

Skills Progression: History



EYFS - Reception

At Stanburn Primary School, history education for Early Years Foundation Stage (EYFS) students is encompassed within the 'Understanding the World' area of the EYFS framework. This component focuses on guiding children to make sense of their physical world and community by exploring, observing, and learning about people, places, and time

Understanding the World – Past and Present

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of 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.

Communication and Language

ELG: Speaking

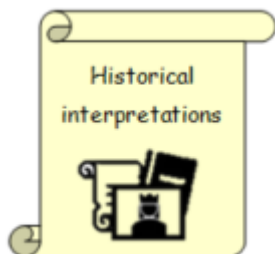
Children at the expected level of development will:


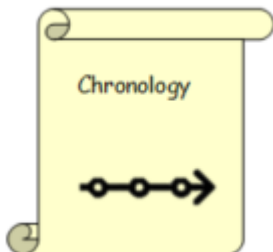
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



ELG: Listening, Attention and Understanding

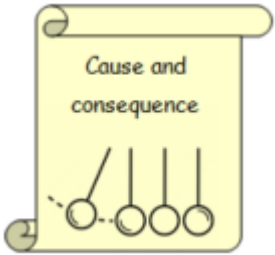

Children at the expected level of development will:

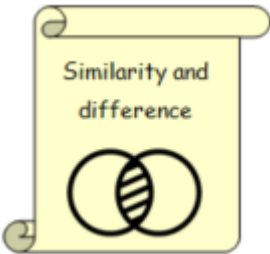
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge: (National Curriculum Coverage – Statutory Requirements)</p> <p>Aims:</p>	<p>The National Curriculum aims for History ensures that all pupils:</p> <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.					
By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.						
<p>Progression of Skills</p> <p><i>Historical Interpretations</i></p> 	<p>KS1: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none">- Start to compare two versions of past events;- Start to understand that there can be different versions of the same event from the past;- Observe and use pictures, photographs and artefacts to find out about the past;- Start to use stories or accounts to distinguish between fact and fiction;- Explain that there are different types of evidence and sources, such as photographic and written, and know that these can be used to help represent the past.	<p>LKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none">- Look at two versions of the same event or story in history and identify differences;- Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different;- Begin to understand some of the ways in which historians and others investigate the past.	<p>UKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none">- Find and analyse a wide range of evidence about the past;- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;- Consider different ways of checking the accuracy of interpretations of the past;- Start to understand the difference between primary and secondary evidence and start to question its reliability;- Show an awareness of the concept of propaganda;- Know that people in the past represent events or ideas in a way that may be to persuade others;- Continue to develop their understanding of how historians and others investigate the			

			past.
<p>Progression of Skills</p> <p><i>Historical Investigations</i></p> 	<p>KS1: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Observe or handle evidence to ask simple questions about the past; - Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - Use evidence to explain the key features of events; - Sort some objects/artefacts into new and old and then and now. 	<p>LKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Use a range of primary and secondary sources to find out about the past; - Construct informed responses about one aspect of life or a key event in the past through careful selection and relevant historical information; - Gather more detail from sources such as maps to build up a clearer picture of the past; - Regularly address and sometimes devise own questions to find out about the past; - Begin to undertake their own research. 	<p>UKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Recognise when they are using primary and secondary sources of information to investigate the past; - Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; - Select relevant sections of information to address historically valid questions and construct detailed, informed responses; - Investigate their own lines of enquiry by posing historically valid questions to answer.
<p>Progression of Skills</p> <p><i>Chronological Understanding</i></p> 	<p>KS1: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Sequence artefacts and events that are close together in time; - Order events from earliest to latest on simple timelines; - Sequence pictures from different periods; - Describe memories and changes that have happened in their own lives; - Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. 	<p>LKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - 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; - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>UKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Order an increasing number of significant events, movements and dates on a timeline using dates accurately; - Accurately use dates and terms to describe historical events; - Understand how some historical events/periods occurred concurrently in different locations, e.g. Anglo Saxon Britain and Ancient Islamic Civilization.

<p>Progression of Skills</p> <p><i>Presenting, Organising and Communicating</i></p> 	<p>KS1: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Talk, write and draw about things from the past; - Use historical vocabulary to retell simple stories about the past. 	<p>LKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Present, communicate and organise ideas about the past including simple written narratives (e.g. stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); - Start to present ideas based on their own research about a studied period. 	<p>UKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written narratives; - Plan and present research about the studied period.
<p>Progression of Skills</p> <p><i>Continuity and Change</i></p> 	<p>KS1: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects; - Begin to understand that some things change and some things stay nearly the same. 	<p>LKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Identify key things that stayed the same between periods; - Identify key things that changed between periods; - Start to explain the impact of some changes that have happened throughout different periods of time; - Identify that there are reasons for continuities and changes across periods of time and explain some of these; - Start to understand that there are times in history when change happens suddenly. 	<p>UKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Identify why some changes between different periods of time have had more significant consequences than others; - Explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity; - Start to categorise some types of changes into political, economic, social and technological; - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history; - Understand and describe in some detail the main changes to an aspect of a period in history.

<p>Progression of Skills</p> <p><i>Cause and Consequence</i></p> 	<p>KS1: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Understand that a cause makes something happen and that historical events have causes; - Explain that historical events are caused by things that occurred before them; - Understand that a consequence is something that happens as a result of something else. 	<p>LKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Understand that a cause is something directly linked to an event and not just something that happened before it; - Start to understand that there are short and long-term causes of events; - comment on the importance of the different causes for some key events; - Explain a series of directly related events that happened in the lead up to a historical event; - Begin to understand that historical events create changes that have consequences; - Understand that a consequence is something that happens as a direct result of something else; - Understand that historical events have consequences that sometimes last long after the event is over. 	<p>UKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Examine in more detail the short and long-term causes of an event being studied; - Understand that some causes may be more significant than others and that some causes are less significant; - Begin to understand that historians may not agree on the main causes of an event; - Understand that one event can have multiple consequences that impact on many countries and civilisations; - Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War; - Address and devise historical questions about cause and consequence.
<p>Progression of Skills</p> <p><i>Historical Significance</i></p> 	<p>KS1: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Explain reasons why someone might be significant; - Talk about why a person was important; - Talk about why the event was important and what happened. 	<p>LKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past; - Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us; - Identify historically significant people and events from a period of history and give some more detail about what they did or what happened. 	<p>UKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant; - Understand that what we consider to be significant can change throughout different periods; - Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally; - Identify a range of historically significant people and events from different periods of history and explain why they were significant; - Identify historically significant people and events from a period of history and give

			some detail about what they did/what happened and what impact it had.
<p>Progression of Skills</p> <p><i>Similarities and Differences</i></p> 	<p>KS1: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female; - Identify that some things within living memory are similar and some things are different; - Recognise some similarities and. Differences between the past and the present. 	<p>LKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was different for different; - People in the same and different periods of time, such as different rights, different religious beliefs; - Identify and give some examples of how life was similar in the past. 	<p>UKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past; - Explain and give examples to show that things may have been different from place to place at the same time; - Start to give reasons for these similarities and differences.
<p>Progression of Skills</p> <p><i>Knowledge and Understanding of Events and People in the Past</i></p>	<p>KS1: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Know and recount episodes from stories and significant events in history; - Understand that there are reasons why people in the past acted as they did and describe significant individuals from the past. 	<p>LKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Find out about the everyday lives of people in time studied compared with our life today; - Explain how people and events in the past have influenced life today; - Identify key features, aspects and events of the time studied; - Describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>UKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Identify and note connections, contrasts and trends over time in the everyday lives of people; - Use appropriate historical terms such as culture, religious, social, economic and political when describing connections, contrasts and trends over time; - Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

<p>Progression of Skills</p> <p><i>Substantive Concepts and Historical Vocabulary</i></p>	<p>KS1: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Start to show some basic understanding of substantive concepts such as monarchy, parliament, war, voyage, society. - Talk and write about things from the past using some historical vocabulary. 	<p>LKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Build on prior knowledge to start to gain further understanding of substantive concepts; - Understand an increasing range of historical vocabulary and use this to talk about the past and communicate information. 	<p>UKS2: Children working at the expected standard will be able to:</p> <ul style="list-style-type: none"> - Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; - Start to recognise that some concepts, such as technology, will be different across different periods of history; - Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.
<p>Knowledge: (National Curriculum Coverage – Statutory Requirements)</p> <p>Subject content:</p>	<p><i>In KS1 pupils should be taught about:</i></p> <ul style="list-style-type: none"> - <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> - <i>events beyond living memory that are significant nationally or globally</i> - <i>the lives of significant individuals in the past who have contributed to national and international achievements.</i> - <i>significant historical events, people and places in their own locality.</i> 	<p><i>In KS2 pupils should be taught about:</i></p> <ul style="list-style-type: none"> - <i>Changes in Britain from the Stone Age to the Iron Age</i> - <i>The Roman Empire and its impact on Britain</i> - <i>Britain’s settlement by Anglo Saxons and Scot</i> - <i>The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> - <i>A local history study</i> - <i>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</i> - <i>The achievements of the earliest civilizations</i> - <i>Ancient Greece</i> - <i>A non-European society that provides contrasts with British history</i> 	
<p>General Historical Vocabulary</p>	<p>KS1:</p> <ul style="list-style-type: none"> - Old - New - A long time ago - Present - Before - After - Future - Decade - Modern - Date order - Era/period 	<p>KS2:</p> <ul style="list-style-type: none"> - Empire - Civilisation - Parliament - Peasantry - Source - Timeline - Significant - Chronological - Archaeology - Legacy - Conquest 	

			<ul style="list-style-type: none"> - Effects - Primary/secondary evidence - Eyewitness - Culture 			
Specific vocabulary linked with Historical units taught: Topic 1	What was life like for our grandparents? <ul style="list-style-type: none"> - Past - Present - Future - Timeline - Decade - Change - Same/Different - Memory - Grandparents - Childhood - Generations - Home - Work - School - Toys - Games - Clothing - Transport - Old - New - Modern - Before - After 	How did London change after the Great Fire of London? <ul style="list-style-type: none"> - Cathedral - Diary - Evidence - Pitch/Tar - Plaque - Squirts - Thatch - Warehouse 	How does life in the Stone Age, Bronze Age and Iron Age differ? <ul style="list-style-type: none"> - Archaeologists - Artefact - Barrow - B.C - Forge - Henge (Stone Henge) - Hunter-gatherers - Mesolithic - Neolithic - Palaeolithic - Prehistoric - Prey - Ritual - Tribe/Tribal - Suffix 'lithic' = stone 	What is the legacy of the Ancient Greeks? <ul style="list-style-type: none"> - Acropolis - Agora - City state - Democracy - Helot - Hoplite - Ostrakon - Parthenon - Polis 	What are the main changes that took place in Anglo Saxon England? <ul style="list-style-type: none"> - Cemetery - Cenotaph - Christianity - Danelaw - Hoard - Hypothesis - Monastery - Pagan - Picts - Sceptre - Settlement - Sutton Hoo - Treaty - Turning Point - Urn - Viking - Wergild 	Were the Vikings raiders or settlers? <ul style="list-style-type: none"> - Danegeld - Danelaw - Heathen - Hoard - Pagan - Runes - Saga
Vocabulary linked with Historical units taught: Topic 2	Why do we remember Mary Anning? <ul style="list-style-type: none"> - Past - Present - Timeline - Famous - Important 	Why are Florence, Mary and Edith still remembered today? <ul style="list-style-type: none"> - Crimea - Hygiene/Hygienic - Infection - Injured 	What did the Ancient Egyptians believe about the afterlife? <ul style="list-style-type: none"> - Scribe - Rosetta Stone - Sphinx - Tomb 	Why did the Romans invade Britain? <ul style="list-style-type: none"> - Conquer/Conquest - Empire/Emperor - Gaul - Govern/Governor/Government 	What was life like in early Islamic cities compared to Saxon Britain? <ul style="list-style-type: none"> - Astrolabe - Astrology - Astronomy 	What was happening on the Home Front during WW2? <ul style="list-style-type: none"> - Allies - Anderson Shelter - ARP – Air Raid Patrol Warden

	<ul style="list-style-type: none"> - <i>Discovery</i> - <i>Fossil</i> - <i>Dinosaur</i> - <i>Plesiosaur/</i> - <i>Ichthyosaur</i> - <i>Jurassic</i> - <i>Sea</i> - <i>Cliff</i> - <i>Beach</i> - <i>Bone</i> - <i>Rock</i> - <i>Victorian</i> - <i>England</i> - <i>Poor</i> - <i>Hard work</i> - <i>Museum</i> - <i>Scientist</i> - <i>Change</i> - <i>Same</i> - <i>Evidence</i> - <i>Remember</i> - <i>Legacy</i> - <i>Curiosity</i> 	<ul style="list-style-type: none"> - <i>Medicine</i> - <i>Sanitisation</i> - <i>Scutari</i> - <i>Soldier</i> - <i>Ward</i> - <i>Wound</i> - <i>Bankrupt</i> - <i>Doctress</i> - <i>Dressing</i> - <i>Fund-raising</i> - <i>Medicine</i> - <i>Prejudice</i> - <i>Rejected</i> 	<ul style="list-style-type: none"> - <i>Vizier</i> - <i>Ancient</i> - <i>Artefact</i> - <i>Ankh</i> - <i>Civilisation</i> - <i>Embalming</i> - <i>Excavate</i> - <i>Flax</i> - <i>Hieroglyphics</i> - <i>Mummification</i> - <i>Natron salt</i> - <i>Papyrus</i> - <i>Pyramid</i> - <i>Sarcophagus</i> 	<ul style="list-style-type: none"> - <i>Hypocaust</i> - <i>Invade/Invasion</i> - <i>Legion</i> - <i>Province</i> - <i>Raid</i> - <i>Rebellion</i> - <i>Rule/Ruler</i> - <i>Slave</i> - <i>Tax/Taxes</i> - <i>Temple</i> - <i>Tribe/Tribal</i> - <i>Trade</i> - <i>Villa</i> - <i>Worship/</i> - <i>Worshipped</i> 	<ul style="list-style-type: none"> - <i>Calligraphy</i> - <i>Caliph</i> - <i>Islam</i> - <i>Mecca</i> - <i>Muhammad</i> - <i>Mosque</i> - <i>Minarets Thin</i> - <i>Muslim</i> - <i>Observatory</i> - <i>Qur'an</i> 	<ul style="list-style-type: none"> - <i>Battle of Britain</i> - <i>Billeting</i> - <i>Black Market</i> - <i>Blitz</i> - <i>Censorship</i> - <i>Civilian</i> - <i>Dunkirk</i> - <i>Evacuation</i> - <i>Home Guard</i> - <i>Morale</i> - <i>Morrison Shelter</i> - <i>Propaganda</i> - <i>Rationing</i>
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