heritage</i>	<i>continuity</i>
	<i>revolution</i>	
	<i>transition</i>	
	<i>develop</i>	
	<i>abolish</i>	
	<i>structure</i>	
	<i>campaign</i>	
	<i>ardent</i>	
	<i>typical</i>	
	<i>unique</i>	
	<i>trivial</i>	
	<i>characteristic</i>	
	<i>conventional</i>	
	<i>eventful</i>	
	<i>intricate</i>	
	<i>assume</i>	
	<i>reliability</i>	
	<i>alternative</i>	
	<i>critique</i>	
	<i>summarise</i>	
	<i>contrast</i>	

Progression in history - by skills, knowledge & understanding

VOCABULARY

Year 5	Year 5	Year 6
Vocabulary for topics (Year 5):	Vocabulary for chronology (Year 5):	Vocabulary for topics (Year 6):
<i>mass</i>	<i>contemporary</i>	<i>economy</i>
<i>propaganda</i>	<i>epoch</i>	<i>revenue</i>
<i>neutrality</i>	<i>inevitable</i>	<i>civic</i>
<i>suffrage</i>	<i>prior</i>	<i>succumb</i>
<i>terrain</i>	<i>subsequent</i>	<i>persecute</i>
<i>conservative</i>	<i>enduring</i>	
<i>progressive</i>	<i>legacy</i>	Vocabulary for talk (Year 6):
<i>employ</i>	<i>dominate</i>	<i>demographic</i>
	<i>diminish</i>	<i>hierarchy</i>
Vocabulary for talk (Year 5):	<i>context</i>	<i>doctrine</i>
<i>impact</i>		<i>stance</i>
<i>complex</i>		<i>attribute</i>
<i>sustain</i>		<i>controversy</i>
<i>surpass</i>		<i>prejudice</i>
<i>sparse</i>		<i>robust</i>
<i>abundant</i>		<i>authentic</i>
<i>capacity</i>		<i>plausible</i>
<i>obstacle</i>		<i>appropriate</i>
<i>futile</i>		<i>analyse</i>
<i>crucial</i>		<i>corroborate</i>
<i>pivotal</i>		<i>discern</i>
<i>exceptional</i>		<i>paraphrase</i>
<i>generalise</i>		<i>epitomise</i>
<i>rigorous</i>		<i>characterise</i>
<i>verify</i>		<i>extrapolate</i>
<i>unintelligible</i>		<i>bias</i>
<i>inform</i>		<i>tertiary</i>
<i>phenomenon</i>		
<i>perspective</i>		Vocabulary for chronology (Year 6):
		<i>simultaneous</i>
		<i>cumulative</i>
		<i>decontextualise</i>

Progression in history - by skills, knowledge & understanding

QUESTIONING

Year 1	Year 2	Year 3
Pupils should be taught to:	Pupils should:	Pupils should:
Ask and answer simple questions about what they have heard	Show curiosity by voluntarily asking questions about what they have heard or read	Start to frame questions and answers in historically valid ways (e.g. about change, about differences)

CHRONOLOGICAL UNDERSTANDING

Year 1	Year 2	Year 3
Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
Recognise the difference between past and present	Sequence events and explain their thinking	Note connections over time
Use common words and phrases, or answer simple questions to sequence events	Start to note connections over time	Date events to the year
Talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of Jesus'	Date events to the nearest century or era, and occasionally to the year (e.g. 1066)	

Progression in history - by skills, knowledge & understanding

QUESTIONING

Year 4	Year 5	Year 6
Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to use:
Ask and answer historically valid questions (e.g. about contrast, cause and effect, reliability)	Ask and answer historically valid questions (e.g. about significance, or the basis of people's opinions)	Regularly ask and answer perceptive questions in historically valid ways

CHRONOLOGICAL UNDERSTANDING

Year 4	Year 5	Year 6
Pupils should be taught to:	Pupils should be taught to:	Pupils should:
Note connections, contrasts and trends over time	Demonstrate historical perspective by explaining contrasts and trends in the short- and long-term	Establish clear narratives within and across periods, and at local, national and world level
Use the year confidently to date events, and sometimes the month and day	Use precise dates and explain why some are significant (e.g. transport delay, seasonality)	Start to use their secure sense of chronology to inform their wider learning (<i>into KS3</i>).
		Start to use different levels of precision in dating events, and explain why that may be appropriate

Progression in history - by skills, knowledge & understanding

IDENTIFYING CONTRASTS & TRENDS

Year 1	Year 2	Year 3
Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
Make simple historical comparisons (e.g. spot the difference between pictures)	Independently identify similarities and differences between people, places, events and ways of life when the subjects are provided for them	Note connections within and across periods, both those that they study and others they draw on independently
		Start to comment on historical changes, including suggestions about cause and effect
		Start to identify themes within and between topics

USING SOURCES

Year 1	Year 2	Year 3
Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
Explain the difference between fiction and non-fiction		Explain the difference between primary and secondary sources
Access simple books, internet sites, photos, recordings, artefacts and other sources that are given to them	Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past	Independently select and use sources to satisfy their curiosity about the past
Use parts of stories to show that they understand historical events	Choose and use parts of stories to show that they understand key features of events, (e.g. through innovating)	Start to show awareness that there are sometimes different versions of what happened
Show some understanding of the ways we can find out about the past (e.g. books, museums, artefacts, archaeology)	Identify ways in which the past is represented (e.g. fiction, illustrations, film, song, museum displays)	Explain how the past can often be interpreted to inform opinions

Progression in history - by skills, knowledge & understanding

IDENTIFYING CONTRASTS & TRENDS

Year 4	Year 5	Year 6
Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
Note connections, contrasts and trends - across time but also between places and cultures	Sequence and structure complex subjects and themes	Compare and contrast places, people and cultures, analysing their and others' comparisons, extrapolating from them justifying their ideas with evidence
Comment on continuity and change	Start to suggest reasons for connections over time and across places and cultures	
Identify themes within and between topics	Comment on impact and legacy	

USING SOURCES

Year 4	Year 5	Year 6
Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
		Start to understand the idea of 'tertiary' sources
Select and use sources to construct their own opinions about the past	Select, organise and use information from more than one source to construct an informed response and/or opinion	Thoughtfully select, organise and use relevant information from a range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments
Start to explain the usefulness and reliability of different sources (e.g. by explaining their choices in selecting sources)	Explain the usefulness and reliability of different sources	Start to use quote marks when using sources for evidence
Recognise that historical 'facts' can vary depending on the source, and begin to suggest reasons for this	Start to develop perspective and judgment by explaining how historical 'facts' are often interpreted to support opinions	Use historical perspective, an understanding of reliability/bias, and the concept of historical rigour, to discern and evaluate arguments and interpretations of the past
Start to critique other people's opinions about the past	Accurately summarise other people's opinions about the past	



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