



Shine as Lights in the World

History Skills Progression

National Curriculum Aims and Purpose

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

Aims:

- Know and understand the history of Britain as a coherent, chronological narrative, 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
- 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
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, 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
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- 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; and between short- and long-term timescale.

EYFS			
Age Range	Areas of Learning within EYFS		Statements
Three and four year olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<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.

KEY STAGE 1**Subject Overview**

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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

KEY STAGE 2

Subject Overview

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and

sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Ancient Greece
- Britain's settlement by Vikings, Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -The British Empire
- A non-European society that provides contrasts with British history - Mayan civilization c. AD 900

Chronology						
EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Describe differences between him or herself as a baby and as he or she is now.</p> <p>Sort pictures and objects, matching them to babies, children and adults.</p> <p>*Sequence images of themselves as baby, toddler and infant.</p> <p>Understand that simple stories have a beginning, a middle and an end by correctly sequencing three episodes of a simple fiction story/rhyme.</p> <p>Begin to explore the idea that events and people existed before they were born (links to family/historical events covered such as Remembrance Day/Bonfire Night).</p>	<p>Understand and use common words related to the passing of time (e.g. in the past).</p> <p>Make use of the terms old and new to make simple comparisons.</p> <p>Begin to understand that the world was different in the past and that events and people existed before they were born.</p> <p>*Timeline –sequence events and objects within their own experience (eg. toys they/their parents/grandparents played with) – <i>focus on pictures/objects not dates.</i></p>	<p>More confident in use of terms 'old' and 'new.'</p> <p>Understand the difference between the past and present/then and now.</p> <p>Begin to sequence events in relation to clock/calendar times.</p> <p>Describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times.</p> <p>Recognise that we use dates to describe events in time (e.g. 1666 for the Great Fire of London).</p> <p>*Timeline - sequence parts of more complex story where action takes place over a long period (eg. The Great Fire of London) – <i>focus on pictures/captions (not dates).</i></p>	<p>Sequence events in simple narrative.</p> <p>Use more complex words which mark the passing of time (e.g. using 'during' or 'while' when describing the process of mummification).</p> <p>Talk about the past and present interchangeably, using varied language (e.g. <i>archaeologists have discovered ancient Egyptian mummies close to where Howard Carter was in the 1920s.</i>)</p> <p>*Timeline - sequence events and objects within a period – <i>focus on pictures/objects and a few key dates.</i></p>	<p>Talk about the past in terms of periods (e.g. Egyptian, Roman)</p> <p>Recognise that ancient means thousands of years ago.</p> <p>Use some key dates as important markers of events (e.g. Caesar's landing, Boudica's revolt).</p> <p>Use more sophisticated time markers within, as well as between periods (e.g. this was in the last 100 years of the Roman empire, the causes had been building up for 20 years).</p> <p>*Timeline - sequence events and objects within a period – <i>more focus on dates events occurred.</i></p>	<p>Accurately differentiate within a longer period (e.g. Roman, Saxon and Vikings).</p> <p>Recognise and appreciate ideas of duration and interval. (e.g. how long the Greek legacy has lasted, how long Roman rule in Britain lasted).</p> <p>Make links between three periods in history, comparing similarities and differences (e.g. influence of Greeks on both Roman and modern architecture).</p> <p>*Timeline – Use a timeline for to discuss/interpret, not just plotting key events/dates.</p>	<p>Can use dates and specific terms confidently to establish period detail.</p> <p>Can successfully match simple iconic images to each of the periods studied.</p> <p>*Timeline – Use a timeline for to discuss/interpret, not just plotting key events/dates.</p>

Historical Enquiry

EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Find an answer to a question by looking at a simple picture, e.g. of a nursery rhyme.</p> <p>Say whether a picture is of a baby or a toddler and explain why.</p> <p>Explore familiar images in pictures of themselves and their own family.</p>	<p>Describe the main features of an artefact.</p> <p>Explain how we know what we were like when we were younger, e.g. photographs, video, parents or grandparents telling stories.</p> <p>Make deductions about artefacts, spotting clues to function and use.</p> <p>Use information from two simple sources to find information, e.g. 'how can we tell this teddy is old? Because it looks like the one in the book'.</p> <p>Begin to find answers to questions about objects by looking in books.</p>	<p>Recognise that we can find out about a specific event and a person's life by using a range of sources (eg. Books/letters/role play activities).</p> <p>Gather ideas and draw simple conclusions from sources looked at to build deeper understanding.</p> <p>Spot the differences between sources and come to a conclusion as to the most common view.</p> <p>Some children will be able to make deductions from photographs, going beyond the literal and what can be seen.</p> <p>Some children will realise that there are potential weaknesses to certain sources (such as Pepys diaries).</p>	<p>Extract simple information from text/pictures/objects showing basic comprehension.</p> <p>Make simple deductions about what text means based on what is included (e.g. the figure in the Egyptian painting must have been important as he is wearing lots of gold jewellery.)</p> <p>Make deductions from photographs, going beyond the literal and what can be seen.</p> <p>Realise that there are potential weaknesses to certain sources, particularly those including opinion/personal perspective.</p>	<p>Begin to combine information from more than one source and begin to cross-reference information to see if other sources agree.</p> <p>Start to raise questions about what the evidence tells us – using phrases such as "we cannot tell for sure" "most evidence suggests."</p>	<p>Recognise that some sources are more useful than others and can explain why.</p> <p>Consider the worthiness of a source by reference to what is known about the topic (eg. <i>we need to know who produced it and why. Who was the audience?</i>)</p>	<p>Give substantiated reasons why some sources might be treated cautiously (e.g. <i>propaganda posters during World War Two.</i>)</p> <p>Show awareness of the need to think about why the source was produced without prompting.</p>

Organisation and Communication						
EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about pictures of themselves using appropriate vocabulary (e.g. 'when I was a baby ...')</p> <p>Talk about an event that has taken place in their past (eg. A holiday/trip).</p> <p>Sequence 4-5 pictures to represent an event/story or similar and verbally retell in order.</p>	<p>Write simple captions to describe a picture/artefact/object.</p> <p>Label simple drawings of artefacts such as toys, possibly using a key.</p> <p>Orally retell or sequence pictures of the main episodes of a famous past event.</p> <p>Use vocabulary such as 'before, after, when' to talk about events from the past.</p>	<p>Write simple sentences describing an event, containing period-specific detail when needed.</p> <p>Write captions to accompany sequenced pictures.</p> <p>Label and annotate a picture, showing awareness of significant features not seen today, (e.g. <i>fires for cooking, candles for light.</i>)</p> <p>Make increasing use of specific vocabulary relating to a period/era.</p> <p>Use more time specific vocabulary when writing (e.g. 'hundreds of years ago', 'in 1666')</p>	<p>Show understanding through oral answers and simple recording devices such as speech bubbles, annotations.</p> <p>Answers contain some simple period-specific references.</p> <p>Continue to make use of specific vocabulary relating to a period/era when answering questions/recording ideas.</p>	<p>Write in simple and accurate, sequenced, sentences when narrating what happened in the past.</p> <p>Write in explanatory mode, rather than descriptive.</p> <p>Begin to sustain an answer verbally, providing some supporting evidence.</p>	<p>Use appropriate ways of communicating their understanding.</p> <p>Answers are structured and provide supporting evidence for statements made.</p> <p>Show awareness that there are two sides of a question and can offer arguments on both sides.</p> <p>Make widespread use of period specific detail to make the work more convincing and authentic.</p>	<p>Refer to dates and can see the importance of lengths of time.</p> <p>Make subtle distinctions within a period being studied and realises danger of overgeneralising.</p> <p>Some children will be able to use provisional and tentative language, to express uncertainty (e.g. <i>perhaps, may, might, some people think.</i>)</p>

Understanding of Events, People and Changes						
EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explain how life was different for them as a baby/toddler.</p> <p>Become aware that life must have been different in the past because stories/nursery rhymes/books show certain differences (eg. <i>kettles without plugs, wells for water</i>).</p> <p>Begin to recognise that their lives may differ from those that their parents/grandparents experienced as children.</p>	<p>Understand the concept of 'then and now.'</p> <p>Identify the significant differences between the past and present in relation to their topic.</p> <p>Identify old and new artefacts/photos and explore who they think would have used them.</p> <p>Describe how features of life today, such as toys, differ from those of a different period, using to subject-specific detail.</p> <p>Continue to understand that their lives may differ from those that their parents/grandparents experienced as children.</p>	<p>**When studying a theme ensure chn don't just compare 'then' and 'now' but 'then' with another 'then' (e.g.: Victorian home with home in London c.1666 with a home today) so that they see the similarities and differences**</p> <p>Offer reasons why simple changes occur, (e.g. <i>why hospitals today might be considered more effective than those in the Crimea</i>).</p> <p>Include depth of period detail in their answers, including use of precise terms.</p> <p>Begin to recognise that not everyone in the past had the same experience (eg. <i>Mary Seacole & Florence Nightingale</i>).</p>	<p>Understand some of the key characteristics of the period being studied and spot anachronisms (a thing belonging to a specific period).</p> <p>Explanations show a secure understanding of the main differences between today and the period being studied.</p> <p>Demonstrate an understanding of the main ideas associated with that society (e.g. <i>can explain why Egyptians mummified bodies</i>).</p> <p>Recognise that people within a society experienced that period very differently (eg. <i>Egyptian pharaohs and slaves</i>).</p>	<p>Understand that not everyone in the past lived in the same way – contrast life for different levels in society.</p> <p>Understand that people in the past had a range of different ways of looking at their world and can explain ideas.</p> <p>Make links between different features of a society to make sense of the world lived in by people in the past (e.g. <i>religion as a means to explain things that could not otherwise be explained at the time</i>).</p>	<p>Explain beliefs and attitudes in terms of why people might have had those ideas. Show real sense of period in an abstract way.</p> <p>Understand that people's experiences varied depending on status.</p>	<p>Understand that people's experience of being evacuated in World War Two often depended on their prior experience.</p> <p>Describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalisation.</p>

Interpretations of History						
EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to recognise that there are several versions of a nursery rhyme/story by comparing pictures and spotting the differences between them.</p> <p>Appreciate that other people have different viewpoints/opinions when talking about an event that has taken place.</p>	<p>Recognise that a familiar event can be represented in different ways (e.g. a photo/ video/memories).</p> <p>Recognise that there can be several versions of a story and identify the differences between these.</p> <p>Begin to understand that we have different views of familiar events (eg our first birthday when we received a special toy)). We cannot always remember what happened in the past.</p> <p>Begin to understand that we can look at evidence about historical situations and interpret it in different ways.</p>	<p>Begin to recognise that there are different versions of real historical situations, (e.g. different written, spoken and pictorial versions of the Great Fire of London).</p> <p>Identify differences between versions (e.g., pictures in books vary in how they depict details)</p> <p>Understand that there may be more than one way of looking at a significant historical person (e.g. soldiers loved Florence Nightingale, whereas many of the nurses were critical of her).</p> <p>Begin to understand that people can disagree about what happened in the past without one of them being wrong – it is not always possible to know what happened for sure.</p>	<p>Recognise that there are different versions of real historical situations, (e.g. different written, spoken/pictorial).</p> <p>Give a simple reason why we might have more than one version: (e.g., no one there recording the event; lost in translation).</p> <p>Continue to understand that people can disagree about what happened in the past without one of them being wrong – it is not always possible to know what happened for sure.</p> <p>Identify that not all sources of information answer the same questions.</p>	<p>Begin to interpret historical evidence by acknowledging that there could be more than one version.</p> <p>Recognise that different interpretations can include large gaps in evidence, so some imaginative reconstruction may have been used (eg. events from the remote past where there is no photographic evidence).</p>	<p>Explain that history is continuously being rewritten; if we find more we have to rewrite the past.</p> <p>Understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge (e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders too).</p>	<p>Explain that people create different versions of the past for different audiences and therefore might give a different emphasis.</p> <p>Understand that all history is to some extent interpretations and see why some people might write different versions of the same event.</p> <p>Recognise that interpretations might differ depending on the aspect that people are focusing on.</p>

Historical Concepts – Cause & Consequence (KS1) Change & Continuity (KS2)						
EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explain why one character in a story or nursery rhyme took the action he or she did.</p> <p>Explain why they took the action they did when discussing 'myself.'</p>	<p>Give a simple reason why a real person or character acted as they did in a situation making use of the word 'because.'</p> <p>Begin to give reasons in a simple context (eg. <i>The toy looks scruffy because it is old</i>).</p> <p>Begin to explain an important event, offering a simple reason why it took place.</p> <p>Begin to give simple consequences to someone's actions (eg. <i>Neil Armstrong landed on the moon first and now astronauts go into space more often</i>).</p>	<p>Give a simple reason why a real person acted as they did in a historical situation (eg. <i>why Mary Seacole decided to go to the Crimea</i>).</p> <p>Clearly explain an important event, offering two or three reasons why it took place, linking it to prior knowledge or historical evidence (eg., <i>The Great Fire spread because the houses were made of wood and because they were close together</i>).</p> <p>Some children will look at more indirect reasons for a situation or event.</p> <p>Explain the positive and negative consequences of somebody's actions (eg. <i>Florence Nightingale wanted to help the soldiers, so she made sure the hospitals were cleaner</i>).</p>	<p>Begin to analyse the actions of people in historical settings; focusing only on what one person wanted.</p> <p>Understand that events have more than one cause and can explain slightly more complex events than in KS1 (eg. <i>larger scale events or to do with actions of groups of people</i>).</p> <p>Identify simple changes between the beginning and end of a very long period (eg. <i>differences between Old Stone Age and Iron Age</i>).</p>	<p>Explain general and impersonal causes; seeing that events happen because of other reasons than just human action.</p> <p>Recognise that events usually happen for a combination of reasons. Several causes are needed to explain some events - move away from simply listing to trying to give a little detail about each cause.</p> <p>Identify changes based on similarity and difference (eg. <i>between Iron Age and Roman homes/lifestyles</i>).</p>	<p>Begin to explain the causes of events in more detail, rather than listing or describing them.</p> <p>Explain an event using simple form of classification (eg. <i>to do with money or religion</i>).</p> <p>Recognise consequences in terms of immediate and longer-term effects and can see that people were affected differently.</p> <p>Explain that change can happen quite quickly, can be reversed and does not always last long.</p>	<p>Understand that causes might be connected in some way; one cause might be linked to another making the event much more likely to happen (eg. <i>e factors leading to WW2</i>).</p> <p>Begin to give explanations in terms of relative importance backed up by reasoned argument (eg. <i>The main reason was...some people think</i>).</p> <p>Understand that some changes are much more significant than others (eg. their scale/impact).</p> <p>Understand that some changes happen relatively slowly, others happen very rapidly.</p> <p>Explain that some changes lead to others (eg. <i>inventions in weaponry affects the course of the war</i>).</p>