

Hemingbrough Community Primary School
Progression of Skills
History



Area: **Investigate and interpret the past**

Knowing that our understanding of the past comes from an interpretation of the available evidence.

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know about similarities and differences between themselves and others.</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>

Area: Build an overview of world history

An appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Describe historical events.	Describe historical events. Describe significant people from the past.	Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.	Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world.	Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society	Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Area: Understand chronology

An understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Children talk about past and present events in their own lives and in the lives of family members.	Place events and artefacts in order on a time line, Use dates where appropriate.	Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives.	Place events, artefacts and historical figures on a time line. Use dates and terms to describe events.	Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line.	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Use dates and terms accurately in describing events.	Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.

Area: Communicate historically

Using historical vocabulary and techniques to convey information about the past.

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Children talk about past and present events in their own lives and in the lives of family members.</p>	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers to describe the passing of time.</p> <p>Show an understanding of the concept of nation and a nation's history.</p>	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology <p>Use original ways to present information and ideas</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Use original ways to present information and ideas</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas</p>

Knowledge	Year 1	Year 2
<ul style="list-style-type: none"> - Changes within living memory - The lives of significant individuals who have contributed to national and international achievements. - Events beyond living memory that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. - Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Toys - Link to Year 4 Victorians Victorian Seaside Gunpowder Plot 	<ul style="list-style-type: none"> Florence Nightingale & Edith Cavell Great Fire of London Local History – Link to Year 6

EYFS

All about Me (Changes, Seasons, Celebrations)

Understanding the World (People and Communities)

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.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Knowledge	Year 3	Year 4
<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its Impact on Britain.</p> <p>A study of a theme in British history</p> <p>Early Civilizations achievements and an in-depth study of one of the following Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.</p> <p>Ancient Greece.</p>	<p>Stone Age</p> <ul style="list-style-type: none"> - late Neolithic hunter-gathers and early farmers, e.g. Skara Brae - Bronze Age religion, technology and travel e.g. Stonehenge - Iron Age Hill forts: tribal kingdoms, farming, art and culture <p>History of Transport</p> <ul style="list-style-type: none"> - A significant turning point in British history (first railways focus) <p>Egypt</p> <ul style="list-style-type: none"> - An overview of where and when the first civilizations appeared including an in-depth study 	<p>Roman Empire</p> <ul style="list-style-type: none"> - Julius Caesar's attempted invasion in 55-54 BC - The Roman Empire by AD42 and the power of its army - Successful invasion of Claudius and conquest, including Hadrian's Wall - British resistance e.g. Boudicca 'Romanisation' of Britain; sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>Victorians</p> <ul style="list-style-type: none"> - A study of Victorian times <p>Ancient Greece</p> <ul style="list-style-type: none"> - A study of Greek life and achievements and their influence on the western world

Knowledge	Year 5	Year 6
<p>Britain's settlement by Anglo Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England</p> <p>A local history study</p> <p>- A study of a theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>- A non-European society that contrasts with British history chosen from: Early</p>	<p>Anglo Saxons</p> <ul style="list-style-type: none"> - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion – Canterbury, Iona and Lindisfarne <p>Vikings</p> <ul style="list-style-type: none"> - Viking raids and invasion - Resistance by Alfred the Great and Athelstan, first King of England - Further Viking invasions and Danegeld <p>WWII – Blitz, Battle of Britain, Propaganda</p> <ul style="list-style-type: none"> - A significant turning point in British history 	<p>Local History – Link to KS1</p> <ul style="list-style-type: none"> - A study of time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality <p>WWI</p> <ul style="list-style-type: none"> - A significant turning point in British history <p>Mayans</p>

<p>Islamic Civilization/Mayan Civilization/Benin</p> <p>- History of interest to pupils</p>		<p>- The achievements of the earliest civilizations: an overview of where and when the first civilizations appeared and an in-depth study.</p> <p>Native America</p>
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