|  |
| --- |
| **Progression of skills: History** |
|  | **Reception** | **Key Stage One** | **Lower Key Stage Two** | **Upper Key Stage Two** |
| **Chronological Understanding** | **Understanding the World****The World**To look closely at similarities, differences, patterns and change.To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another**People & Communities**To talk about past and present events in their own lives and in the lives of family members.To know about similarities and differences between themselves and others, and among families, communities and traditions. | Children should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.Children can: **a.** sequence artefacts and events that are close together in time; **b.** order dates from earliest to latest on simple timelines;**c.** sequence pictures from different periods;**d.** describe memories and changes that have happened in their own lives; **e.** use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. | Children should 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.Children can: **a.** sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; **b.** understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). | Children should 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.Children can: **a.** order an increasing number of significant events, movements and dates on a timeline using dates accurately;**b.** accurately use dates and terms to describe historical events;**c.** understand and describe in some detail the main changes to an aspect in a period in history;**d.** understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. |
| **Knowledge & Understanding of Events, Causation and Change** | Children should identify similarities and differences between ways of life in different periods.Children should choose and use parts of stories and other sources to show that they know and understand key features of events.Children can:**a.** recognise some similarities and differences between the past and the present;**b.** identify similarities and differences between ways of life in different periods;**c.** know and recount episodes from stories and significant events in history;**d.** understand that there are reasons why people in the past acted as they did;**e.** describe significant individuals from the past. | Children should note connections, contrasts and trends over time.Children can: **a.** note key changes over a period of time and be able to give reasons for those changes; **b.** find out about the everyday lives of people in time studied compared with our life today; **c.** explain how people and events in the past have influenced life today; **d.** identify key features, aspects and events of the time studied; **e.** describe connections and contrasts between aspects of history, people, events and artefacts studied. | Children should note connections, contrasts and trends over time.Children can: **a.** identify and note connections, contrasts and trends over time in the everyday lives of people; **b.** use appropriate historical terms such as culture, religious, social, economic and political when describing the past; **c.** examine causes and results of great events and the impact these had on people;**d.** describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. |
| **Historical Interpretation** | Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.Children can: **a.** start to compare two versions of a past event; **b.** observe and use pictures, photographs and artefacts to find out about the past; **c.** start to use stories or accounts to distinguish between fact and fiction;**d.** explain that there are different types of evidence and sources that can be used to help represent the past. | Children should understand how our knowledge of the past is constructed from a range of sources.Children can: **a.** look at more than two versions of the same event or story in history and identify differences; **b.** investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. | Children should understand how our knowledge of the past is constructed from a range of sources.Children can: **a.** find and analyse a wide range of evidence about the past; **b.** use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;**c.** consider different ways of checking the accuracy of interpretations of the past; **d.** start to understand the difference between primary and secondary evidence and the impact of this on reliability; **e.** show an awareness of the concept of propaganda; **f.** know that people in the past represent events or ideas in a way that may be to persuade others; **g.** begin to evaluate the usefulness of different sources. |
| **Historical Enquiry** | Children should ask and answer questions, using other sources to show that they know and understand key features of events.Children can: **a.** observe or handle evidence to ask simple questions about the past;**b.** observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;**c.** choose and select evidence and say how it can be used to find out about the past. | Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.Children can:**a.** use a range of sources to find out about the past;**b.** construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;**c.** gather more detail from sources such as maps to build up a clearer picture of the past;**d.** regularly address and sometimes devise own questions to find answers about the past;**e.** begin to undertake their own research. | Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.Children can: **a.** recognise when they are using primary and secondary sources of information to investigate the past; **b.** use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;**c.** select relevant sections of information to address historically valid questions and construct detailed, informed responses;**d.** investigate their own lines of enquiry by posing historically valid questions to answer. |
| **Organisation & Communication** | Children can: **a.** show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;**b**. talk, write and draw about things from the past;**c.** use historical vocabulary to retell simple stories about the past; **d**. use drama/role play to communicate their knowledge about the past. | Children should develop the appropriate use of historical terms.Children can: **a.** use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; **b.** present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;**c.** start to present ideas based on their own research about a studied period. | Children should develop the appropriate use of historical terms.Children can: **a.** know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;**b.** present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;**c.** plan and present a self-directed project or research about the studied period. |
| **Vocabulary***Each building on and including previous year(s)* | yesterday tomorrowpresent past futureday week monthlong ago old new/recentparent grand parent great grand parentclue memory lifetimecalendar Who? What?Remember | year centuryancient modern long agotimeline date order similardifferentbecause importantliving memory remembers museumtoys inventions homes housesmemoriesdrawing photograph cameradetective artefactWhy?What…? When…? Where…?MonarchyKingQueenPrincePrincessHeirThroneRoyalRoyaltyBattleCastle | chronological order era/periodThe Tudors The Stuarts The Gunpowder Plotplotters Parliament secretKing James Guy FawkesCatholicProtestant traitor treasonThe Great Fire of London Samuel Pepys diarydanger Christopher Wren St Paul’s Cathedralexplorers Colombus ArmstrongAstronauttravel impactsignificant spacerocket moon landingmemorialinvestigate research evidencehistorians letters newspapers websitesprimary sourcesecondary source eye witnessWorld War I  | B.C.E (Before the Common Era)C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium Stone Age Iron Age CeltsNeolithic Bronze Age Skara Braehunter-gatherer religion spiritsStonehenge hill forts sacrificeBritons nomad/nomadic Boudiccaresistanceconquest revolt gods/goddesses inventionarchaeologist archaeology sourcesimportance significance impact effects reasonchange this suggests… Ancient Egypt Ancient Egyptians The Nilefirst civilisations North Africa floodfertile agriculture tombPharaoh pyramid Tutankhamun achievements  | Stone Age Iron Age CeltsThe SaxonsThe Vikings The Dark Ages Middle Agesempire invasion civilisationsettlers Romans Roman withdrawal invasion civilisationEmperor Caesar republicempire army/soldierskingdoms settlementsconversion Christianity reputationraids resistance Danegeldcultureimpact effects consequenceschange cause infer suggest My conclusion is that….first hand evidence second hand evidence myths and legends The Victorians The Industrial Revolution child labourmills/factories reformers legislationslumsLocal history | Ancient Greece The Ancient Greeks Sparta Athens Democracy nation executionextent of change… extent of continuity… turning pointon one hand however this source suggests that…this source doesn’t show that…reliablecould have been… might have been… may beimpact effects significance impressioninfer suggest continuity  | CultureCrimePunishmentJailExecutionRepresentLegacy Traditional viewAttitudes Mayan civilizationAncient Maya Indus ValleyCentral America Astronomy |
| **Suggested Contexts** | **Pimhill** | **Haughmond** | **Grinshill** | **Stiperstones** | **Wrekin** |
| Significant Individuals (Amelia Earhart, Mary Anning) DinosaursHouses and HomesThe history of Great Britain | War and Remembrance (World War One)Comparing significant individuals (Colombus & Armstrong)Fire! (Gunpowder Plot & Great Fire of London)RoyaltyHolidays | Stone AgeEgyptLocal History StudySignificant periods of History in the locality (development of the railways) | VictoriansAnglo-SaxonsVikingsThe Romans | Ancient GreeksCrime and PunishmentAncient MayaWorld War Two |