



Oxton St. Saviour's C of E Aided Primary School

History Progression of

Skills

<p>A progression of the key Historical skills and understanding, as set out in the Purpose of Study and Aims of the National Curriculum.</p>	
<p><u>Historical Chronology</u></p> <p>A coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>To know & understand significant aspects of the history of the wider world: the nature of ancient civilisations; expansion & dissolution of empires; characteristic features of past non-European societies; achievements/follies of mankind.</p>	
<p><u>Historical Concepts</u></p> <p>To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>To understand historical concepts such as cause & consequence, continuity & change, similarity, difference and significance & use to make connections, draw contrasts, and analyse trends.</p>	<p><u>Historical Interpretation</u></p> <p>To think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>To discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>To gain historical perspective by placing their growing knowledge into different contexts.</p> <p>To understand the connections between local, regional, national and international history, between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>
<p><u>Historical Enquiry</u></p> <p>To inspire pupils' curiosity to know more about the past and ask perceptive questions.</p> <p>To frame historically-valid questions.</p> <p>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.</p>	<p><u>Historical Communication</u></p> <p>To create their own structured accounts, including written narratives and analyses.</p> <p>To use appropriate historical words and phrases relating to the passing of time.</p> <p>To gain and deploy a historically grounded understanding of abstract terms.</p>



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Skills



Skills

Early Years: In this unit, the children will be taught to:

<p><u>Areas of Study</u></p> <ul style="list-style-type: none">● Autumn 1: Marvellous Me● Autumn 2: Happiness and Home● Spring 1: Explorers● Spring 2: Traditional Tales● Summer 1: In the Garden● Summer 2: Oh I do like to be beside the Sea Side	<p><u>Historical Chronology</u></p> <ul style="list-style-type: none">● Tell that the past is different from today.● Know that their life is different from the lives of people in the past.● Put 2 events or objects in the correct order they happened or were made.
<p><u>Historical Concepts</u></p> <ul style="list-style-type: none">● <u> </u> Recall some simple facts.● <u> </u> Give one cause of an event.	<p><u>Historical Interpretation</u></p> <ul style="list-style-type: none">● <u> </u> Give own view on why something happened in the past or how they know.
<p><u>Historical Enquiry</u></p> <ul style="list-style-type: none">● <u> </u> Find answers to simple questions in a piece of writing or from a picture.	<p><u>Historical Communication</u></p> <ul style="list-style-type: none">● <u> </u> Show awareness of the past.● <u> </u> Tell you about the past in 1 way (E.g. orally, using common words & phrases relating to the passing of time or drawing etc.).



Skills

Year 1 : In this unit, the children will be taught to:

Areas of Study

- **Children's Timelines Today, Yesterday and Tomorrow**
- **Farms in the Past**
- **Castles**
- *Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.*
- *Events beyond living memory that are significant nationally or globally.*
- *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.*
- *Significant historical events, people and places in their own locality.*

Historical Chronology

- Understand the difference between things that happened in the past and the present and recognise similarities and differences.
- Describe things that happened to themselves and other people in the past.
- Order a set of events or objects.
- Use a basic timeline to place important events and people.
- Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.
- Name a few people in the past who have contributed to national and international achievements.

Historical Concepts

- Recall some facts about people/events before living memory.
- Give more than one cause of an event and give a reason why people in the past acted as they did.

Historical Interpretation

- Look at a range of sources (books, videos, photographs, pictures and artefacts) to find out about the past.
- Understand some of the ways in which we find out about the past.
- Explain a few ways how the past has been presented or described.

Historical Enquiry

- Identify different ways in which the past is represented.
- Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"
- Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.

Historical Communication

- Sort events or objects into groups (i.e. then and now.)
- Use timelines to order events or objects.
- Tell stories about the past.
- Talk, write and draw about things from the past.
- Use common words & phrases relating to passing of time.



Skills

<ul style="list-style-type: none"> ● Ask and answer questions, choosing & using parts of stories and other sources of information to show understanding of key features of events. 	<ul style="list-style-type: none"> ● Compare aspects of life in different periods linked to significant people or people known in different ways using everyday historical terms.
<p>Year 2 : In this unit, the children will be taught to:</p>	
<p><u>Areas of Study</u></p> <ul style="list-style-type: none"> ● Great Fire of London ● Scott of the Antarctic ● Seasides in the past ● <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i> ● <i>Events beyond living memory that are significant nationally or globally.</i> ● <i>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.</i> ● <i>Significant historical events, people and places in their own locality.</i> 	<p><u>Historical Chronology</u></p> <ul style="list-style-type: none"> ● Understand and use the words past and present when telling others about an event. ● Recount changes in their own life over time. ● Understand how to put people, events and objects in order of when they happened, using a provided scale. ● Use a timeline to place important events. Know where the people and events studied fit on a basic timeline. ● Recognise a few similarities and differences between ways of life at different times. ● Name a few people in the past who have contributed to national and international achievements.
<p><u>Historical Concepts</u></p> <ul style="list-style-type: none"> ● Use information to describe the past. ● Describe the differences between then and now. ● Look at evidence to give and explain reasons why people in the past may have acted in the way they did. ● Recount the main events from a significant event in history. 	<p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> ● Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. ● Understand some of the ways in which we find out about the past. ● Explain how the past has been presented or described.
<p><u>Historical Enquiry</u></p>	<p><u>Historical Communication</u></p>



Skills

<ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Ask and answer questions, choosing & using parts of stories and other sources of information to show they know and understand key features of events. • Use a wide range of information to answer questions. 	<ul style="list-style-type: none"> • Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. • Use common words & phrases relating to passing of time. • Compare aspects of life in different periods linked to significant people or people they know in different ways using everyday historical terms.
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<p>Year 3 : In this unit, the children will be taught to:</p>	
<p><u>Areas of Study</u></p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The achievements of the earliest civilizations – Ancient Egypt 	<p><u>Historical Chronology</u></p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). • Place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. • Understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history. • Put artefacts in chronological order.
<p><u>Historical Concepts</u></p> <ul style="list-style-type: none"> • Use evidence to describe the culture and leisure activities from the past. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses of people from the past. • Give a few reasons for and the results of the main events and changes of a time studied. 	<p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> • Explore the idea that there are different accounts of history. • Describe how the past can be represented or interpreted in a few different ways.



Skills

<ul style="list-style-type: none"> • Make a few connections and contrasts e.g. change, cause, similarity, difference, and significance. • Explain a range of similarities/ differences between different times in the past in the periods covered so far. 	
<p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. • Answer and sometimes devise their own historically valid questions. • Use one or more sources of information to help answer questions about the past in sentences. 	<p><u>Historical Communication</u></p> <ul style="list-style-type: none"> • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using technology. • Present recalled or selected information in a variety of ways using specialist terms. • Write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world. • Begin to use place value in the context of timelines.

<p>Year 4 : In this unit, the children will be taught to:</p>	
<p><u>Areas of Study</u></p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain. • Ancient Greece – a study of Greek life and achievements and their influence on the western world. 	<p><u>Historical Chronology</u></p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). • Place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. • Understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history. • Put artefacts in chronological order. • Describe the main changes in a period in history.
<p><u>Historical Concepts</u></p> <ul style="list-style-type: none"> • Use evidence to describe what was important to people from the past. 	<p><u>Historical Interpretation</u></p>



Skills

<ul style="list-style-type: none"> • Use evidence to show how the lives of rich and poor people from the past differed. • Describe and explain similarities and differences between people, events and artefacts studied. • Describe how some of the things studied from the past affect/influence life today. Give a few reasons for and the results of the main events and changes of a time studied. • Make a few connections and contrasts e.g. change, cause, similarity, difference, and significance. 	<ul style="list-style-type: none"> • Look at different versions of the same event in history and identify differences. • Describe how the past can be represented or interpreted in a few different ways. • Know that people in the past represent events or ideas in a way that persuades others.
<p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. • Answer and devise their own historically valid questions. • Use one or more sources of information to help answer questions about the past in sentences. 	<p><u>Historical Communication</u></p> <ul style="list-style-type: none"> • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using technology. • Present recalled or selected information in a variety of ways using specialist terms. • Write sentences or paragraphs to describe some of the main events, people and changes in the history of Britain and the wider world. • Begin to use place value in the context of timelines.

<p>Year 5 : In this unit, the children will be taught to:</p>	
<p><u>Areas of Study</u></p> <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<p><u>Historical Chronology</u></p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events, movements and dates on a timeline. • Describe the main changes in a period in history. • Identify specific changes within and across different periods over a long arch of development.



Skills

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Tell the story of events within and across the time periods studied.
<p>Historical Concepts</p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give own reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between some people, events and artefacts studied. • Describe how historical events studied affect/influence life today. • Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) • Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. • Discuss trends over time. • Recognise the relationship between different periods and the legacy or impacts for the children and their identity. 	<p>Historical Interpretation</p> <ul style="list-style-type: none"> • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. • Give reasons why there may be different accounts of history. • Carefully select relevant historical information, considering different viewpoints or thinking about possible bias. • Evaluate evidence to choose the most reliable forms.
<p>Historical Enquiry</p> <ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Know how our knowledge of the past is constructed from a range of sources. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by devising and posing historically valid questions to answer. • Carefully select and organise relevant historical information from a range of historical sources of information. 	<p>Historical Communication</p> <ul style="list-style-type: none"> • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using technology. • Plan and present a self-directed project or research about the studied period. • Use key historical terms in structured, informed, written responses or descriptions of the main features of past societies/ periods e.g. century, decade. • Confidently use/apply mathematical skills when placing events in chronological order, using place value, negative nos. etc.
<p>Year 6 : In this unit, the children will be taught to:</p>	



Skills

<p>Areas of Study</p> <ul style="list-style-type: none">• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (World War II - <i>What were the main causes of World War II and what key events contributed to its end?</i>)• A local History study – World War II (How World War II affected the people in our local area?)• The achievements of the earliest civilizations - Books Through Time	<p>Historical Chronology</p> <ul style="list-style-type: none">• Order significant events, movements and dates on a timeline.• Identify and compare changes within and across different periods.• Tell the story of events within and across the time periods studied.• Identify specific changes within and across different periods over a long arch of development. <p>Exceeding:</p> <ul style="list-style-type: none">• Make some detailed links between features of past societies and periods.• Explain how history 'fits together' & events from one time period affect another.• Make detailed links between and across features of past societies and across different historical periods.
<p>Historical Concepts</p> <ul style="list-style-type: none">• Choose reliable sources of information to find out about the past.• Give reasons why changes may have occurred, backed up by evidence.• Describe similarities and differences between some people, events and artefacts studied.• Describe how some of the things studied from the past affect/influence life today.• Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)• Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.• Discuss trends over time.• Recognise the relationship between different periods and the legacy or impacts for the children and their identity. <p>Exceeding:</p> <ul style="list-style-type: none">• Describe /make links between events/changes giving reasons and results of these events and changes.	<p>Historical Interpretation</p> <ul style="list-style-type: none">• Evaluate evidence to choose the most reliable forms.• Know that people both in the past have a point of view and that this can affect interpretation.• Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.• Carefully select relevant historical information, considering different viewpoints or thinking about possible bias. <p>Exceeding:</p> <ul style="list-style-type: none">• Suggest reasons for different interpretations of events, people and changes.• Describe and begin to explain different historical interpretations of events, people and changes.



Skills

<ul style="list-style-type: none">• Explain most of the causes and results, showing links between them.• Understand that there were different types of causes of an event.• Suggest the most important cause or result.	
<p><u>Historical Enquiry</u></p> <ul style="list-style-type: none">• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.• Investigate own lines of enquiry by devising and posing historically valid questions to answer.• Carefully select and organise relevant historical information from a range of historical sources of information. <p>Exceeding:</p> <ul style="list-style-type: none">• Judge the value of sources and identify those that are useful for answering a question.• Identify and make detailed use sources of information to help reach and support a conclusion.	<p><u>Historical Communication</u></p> <ul style="list-style-type: none">• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using Technology.• Plan and present a self-directed project or research about the studied period.• Use key historical terms in structured, informed, written responses or descriptions of the main features of past societies/ periods e.g. century, decade.• Confidently use/apply mathematical skills when placing events in chronological order, using place value, negative nos. etc. <p>Exceeding:</p> <ul style="list-style-type: none">• Select, organise and arrange relevant information to produce structured written work that uses correct dates and terms.