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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, childhood  Sequence photographs etc.  from different periods of their life | Sequence artefacts closer  together in time -  Describe key events in time studied | Place the time studied on a time line  Use dates and terms related to the study unit and passing of time  Sequence several events or  artefacts | Place events from period studied  on time line  Use terms related to the period  and begin to date events  Understand more complex terms  eg BC/AD | Know and sequence key events  of time studied  Use relevant terms and period  labels | Place current study on time line in relation to other studies  Use relevant dates and terms  Sequence up to 10 events on a  time line  Make comparisons between  different times in the past |
| **Range and**  **depth of**  **historical**  **knowledge** | Recognise the difference  between past and present in  their own and others lives  They know and recount episodes  from stories about the past | Recognise why people did  things, why events happened  and what happened as a result  Identify differences between  ways of life at different times | Find out about every day lives of  people in time studied  Compare with our life today  Identify reasons for and results of  people's actions | Use evidence to reconstruct life  in time studied  Identify key features and events  of time studied  Look for links and effects in time  studied  Offer a reasonable explanation  for some events  Understand why people may  have wanted to do something | Study different aspects of  different people e.g rich and poor.  Find out about beliefs, behaviour  and characteristics of people.  Compare beliefs and behaviour  with another time studied | Find out about beliefs, behaviour  and characteristics of people,  recognising that not everyone  shares the same views and  feelings  Write another explanation of a  past event in terms of cause and  effect using evidence to support  and illustrate their explanation  Know key dates, characters and  events of time studied  Examine causes and results of  great events and the impact on  people |
| **Interpretations**  **of history** | Use stories to encourage children  to distinguish between fact and  fiction | Compare 2 versions of a past  event  Compare pictures or photographs of people or events  in the past  Discuss reliability of photos/  accounts/stories | Identify and give reasons for  different ways in which the past  is represented  Distinguish between different  sources – compare different  versions of the same story  Look at representations of the  period – museum, cartoons etc | Look at the evidence available  Begin to evaluate the usefulness  of different sources  Use text books and historical  knowledge | Compare accounts of events  from different sources – fact or  fiction  Offer some reasons for different  versions of events | Link sources and work out how  conclusions were arrived at  Consider ways of checking the  accuracy of interpretations –  fact or fiction and opinion  Be aware that different  evidence will lead to different  conclusions  Confidently use the library and  internet 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 questions  about the past from sources of  information e.g. artefacts, (see  4a) | Use a source – observe or  handle sources to answer  questions about the past on the  basis of simple observations. | Use a range of sources to find  out about a period  Observe small details – artefacts,  pictures  Select and record information  relevant to the study  Begin to use the library and  internet for research | Use evidence to build up a  picture of a past event  Choose relevant material to  present a picture of one aspect  of life in time past  Ask a variety of questions  Use the library and internet for  research | Begin to identify primary and  secondary sources  Use evidence to build up a  picture of a past event  Select relevant sections of  information  Use the library and internet for  research with increasing  confidence | Recognise primary and  secondary sources  Use a range of sources to find  out about an aspect of time past  Suggest omissions and the  means of finding out  Bring knowledge gathered from  several sources together in a  fluent 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. |
| Organisation  and  communication | Communicate their knowledge through:  Discussion….  Drawing pictures…  Drama/role play..  Making models…..  Writing..  Using ICT… | | | Recall, select and organise historical information  Communicate their knowledge and understanding. | | Elect and organise information  to produce structured work,  making appropriate use of dates  and terms. |