

Progression of skills – History



Curriculum intent:

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Shawclough, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability and additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, identifying substantive knowledge of the past and the knowledge of history as a discipline. This ensures that there is progression year by year and this is sequenced appropriately to maximise learning for all children. This does not mean it is taught chronologically, it means chronology is taught. It is important that the children develop progressive skills of a historian throughout their time at Shawclough and do not just learn a series of facts about the past. In History, pupils at Shawclough, find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; skill that will help them in their adult life.

For the youngest children, understanding the world involves guiding children to make sense of their physical world and 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 supports understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Intended experiences Nursery	Intended experiences Reception	Early Learning Goal
Understanding the world	<ul style="list-style-type: none"> To begin to make sense of their own life-story and family's history 	<ul style="list-style-type: none"> To comment on images of familiar situations in the past. To compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> 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.

	National Curriculum	<p>Year 1</p> <p>Gracie Fields</p> <p>Neil Armstrong Moon Landing</p> <p>Guy Fawkes Bonfire Night London</p> <p>Mary Anning Fossils (first lady) UK</p>	<p>Year 2</p> <p>Guy Fawkes Bonfire Night London Remembrance Day</p> <p>Grace Darling Florence Nightingale Rochdale Town Hall Thrum Hall Lane (railway) Victorian period</p> <p>Black Beard/ Ann Bonny (first UK pirate) Wider world (goeg link)</p>
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Chronological understanding	Pupils 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.	<ul style="list-style-type: none"> • To sequence events in their life. • To develop a simple awareness of the past. • To sequence 3 or 4 artefacts from distinctly different periods of time. • To match objects to people of different ages. • To place events on a simple timeline. 	<ul style="list-style-type: none"> • To sequence artefacts closer together in time. • To check accuracy using books/ICT. • To sequence photographs from different periods of their life. • To place events on a simple timeline, adding times previously studied.
Range and depth of historical knowledge	Pupils 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.	<ul style="list-style-type: none"> • To recognise the difference between past and present in their own life and the lives of others. • To know and recount episodes from stories about the past, knowing and understanding key events. • To talk about simple similarities and differences between life at different times. 	<ul style="list-style-type: none"> • To recognise why people did things, why events happened and what happened as a result. • To know and recount episodes from stories about the past, knowing and understanding key events • To talk about similarities and differences between ways of life in different periods.
Disciplinary Knowledge	Children should 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"> • To use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts. • To talk about simple ways in which the past is represented e.g. paintings, photos, artefacts. • To compare adults talking about their past – How reliable are their memories? 	<ul style="list-style-type: none"> • To compare 2 versions of a past event. • To compare pictures or photographs of people or events in the past. • To identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories. • To use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.
Historical enquiry	Children should ask and answer questions, using other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> • To find answers to simple questions about the past from sources of information e.g. artefacts. • To ask and answer simple Historical questions. 	<ul style="list-style-type: none"> • To handle sources and evidence to ask and answer questions about the past on the basis of simple observations • To ask and answer appropriate Historical questions, using their growing Historical knowledge.

Organising and presenting	Pupils should use a wide vocabulary of everyday historical terms.	<ul style="list-style-type: none"> • To communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT. • To use simple terms to talk about the passing of time. 	<ul style="list-style-type: none"> • To communicate their knowledge through discussion, drawing, drama and role play, making models, writing and ICT. • To use simple terms to talk about the passing of time.
Vocabulary		<p>Curiosity, Detective, Investigate, Ask, Object, Artefacts, Books, Pictures, Photographs, Surroundings, Local, Homes, houses and buildings, Explain, Used for, Timeline, Date Order, Similar, Different, Because, Important Today, Now, Hours, Tomorrow, Yesterday, Then, After, Before, Weeks, The present, Year, Decade, Century, The past, Long ago, The future, Day, Week, Month, Long ago, Ancient, Modern</p> <p>Me, Siblings, Parent, Grand Parent, Great Grand Parent, Change, Memory & Living Memory, Lifetime, Remember</p>	<p>Chronological time consolidation, Sequence, Chronological Order, Recent History, Earlier, Later, Decades, Centuries Question, Artefact, Newspapers, Websites, Historians, Primary /Secondary Evidence, Information, Like or dislike, Significant, Tally chart, Changes, Observe, Non-fiction books, Maps, Internet, Research, Buildings, Places, Historical event</p> <p>Guy Fawkes, Guido, Parliament, Protestants, Catholics, Robert Catesby, King James I, Government, Gunpowder, Unsuccessful, Traitor, Remembered.</p>

	National Curriculum	Year 3 Stonage to Ironage Shakespeare Performance UK Romans Boudicca	Year 4 Tutankhamun Howard Carter Egypt Anglo-saxons	Year 5 Vikings Alfred the Great Local area Coop Peter Loo (demonstration) Places in the local area	Year 6 WW1 British/local Ancient Greece World history Aristotle Socrates Early Islamic World history
Chronological understanding	Pupils 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.	<ul style="list-style-type: none"> To place the time studied on a timeline, compare where this fits in to topics previously studied. To use dates and terms related to the study unit and passing of time. To sequence several events or artefacts. To begin to develop a chronologically secure knowledge and understanding of British, local and World History, 	<ul style="list-style-type: none"> To place the time studied on a timeline, compare where this fits in to topics previously studied. To use terms related to the period and begin to date events. To understand more complex Historical terms e.g. BC/AD/CENTURY To begin to develop a chronologically secure knowledge and understanding of British, local and 	<ul style="list-style-type: none"> To place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. To gain greater Historical perspective by placing their growing knowledge into different contexts. To use and relevant terms and period labels - Empire, civilisation parliament and peasantry, 	<ul style="list-style-type: none"> To place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. To use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance. To sequence previously studied

		establishing clear narratives within and across the periods studied.	World History, establishing clear narratives within and across the periods studied.	continuity and change, Cause and consequence, similarity, difference and significance. <ul style="list-style-type: none"> • To make comparisons between different times in the past. • To develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied. 	topic on a timeline to gain greater Historical perspective. <ul style="list-style-type: none"> • To develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.
Range and depth of historical knowledge	Pupils should note connections, contrasts and trends over time.	<ul style="list-style-type: none"> • To find out about everyday lives of people in time studied. • To compare with our life today. • To identify reasons for and results of people's actions. • To understand why people may have wanted to do something. 	<ul style="list-style-type: none"> • To use evidence to reconstruct life in the time studied. • To identify key features and events of time studied. • To look for links and effects in the time studied. • To offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> • To study different aspects of different people – differences between men and women. • To examine causes and results of great events and the impact on people. • To compare life in 'early' and 'late' times studies. 	<ul style="list-style-type: none"> • To find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. • To compare beliefs and behaviour with another time studied.

				<ul style="list-style-type: none"> To compare an aspect of life with the same aspect in another period (use links with art). 	<ul style="list-style-type: none"> To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. To know key dates, characters and events of time studied.
Disciplinary Knowledge	Children should understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none"> To identify and give reasons for the different ways in which the past is represented. To distinguish between different sources – compare different versions of the same story. To note connections in Historical periods studied. To note connections and cause and effect in Historical periods studied. To look at representations 	<ul style="list-style-type: none"> To look at and evaluate the evidence available. To begin to evaluate the usefulness of different sources. To note connections in Historical periods studied. 	<ul style="list-style-type: none"> To compare different accounts of events from different sources – fact or fiction. To offer some reasons for different versions of events. 	<ul style="list-style-type: none"> To link sources and work out how conclusions were arrived at. To consider ways of checking the accuracy of interpretations – fact or fiction and opinion. To be aware that different evidence will lead to different conclusions. To confidently use the library and internet for research.

		of the period e.g. Museum, cartoons etc.			
Historical enquiry	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<ul style="list-style-type: none"> To use a range of sources to find out about a period. To observe small details – artefacts, pictures. To select and record information relevant to the study. To use the library and the Internet for own personal research. To ask and answer simple questions. 	<ul style="list-style-type: none"> To use evidence to build up a picture of a past event. To choose relevant material to present a picture of one aspect of life in time past. To ask and answer a variety of questions. To use the library and the internet for own personal research. To answer and begin to devise own Historically valid questions 	<ul style="list-style-type: none"> To begin to identify primary and secondary sources. To use evidence to build up a picture of a past event. To select relevant sections of information. To use the library and internet for research with increasing confidence. To answer and devise own Historically valid questions about change, cause, similarity and difference and significance. 	<ul style="list-style-type: none"> To recognise primary and secondary sources To use a range of sources to find out about an aspect of time past. To suggest omissions and the means of finding out. To bring knowledge gathered from several sources together in a fluent account. To answer and devise own Historically valid questions about change, cause, similarity and difference and significance.
Organising and presenting	Pupils should develop the appropriate use of historical terms.	<ul style="list-style-type: none"> To communicate their knowledge through discussion, pictures, drama and role play, 	<ul style="list-style-type: none"> To communicate their knowledge through discussion, pictures, drama and role play, 	<ul style="list-style-type: none"> To recall, select and organise historical information. To construct informed responses that 	<ul style="list-style-type: none"> To recall, select and organise information. To construct informed responses that involve thoughtful

		<p>making models, writing and ICT.</p> <ul style="list-style-type: none"> • To begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information. • To use Historically accurate terms to talk about the passing of time. 	<p>making models, writing and ICT.</p> <ul style="list-style-type: none"> • To construct own responses beginning to select and organise relevant Historical information. • To use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY 	<p>involve thoughtful selection and organisation of relevant Historical information.</p> <ul style="list-style-type: none"> • To communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. • To use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY 	<p>selection and organisation of relevant Historical information.</p> <ul style="list-style-type: none"> • To communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. • To select and organise information to produce structured work, making appropriate use of dates and terms. • To use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY
Vocabulary		AD/BC, Eras, Timeline, Period, Millennium, Thousands of years Question, Artefact, Newspapers, Websites, Historians, Primary /Secondary Evidence,	Civilisation Empire Pharaoh Pyramid Tomb Sarcophagus Mythology Nile Mummy Hieroglyphics Monument Papyrus Archaeologist Tutankhamen	Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify,	Democracy Olympic games Philosopher Sparta Greece Spartans Athens Athenians Persia Alpha Beta Gamma Delta Alexander the Great

		<p>Information, Like or dislike, Significant, Tally chart, Changes, Observe, Non-fiction books, Maps, Internet, Research, Buildings, Places, Historical event</p> <p>Ancestors Neolithic Palaeolithic Settlement Britons Druid Tribe Tribal Hunter gatherers Bronze/iron/stone age Skara Brae Hillfort Conquest Briton Emperor Hadrian Stonehenge</p>	<p>Satellite images, Respond, Aerial photographs, Source, Collect, Record, Analyse, Data, Compare, Locations, Developments, Impact on life, Argument, Interpretations, Develop perspective, Oral history, Myths & Legends Time difference, Continuity, Change</p>	<p>Hypothesis, Sift arguments, Sources, Infer, Reliable AD/BC (BCE), Cause, Consequence, Similarity, Anachronism, Legacy Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify, Hypothesis, Sift arguments, Sources, Infer, Reliable Longship /longhouse Warrior Odin Edward the confessor Scandinavia Settlement Sweden Norway Danelaw Conquer Invader Raids Vicious Norse</p>	<p>Empire Achievement Gods (Zeus, Apollo etc.) Fieldwork, Conduct, Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse Conclusions, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda Short- and long term timescales, Difference and significance, Trends</p>
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