



History – Progression of Skills 2021 22

KS1 Year 1 Year 2	LKS2 Year 3 Year 4	UKS2 Year 5 Year 6			
Y1, Autumn 2 – Kings and Queens Y1, Spring – Fire of London Y2, Spring – Africa is a Continent Y2, Summer 1 – Toys	Y3, Autumn 2 – Mayans Y3, Spring – Ancient Egyptians Y3, Summer 2 - Prehistory Y4, Autumn 1 – Roman Britain Y4, Spring – Invasion: Armies and Ideals Y4, Summer 1 – Local Area Study	Y5, Autumn 2 – Solution Revolution Spring – Ancient Greece Y6, Autumn 1 – Herstory Y6 Autumn 2 – France: Friend or Foe?			
Early learning goals Begin to make sense of own life story and family history Comment on images of familiar settings in the past Compare and contrast characters from stories including from the past					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding					
Sequence 3 artefacts from distinctly different periods of time Use words and phrases like old, new, a long time ago, before, after, next, finally Explain how they've	Accurately use words and phrases like past, present, now, before I was born, when I was younger Describe memories of key events in their lives Sequence a set of events or objects in chronological order and	Place the time studied on a timeline Use dates and terms related to the topic and passing of time e.g., decade, ancient, century Sequence several events or artefacts Begin to use	Use their mathematical skills to round up time differences into centuries and decades Place periods of history on a timeline showing periods of time Use terms related to the period studied and begin to date events	Use dates and historical language in their work Make comparisons between different times in the past Use correct terminology to describe events in the past e.g., economic, culture, social Know and sequence key	Use a timeline (with different time periods) which show different information such as periods of history, when famous people lived etc Place events on a timeline by decade Use correct

<p>changed since they were born Recognise that a story that is read to them may have happened a long time ago</p>	<p>give reasons for their order Use comparative language: older, newer, not long ago, a long time ago</p>	<p>mathematical knowledge to work out how long-ago events would have happened Plot history on a timeline using centuries</p>	<p>Describe events and periods using the words: BC and AD</p>	<p>events of times studied</p>	<p>terminology to describe events in the past Understand and use more abstract historical terms such as aristocracy, empire, parliament, feudal, revolution and parliament</p>
<p>Range and depth of historical knowledge</p>					
<p>Recognise we celebrate certain events because of what happened many years ago Understand Britain has a queen who rules us and that Britain has had a king or queen for many years Begin to recognise the difference between past and present in their own lives and others' lives Begin to identify the main differences between old and new objects</p>	<p>Identify differences between ways of life at different times Appreciate that some famous people have helped our lives be better today Recognise why people did things and what happened as a result Give examples of things that are different in their life from that of their grandparents/parents when they were younger Explain how their local area was different in the past</p>	<p>Find out about everyday lives of people in the time studied Compare with our lives today Identify reasons for and results of people's actions Understand the motive for people's behaviour Identify and suggest reasons for historical events, situations and changes Identify some results for historical events, situations and changes</p>	<p>Use evidence to reconstruct life in time studied Identify key features, characters and events of a time studied Look for links and effects in time studied with present day Offer a reasoned explanation for events in the time studied</p>	<p>Examine causes and results of great events and the impact on people Explain why people in the past acted as they did Begin to appreciate how significant events in history have helped shape the country we have today Summarise how Britain has had a major influence on world history Articulate what Britain may have learnt from other countries and civilizations through time gone by and more recently Compare beliefs and behaviours with another</p>	<p>Study different aspects of historically significant people and periods Compare an aspect of life with the same aspect in another period, explaining what has changed at what has stayed the same Know key dates, characters and events of time studied and begin to recognise the interconnectedness in some themes (e.g., economic, social, military, cultural) Recognise and describe differences</p>

				time studied	and similarities/changes and continuities between different periods of history
Interpretations of history					
Know and recount episodes from stories about the past Begin to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Compare pictures or photographs of people or events in the past Discuss the reliability of photos, accounts and 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 a range of representations of the period	Begin to evaluate the usefulness of different sources Apply historical knowledge in different contexts Identify key features and events of time studied, describing historically significant events and people	Compare accounts of events from different sources and say how they differ Offer some reasons for different versions of events	Link sources of information and consider how conclusions were arrived at Consider ways of checking the accuracy of interpretations Be aware that different evidence will lead to different opinions
Historical enquiry, organisation and communication					
Find answers to simple questions about the past from sources of information e.g., artefacts Give plausible explanation about what an object was used for in the past Identify old and new things in a picture	Answer question by using a specific source, such as an information book Suggest plausible explanations about the past by observing or handling sources Discover something about the past by talking to an adult Communicate through	Use a range of sources to find out about a period Begin to use books and the internet for research Generate questions about the past, considering aspects of change, cause, similarity and difference	Give more than one reason to support a historical argument Begin to recall, select and organise historical information Communicate knowledge and understanding orally and in writing and offer points of view based upon research	Begin to appreciate how historical artefacts have helped us understand more about lives in the present and past Begin to identify primary and secondary sources of information Use evidence to build up a picture of a past event Use books and the internet for research	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Construct a line of enquiry in the form of a research question Bring knowledge

<p>Ask questions about old and new objects Communicate their knowledge through discussion, drawings, drama, model making and writing.</p>	<p>discussion, drawings, drama, model making, writing and/or ICT.</p>	<p>Construct and organise responses by selecting relevant historical information Communicate their knowledge through discussion, illustration, drama, model making, writing and using ICT.</p>		<p>with increasing confidence and independence Recall, select and organise historical information communicating their knowledge and understanding</p>	<p>gathered from several sources together into a fluent account Select and organise information to produce structured work, making appropriate use of dates and terms. Explore the concept of significance in relation to certain historical events, people and changes.</p>
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Actions					
Self-assessment/content pages to be updated using progress statements and challenge questions.					
<p>Fire of London See KO feedback Coverage is generally good and there is support for all progress statements except for 'be able to distinguish between fact and fiction' Is there scope to look at a fictional version of the fire of London?</p>	<p>Toys L3 NC curriculum talks about pupils being taught about 'changes within living memory' but the toy comparison lesson demands a comparison with Victorian toys. Consider making focusing on toys from modern history (ie in their parents time) There are some progress statements not met:</p> <ol style="list-style-type: none"> 1. explain how their local area was different in the past 2. Answer questions by using a specific source such as a history book 3. Compare two versions of a past event 4. Discuss the reliability of photos/accounts/stories <p>A lot of these could be covered with a local history</p>	<p>Mayans L1 'Place the time studied on a timeline' 'Plot history on a timeline using centuries' Both these progress statements may be covered at the start of the Mayans using class timelines etc but that is not clear from the planning. Please make sure that opportunity is taken. L1 Spanish invasion The lesson would be stronger 'historically' if we think about changing the outcome from a diary to more explicit history skills. Maybe take the perspective of transatlantic trading and empires. Why were the Spanish there? That time of exploration is not a period of history we</p>	<p>Roman Britain 'Place periods of history on a timeline showing periods of time' and 'use mathematical skills to round up time differences into centuries and decades' Both these progress statements may well be covered during inputs in initial lessons using in class timelines etc but that is not explicitly clear from planning. Please make sure it is covered, building on the work from Y3 Topic planning for Summer 2 to support Hidden Figures to be produced. Consider Multicultural</p>	<p>Solution Revolution L4 Consider making this more of an explicit history skills lesson (not a diary outcome) Could it be contrasting accounts using primary sources/pictures of artefacts? Or something picture investigation based? L5 Could this lesson be adapted to support chronology? Changes in trade over time, relationship with transport? Inclusion of more primary sources would be helpful. When, what, why. Maybe a WW outcome, large format timeline with what and why made by children and displayed. Need to keep time in lesson to cover trade in slaves and make connections to previous times they met the</p>	

	<p>walk/investigation in the high street, spotting the old buildings using old photos, exploring what's new etc. This would fit well with geography mapwork/field work targets too.</p> <p>Compare two versions of a past event is tricky</p> <p>NC says pupils should be taught about significant historical events, people and places in their locality. There is no coverage of this in Y2, particularly no significant individuals apart from an African King. Many need to think about that. Eltham Palace/Henry VIII?</p>	<p>focus in detail on although it is met again in Y5. In links well to the later stuff on immigration in Difference and would hit the progress statement 'understand motives for people's behaviour' and 'identify some results for historical events, situations and changes'</p> <p>L6 City States Make time to explain how we know what we do. Link to primary/secondary sources Make sure key historical terms included in KO are explicitly covered Ancient Egyptians L2 Seven Wonders supports locality objectives but not required for historical objectives L5 If we compare mayan social structure to present day in a</p>		<p>concept of slavery (AE, Romans) Is there scope to do something to support 'compare accounts of events from different sources and say how they differ' Could this even be taught through literacy – split narrative??</p> <p>I was thinking maybe one of the eventual impacts of this ind rev was the rise of the workhouse. Cd we find some contrasting primary sources detailing different perspectives and experiences around this and then explore the reasons for the same? You may be able to do something else which is fine but that progress statement needs coverage</p> <p>Ancient Greece L3 daily life</p>	
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		<p>clear and explicit way, we could drop the L5, compare Egyptian Gods to Christianity and just use L6 only. Make sure primary sources are explicitly taught here. It might be worth spending time in a lesson looking at the role of an archaeologist. This would support the progress statement 'identify and give reasons for different ways in which the past is represented and 'distinguishing between different sources'. A lesson like this might allow them to 'generate questions about the past...' where coverage is light. Could they do some role play/ interviewing as an outcome?</p> <p>Prehistory The focus in this block</p>		<p>Ensure primary and secondary sources are used and being referred to. L5 shield design nice activity not sure it supports any progress statements</p>	
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		<p>on the archaeologist is better located in Spring'</p> <p>Consider how L5-7 (planbee) can be adapted to support chronological targets and 'id and give reasons for historical events, situations and changes' and 'id some results for historical events, situations and changes'</p> <p>Could it be reframed with chn being shown a start and end point (ie stone age and iron age) with chn id what's changed, what's the same and asking the how and why?</p> <p>Or, could we look at a locality e.g. Skara Brae or hill forts/tribal kingdoms (ie study a theme within this period?)</p>			
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