

# HISTORY Progression of skills

|  |  | Year Team Pitch   | Year 3   |  |   |   |  |   |   |
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|  |  |   | Year 4   |  |   |   |  |   |   |
|  |  |   | Year 5   |  |   |   |  |   |   |
|  |  |   | Year 6   |  |   |   |  |   |   |
| Aims   | Key Element  | Key Skills  | Foundation Stage   | Year 1   | Year 2  | Year 3<br><small>(Minimum Age-related expectation by end of Year 4)</small>   | Year 4<br><small>(Minimum Age-related expectation by end of Year 6)</small>  | Year 5  | Year 6  |
| <p><b>A)</b> Know and understand the history of these islands as a <b>coherent, chronological narrative, from the earliest times to the present day</b>: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p><b>F) Gain historical perspective</b> by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; <b>and between short- and long-term timescales.</b></p>   | <b>Chronological understanding</b>   | Using terminology<br><br>Ordering and sequencing                                    | <p>Children in Reception follow an Early Years curriculum based on discovery and exploration. History forms part of the Understanding the World area of learning and particularly the People and Communities strand of the EYFS curriculum. Children are working towards the following Early Learning Goal:</p> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> | <p>Pupils recognise the distinction between present and past in their own and other people’s lives</p> <p>They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time</p> | <p>Pupils show their developing sense of chronology by using terms concerned with the passing of time,</p> <p>by placing events and objects in order,</p> <p>and by recognising that their own lives are different from the lives of people in the past</p>   | <p>Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms</p> | <p>Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods</p> |   |   |
| <p><b>A) Know and understand the history</b> of these islands as a coherent, chronological narrative, from the earliest times to the present day: <b>how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</b></p> <p><b>B) Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</b></p> <p><b>D) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance,</b> and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> | <b>Knowledge and understanding of events, people and changes in the past</b> | Identifying<br><br>Describing<br><br>Explaining<br><br>Making links and comparisons | <p>Children find out about the past by asking questions, looking at photographs and pictures and by enjoying first hand experience through a range of visits to support their understanding.</p> <p>Children use play as a medium to show what they have learnt and understood. They engage in role play, small world play and they draw pictures to show their understanding.</p> <p>History at this age always starts with what is familiar to the children.</p>   | <p>They know and recount episodes from stories about the past</p>  | <p>They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied</p> <p>They are beginning to recognise that there are reasons why people in the past acted as they did.</p> | <p>They show knowledge and understanding of some of the main events, people and changes studied.</p> <p>They are beginning to give a few reasons for, and results of, the main events and changes.</p>  | <p>They describe some of the main events, people and changes.</p> <p>They give some reasons for, and results of, the main events and changes.</p>  | <p>Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>They use this to describe features of past societies and periods and to begin to make links between them.</p> <p>They describe events, people and changes.</p> <p>They describe and make links between events and changes and give reasons for, and results of, these events and changes.</p> | <p>Pupils use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods,</p> <p>and to make links between features within and across different periods.</p> <p>They examine and explain the reasons for, and results of, events and changes.</p> |
| <p><b>E)</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, <b>and discern how and why contrasting arguments and interpretations of the past have</b></p>  | <b>Historical interpretations</b>  | Identifying<br><br>Interpreting<br><br>Explaining events                            |  |  | <p>They are beginning to identify some of the different ways in which the past is represented</p>   | <p>They identify some of the different ways in which the past is represented</p>  | <p>They show some understanding that aspects of the past have been represented and interpreted in different ways.</p>  | <p>They know that some events, people and changes have been interpreted in different ways and suggest possible</p>  | <p>Pupils describe, and begin to analyse, why there are different historical interpretations of events, people and changes.</p>   |

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| been constructed   |                                       |   |  |   |   |  |   | reasons for this.   |   |
| <p><b>D) Understand historical concepts</b> such as continuity and change, cause and consequence, similarity, difference and significance, <b>and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</b></p> <p><b>E) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims,</b> and discern how and why contrasting arguments and interpretations of the past have been constructed</p> | <b>Historical Enquiry</b>             | <p>Enquiry</p> <p>Using sources</p>   |  | They find answers to some simple questions about the past from sources of information | They observe or handle sources of information to answer questions about the past on the basis of simple observations. | They use sources of information in ways that go beyond simple observations to answer questions about the past. | They are beginning to select and combine information from different sources.              | Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks. | Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions. |
| <p><b>C) Gain and deploy a historically grounded understanding of abstract terms</b> such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</p> <p><b>F) Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history;</b> and between short- and long-term timescales.</p>  | <b>Organisation and Communication</b> | <p>Using terminology</p> <p>Selecting</p> <p>Organising</p> <p>Communicating/ deploying</p> |  |   |   |  | They are beginning to produce structured work, making appropriate use of dates and terms. | They select and organise information to produce structured work, making appropriate use of dates and terms.   | They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.                            |