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| **Progression of history skills** **Programmes of study content:****KS1**HIs-1 Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life **Year 1 Autumn** His-2 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] **Year 2 London Aut, Seas Sum**His-3 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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] **Year 2 London Aut,** **Seas Sum**His-4 Significant historical events, people and places in their own locality. **Local area study Yr 1 and 2****KS2** AOS-1 Changes in Britain from the Stone Age to the Iron Age – **Year 3**AOS-2 The Roman Empire and its impact on Britain – **Year 4** AOS-3 Britain’s settlement by Anglo-Saxons and Scots – **Year 4**AOS-4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – **Year 4** AOS-5 A local history study – **All year groups** AOS-6 A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066- **Year 6 WW2**AOS-7 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 **Year 5 (Egypt)**AOS-8 Ancient Greece – a study of Greek life and achievements and their influence on the western world **Year 6** AOS-9 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. **Year 6 Benin** |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Chronological****understanding** | Sequence events in their life Match objects to people of different ages e.g babyhood, childhoodSequence photographs etc.from different periods of their life | Sequence artefacts closertogether in time - Describe key events in time studied | Place the time studied on a time lineUse dates and terms related to the study unit and passing of timeSequence several events orartefacts | Place events from period studiedon time lineUse terms related to the periodand begin to date eventsUnderstand more complex termseg BC/AD | Know and sequence key eventsof time studiedUse relevant terms and periodlabels | Place current study on time line in relation to other studiesUse relevant dates and termsSequence up to 10 events on atime lineMake comparisons betweendifferent times in the past |
| **Range and****depth of****historical****knowledge** | Recognise the differencebetween past and present intheir own and others livesThey know and recount episodesfrom stories about the past | Recognise why people didthings, why events happenedand what happened as a resultIdentify differences betweenways of life at different times | Find out about every day lives ofpeople in time studiedCompare with our life todayIdentify reasons for and results ofpeople's actions | Use evidence to reconstruct lifein time studiedIdentify key features and eventsof time studiedLook for links and effects in timestudiedOffer a reasonable explanationfor some eventsUnderstand why people mayhave wanted to do something | Study different aspects ofdifferent people e.g rich and poor.Find out about beliefs, behaviourand characteristics of people.Compare beliefs and behaviourwith another time studied | Find out about beliefs, behaviourand characteristics of people,recognising that not everyoneshares the same views andfeelingsWrite another explanation of apast event in terms of cause andeffect using evidence to supportand illustrate their explanationKnow key dates, characters andevents of time studiedExamine causes and results ofgreat events and the impact onpeople |
| **Interpretations****of history** | Use stories to encourage childrento distinguish between fact andfiction | Compare 2 versions of a pasteventCompare pictures or photographs of people or eventsin the pastDiscuss reliability of photos/accounts/stories | Identify and give reasons fordifferent ways in which the pastis representedDistinguish between differentsources – compare differentversions of the same storyLook at representations of theperiod – museum, cartoons etc | Look at the evidence availableBegin to evaluate the usefulnessof different sourcesUse text books and historicalknowledge | Compare accounts of eventsfrom different sources – fact orfictionOffer some reasons for differentversions of events | Link sources and work out howconclusions were arrived atConsider ways of checking theaccuracy of interpretations –fact or fiction and opinionBe aware that differentevidence will lead to differentconclusionsConfidently use the library andinternet for research |
| **Cause and Consequence** |  | Describe, in simple terms, why a significant individual acted the way they did.Begin to understand cause and effect by looking at a significant individual’s actions and what happened as a result. | Express an opinion on whether a person or event had a positive or negative impact on life in Britain. | Express an opinion on whether a person or event had a positive or negative impact on life in Britain.Explain that an event can have more than one cause. | Explain why people acted as they did  | Describe the negative or positive impact of a period of history on contemporary society. |
| **Historical****enquiry** | Find answers to simple questionsabout the past from sources ofinformation e.g. artefacts, (see4a) | Use a source – observe orhandle sources to answerquestions about the past on thebasis of simple observations.  | Use a range of sources to findout about a periodObserve small details – artefacts,picturesSelect and record informationrelevant to the studyBegin to use the library andinternet for research | Use evidence to build up apicture of a past eventChoose relevant material topresent a picture of one aspectof life in time pastAsk a variety of questionsUse the library and internet forresearch | Begin to identify primary andsecondary sourcesUse evidence to build up apicture of a past eventSelect relevant sections ofinformationUse the library and internet forresearch with increasingconfidence | Recognise primary andsecondary sourcesUse a range of sources to findout about an aspect of time pastSuggest omissions and themeans of finding outBring knowledge gathered fromseveral sources together in afluent account |
| **Vocabulary** | Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after). | Use further terms associated with the past (e.g. year, decade and century). | Use appropriate historical vocabulary to describe key features of a time period. | Begin to use abstract terms (e.g. empire, civilisation, parliament, peasantry and heptarchy). | Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international). | Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious and social). |
| **Local history** | Describe, in simple terms, the importance of a local place or landmark. | Describe how people, places and events in their own locality have changed over time. | Describe how national changes affected their locality. | Describe the impact of international events (e.g. war) on the local area. | Use a range of local history resources to describe how an event (e.g. the Black Death) affected a local town or village. | Suggest and research information sources required to present an in-depth study of a local town or city. |
| Organisationandcommunication | Communicate their knowledge through:Discussion….Drawing pictures…Drama/role play..Making models…..Writing..Using ICT… | Recall, select and organise historical informationCommunicate their knowledge and understanding. | Elect and organise informationto produce structured work,making appropriate use of datesand terms. |