



NMPS: Core Concepts and skills progression by year group *(Review previously taught skills and layer on new skills introduced in your Year group)*



History	Understand chronology	Investigate and Interpret	Knowledge and understanding	Communicate historically
R	<ul style="list-style-type: none"> Use words or phrases such as: past, present, older and newer 	<ul style="list-style-type: none"> Respond to questions such as: <i>What was it like? What happened? How long ago?</i> 	<ul style="list-style-type: none"> Talk about past and present events in their own lives and in the lives of family members 	<ul style="list-style-type: none"> Use words and phrases such as: At the weekend, When I was little, Next week I will
1	<ul style="list-style-type: none"> Place events and artefacts on a timeline Label timelines with words or phrases such as: past, present, older and newer Recount changes that have occurred in their own lives Use dates where appropriate 	<ul style="list-style-type: none"> Observe or handle evidence to ask and answer questions about the past Ask questions such as: <i>What was it like for people? What happened? How long ago?</i> Use artefacts, pictures, stories and online sources to find out about the past 	<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"> 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
2	<ul style="list-style-type: none"> Review Y1 skills 	<ul style="list-style-type: none"> Review Y1 skills Identify some of the different ways the past has been represented 	<ul style="list-style-type: none"> Review Y1 skills Describe changes that have happened in the locality of the school throughout history 	<ul style="list-style-type: none"> Review Y1 skills Show an understanding of the concept of a nation and a nation's history Show an understanding of concepts such as: civilisation, monarchy, parliament, democracy, war and peace
3	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a timeline using dates Use dates and terms to describe events 	<ul style="list-style-type: none"> Use evidence to ask and find out answers to questions about the past Suggest suitable sources of evidence for historical enquiry Use more than one source of evidence for a historical enquiry to gain a more accurate understanding of history 	<ul style="list-style-type: none"> Give a broad overview of life in Britain during the Bronze, Stone and Iron Age and compare with the Ancient Egyptian civilisation Describe the social, ethnic, cultural or religious diversity of past societies studied. Describe the characteristic features of the past societies studied, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology and key vocabulary linked to time periods studied.
4	<ul style="list-style-type: none"> Review Year 3 skills Understand the concept of change over time, representing this, along with evidence, on a time line 	<ul style="list-style-type: none"> Review Year 3 skills Describe different account of a historical event, explaining some of the reasons why the accounts are different Suggest the causes and consequences of some of the main events and changes in history 	<ul style="list-style-type: none"> Give a broad overview of life in Ancient Greece and compare with the Roman Empire and its impact on Britain Describe the social, ethnic, cultural or religious diversity of past societies studied. Describe the characteristic features of Ancient Greece and the Roman Empire, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology and key vocabulary linked to time periods studied.
5	<ul style="list-style-type: none"> Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline Use dates and terms accurately in describing events 	<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 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 	<ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school Give a broad overview of Britain's settlement by Anglo-Saxons and Scots and compare with an Early Islamic Civilisation Describe the social, ethnic, cultural or religious diversity of past societies studied. Describe the characteristic features of the past societies studied, including ideas, beliefs, attitudes and experiences of men, women and children 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, continuity, century, decade, legacy and key vocabulary linked to time periods studied.
6	<ul style="list-style-type: none"> Review Y5 skills Identify periods of rapid change in history and contrast them with times of relatively little change Describe the main changes in a period of history (using terms such as: social, political, technological and cultural) 	<ul style="list-style-type: none"> Review Y5 skills Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied Understand that no single source of evidence gives the full answer to questions about the past 	<ul style="list-style-type: none"> Give a broad overview of life in Britain from Medieval until Victorian Times Describe the impact on life in Britain, following the Battle of Britain and WW2, including ideas, beliefs, attitudes and experiences of men, women and children 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, continuity, century, decade, legacy and key vocabulary linked to time periods studied