



HISTORY SKILLS PROGRESSION



	Past and Present ELG		Key Learning Linked to Past and Present Past and Present - Historical Development			
EYFS	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Communication: Talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.</p> <p>Observe: Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.</p>	<p>Describe: Describe features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different.</p> <p>Research: Find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books.</p> <p>Recall: Talk to others about what they know about a key person, character, event from the past.</p>	<p>Chronology: order simple experiences in relation to themselves, and others including stories, events, and experiences.</p> <p>Vocabulary: Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p>		
N.C. Breadth of Study	KS1		KS2			
	<ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 					
	<p>Pupils should be taught about</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Queen Victoria, and Helen Sharman, Tim Peake, Mary Seacole and/or Florence Nightingale] significant historical events, people and places in their own locality. 		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
Areas of Study	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Significant individuals: Florence Nightingale, Mary Seacole, Queen Victoria, Queen Elizabeth II</p> <p>Events beyond living memory: The Great Fire of London WW1 & Remembrance Day</p>	<p>Significant local events, people and places: Old Kem Mill, the Sue Ryder Home, the Pines Hotel.</p> <p>Significant individual: UK space history: Tim Peake & Helen Sharman</p> <p>Events beyond living memory: Victorian seaside holidays</p>	<p>The Stone Age: Mesolithic hunter-gatherers and Neolithic farmers</p> <p>Iron Age: Life in the Iron Age</p> <p>Roman Britain: The Roman invasion of Britain and its impact</p>	<p>A study of an aspect of British history: The Great Plague and Fire of London</p> <p>The achievements of the earliest civilizations: Ancient Egypt</p> <p>A local history study Local architecture</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Non-European society: Mayan Civilisation</p> <p>Local history</p>	<p>A study of an aspect or theme in British history: World War 2</p> <p>Britain's settlement by the Anglo-Saxons</p> <p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A local history study-</p>

		KS1 N.C. Content		KS2 N.C. Content			
Chronological Understanding	<ul style="list-style-type: none"> Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. 		<ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. 				
	Y1	Y2	Y3	Y4	Y5	Y6	
	<p>Recognise the distinction between past and present.</p> <p>Order and sequence some familiar events and objects.</p> <p>Identify some similarities and differences between ways of life at different times.</p> <p>Use some terms about the passing of time correctly.</p>	<p>Order and sequence events and objects.</p> <p>Recognise that their own lives are similar and / or different from the lives of people in the past.</p> <p>Use common words and phrases concerned with the passing of time correctly.</p>	<p>Understand where the time studied fits on a time line.</p> <p>Demonstrate awareness that the past can be divided into different periods of time.</p> <p>Use some dates and historical terms when ordering events and objects.</p> <p>Sequence several events or artefacts.</p> <p>Explore trends and changes over time.</p>	<p>Use dates and historical terms when ordering events and objects.</p> <p>Identify where people and events fit into a chronological framework.</p> <p>Explore links and contrasts within and across different periods of time.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD.</p>	<p>Know and sequence key events of time studied.</p> <p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past.</p> <p>Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Identify where people, places and periods of time fit into a chronological framework.</p> <p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</p>	<p>Use dates and a wide range of historical terms when sequencing events and periods of time.</p> <p>Develop chronologically secure knowledge of the events and periods of time studied.</p> <p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</p>	
Knowledge & Understanding of Past Events	KS1 N.C. Content		KS2 N.C. Content				
	<ul style="list-style-type: none"> know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. 		<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.. 				
	Y1	Y2	Y3	Y4	Y5	Y6	
<p>Recognise the difference between the past and present in their own and others' lives.</p> <p>Know and recount episodes from stories about the past.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify similarities and differences between ways of life at different times.</p>	<p>Compare periods studied with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have wanted to do something.</p>	<p>Identify key features and significant events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Examine causes and results of significant events and the impact on people.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p>	<p>Compare beliefs and behaviour with another time studied.</p> <p>Understand continuity and change.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p>		

	KS1 N.C. Content		KS2 N.C. Content			
Historical Interpretation	<ul style="list-style-type: none"> • use a wide vocabulary of everyday historical terms. • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events • understand some of the ways in which we find out about the past and identify different ways in which it is represented. 		<ul style="list-style-type: none"> • construct informed responses that involve thoughtful selection and organisation of relevant historical information. • understand how our knowledge of the past is constructed from a range of sources. 			
	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Make simple observations about different people, events, beliefs and communities.</p> <p>Distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare two versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photographs / accounts / stories. Recognise some basic reasons why people in the past acted as they did.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Look at representations of the period – museum, cartoons etc.</p> <p>Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Recognise that different versions of past events may exist.</p> <p>Describe some of the ways the past can be represented.</p>	<p>Look at the evidence available.</p> <p>Recognise how sources of evidence are used to make historical claims.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Evaluate sources and make simple inferences.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Give some reasons for contrasting arguments and interpretations of the past.</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p>
Historical Enquiry	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Use sources to answer simple questions about the past.</p> <p>Choose parts of stories and other sources to show what they know about the past.</p> <p>Identify some of the basic ways in which the past can be represented.</p>	<p>Use different sources to answer questions about the past on the basis of simple observations.</p> <p>Ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>Consider why things may change over time.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use books and the internet for research.</p> <p>Use sources to answer historically valid questions.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use books and the internet for research.</p> <p>Use sources to address historically valid questions and hypotheses.</p> <p>Recognise why some events happened and what happened as a result.</p> <p>Identify historically significant people and events in different situations</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use books and the internet for research with increasing confidence.</p> <p>Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Choose relevant sources of evidence to support particular lines of enquiry.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together to form contrasting arguments.</p> <p>Confidently use books and the internet for research.</p> <p>Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Describe the impact of historical events and changes.</p>

KS1 N.C. Content		KS2 N.C. Content			
<ul style="list-style-type: none"> • use a wide vocabulary of everyday historical terms. • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events 		<ul style="list-style-type: none"> • note connections, contrasts and trends over time and develop the appropriate use of historical terms. • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • construct informed responses that involve thoughtful selection and organisation of relevant historical information. 			
Y1	Y2	Y3	Y4	Y5	Y6
<p>Describe special or significant events.</p> <p>Retell simple stories or events from the past.</p> <p>Use simple historical terms.</p> <p>Communicate their knowledge through: discussion, drawing pictures, drama / role-play, making models, writing, use of computing.</p>	<p>Talk about what / who was significant in simple historical accounts.</p> <p>Demonstrate simple historical concepts and events through role-play, drawing and writing.</p> <p>Use a variety of historical terms and concepts.</p> <p>Communicate their knowledge through: discussion, drawing pictures, drama / role-play, making models, writing, use of computing.</p>	<p>Discuss some historical events, issues connections and changes.</p> <p>Select and organise historical information to present in a range of ways.</p> <p>Use relevant historical terms and vocabulary linked to chronology.</p> <p>Communicate their knowledge through: discussion / debate, drawing pictures, drama / role-play, making models, writing, use of computing.</p>	<p>Discuss significant aspects of, and connections between, different historical events.</p> <p>Select and organise relevant historical information to present in a range of ways.</p> <p>Use relevant and appropriate historical terms and vocabulary linked to chronology.</p> <p>Recall, select and organise historical information.</p> <p>Communicate their knowledge and understanding through: discussion / debate, drawing pictures, drama / role-play, making models, writing, use of computing.</p>	<p>Discuss and debate historical issues.</p> <p>Use appropriate vocabulary when discussing and describing historical events.</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p>Choose relevant ways to communicate historical findings.</p> <p>Recall, select and organise historical information.</p> <p>Communicate their knowledge and understanding through: discussion / debate, drawing pictures, drama / role-play, making models, writing, use of computing.</p>	<p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</p> <p>Use appropriate vocabulary when discussing, describing and explaining historical events.</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</p> <p>Choose the most appropriate way of communicating different historical findings.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Communicate their knowledge and understanding through: discussion / debate, drawing pictures, drama / role-play, making models, writing, use of computing.</p>

Organisation and Communication

