

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Progression Skills for History

<u>Nursery</u>	<u>Reception</u>	<u>Early Year Goal</u> Understanding the World - Past and Present
<p>Begin to make sense of their own life-story and family's history.</p> <ul style="list-style-type: none"> • Spend time with children talking about photos and memories. • Encourage children to retell what their parents told them about their life-story and family. • Discuss previous birthday celebrations and compare similarities and differences. 	<p>Talk about members of their immediate family and community. Who is in your family? Personal history Comment on images of familiar situations in the past. Did your grandma have a mobile/ipad when she was little? Compare and contrast characters from stories, including figures from the past. What is the same? What did you do at the weekend? What did you do last summer? Would children in the past have travelled on a plane?</p>	<ul style="list-style-type: none"> • Talk about the lives of the 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.

	Chronological Understanding	Historical Knowledge	Historical Enquiry
<p>Year 1</p> <p>British History – Castles</p> <p>British History - The Great Fire of London</p> <p>Changes within living memory - Belonging</p>	<ul style="list-style-type: none"> • I know what a timeline is • I can think about how places are similar and different • I can order events from furthest away to the nearest. 	<ul style="list-style-type: none"> • I can remember the key events that I have studied • I can understand why these key events were important • I know that I can find information about history in books 	<ul style="list-style-type: none"> • I can ask simple questions when I am unsure • I can talk about places I have studied by answering questions about them
<p>Year 2</p> <p>British History – Kings and Queens</p> <p>British History – Explorers</p> <p>Changes within living memory - Transport</p>	<ul style="list-style-type: none"> • I can accurately order events I have learnt about from furthest away to most recent. • I can draw a timeline and place the events I have studied on them • I can compare areas I have studied and think about they are similar and different 	<ul style="list-style-type: none"> • I can remember key events and dates about areas that we have studied • I can identify how we know about the past • I can begin to identify different representations of history such as books, pictures, letter and videos 	<ul style="list-style-type: none"> • I can ask questions to help me understand more • I can confidently answer increasingly difficult questions about the areas that we have studied • I can use stories or other sources to explain my answers and thoughts

	Chronological Understanding	Historical Knowledge	Historical Enquiry	Historical Understanding
--	------------------------------------	-----------------------------	---------------------------	---------------------------------

<p>Year 3</p> <p>British History - Vikings</p> <p>Local History – The Railway Revolution</p> <p>Local History - Tudors</p>	<ul style="list-style-type: none"> Place the time period I am learning about on a time line Use dates and terms related to the topic and the passing of time Sequence events or artefacts 	<ul style="list-style-type: none"> Find out about the everyday lives of the people at the time I am learning about Compare our lives today with the lives of the people in the time I'm learning about Identify reasons for, and results of, peoples actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Use a range of sources to find out about a time period Observe small details such as artefacts or pictures Select and record information relevant to my learning Begin to use the library and internet for research 	<ul style="list-style-type: none"> Identify and give reasons for the different ways the past is represented Compare different versions of the same story Look at different representations of the time period (eg. Visiting museums and watching tv shows)
<p>Year 4</p> <p>Ancient Civilisation – Ancient Egypt</p> <p>Ancient Civilisation – Ancient Maya</p> <p>Local History – Windrush Generation</p>	<ul style="list-style-type: none"> Place the time period I am learning about on a time line Use terms related to your topic and begin to date events Understand more complex terms (eg. BC/AD) 	<ul style="list-style-type: none"> Use evidence to reconstruct life in the time period I'm learning about Identify key features and events of the time period I am learning about Look for cause and effect in the time period I am learning about Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant materials to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge
<p>Year 5</p> <p>Pre-Historic – The Lost World</p> <p>British History – Anglo Saxons</p> <p>Ancient Civilisation – Ancient Greece</p>	<ul style="list-style-type: none"> Know and sequence key events of the time periods I have learnt about Use relevant terms and labels to discuss the time period I'm learning about Make comparisons between different times in the past 	<ul style="list-style-type: none"> Learn about different aspects of different people (eg. differences between men and women) Examine cause and effect of great events and the impact they had on people Compare life in early and late time periods Compare an aspect of life with the same aspect in another time period 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant information Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events
<p>Year 6</p> <p>British History – World War 2</p> <p>British History – Romans</p> <p>Local History – Industrial Revolution</p>	<ul style="list-style-type: none"> Place the current time period I am learning about on a time line in relation to others I know about Use relevant dates and terms Sequence up to 10 events or more on a time line 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time period I have learnt about Write an explanation of a past event, considering cause and effect, using evidence to support and illustrate the explanation Know key dates, characters and events of a time period I'm learning about 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant information Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> 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 all different evidence will lead to different conclusions Bring knowledge gathered from several different sources together in a fluent account

