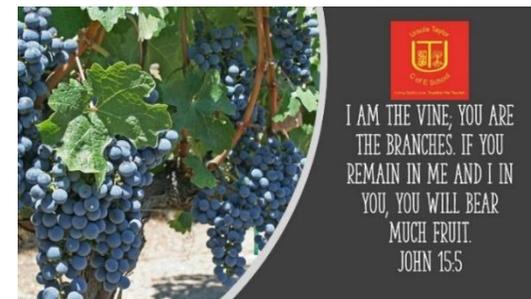


Ursula Taylor C of E School

History

Whole school skills progression.



Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p><u>Key Stage 1 Pupils should be taught about:</u></p> <ul style="list-style-type: none"> • 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 life in different periods. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Peter 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 place in their own locality. 		<p><u>Key Stage 2 Pupils should be taught about:</u></p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. Examples (non-statutory) Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze age religion, technology and travel, for example Stonehenge. Iron Age hill forts; tribal kingdoms, farming, art and culture. • The Roman Empire and its impact on Britain: Examples (non-statutory) Julius' Caesars attempted invasion in 55-54BC. The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, for example Boudicca and 'Romanisation' of Britain. Sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. • Britain's settlement by Anglo-Saxons and Scots. Examples (non-Statutory) Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first King of England. Further Viking invasions and Danegeld. Anglo Saxon laws and justice. Edward the Confessor and his death in 1066. • A local History study. Examples (non-statutory) A depth study linked to one of the British areas of study listed above. A study over time tracking 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. • A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066. Examples (non-statutory) The changing power of monarchs using case studies such as John, Anne and Victoria. Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th century. The legacy of Greek or Roman Culture (art, architecture or literature.) on later periods in British History, including the present day. A significant turning point in British history, for example, the first railways of the Battle of Britain. • The achievements of the earliest civilisations. An overview of where and when the first civilisations appeared and an in depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, and The Shang Dynasty of Ancient China. • Ancient Greece. – A study of Greek Life and achievements and their influence on the Western World. • A non-European society that provides contrast with British History. One chosen from: early Islamic Civilisation, including a study of Baghdad c. AD 900; Mayan Civilisation c. AD 900; Benin (West Africa) c. AD 900-1300. 			

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<ul style="list-style-type: none"> Sequence events, artefacts or pictures in chronological order (e.g. from different time periods) within their life. 	<ul style="list-style-type: none"> Sequence a collection of artefacts, pictures and events from a period in history studied and begin to recall dates of important festivals or celebrations. Describe memories of key events in lives and order chronology on a mini timeline. 	<ul style="list-style-type: none"> Use a timeline within a specific time in history to set out the order things may have happened. Sequence artefacts or events. Use dates related to the passing of time. Show a developing understanding of chronology realising that the past can be divided up into different periods. 	<ul style="list-style-type: none"> Place events from period studied on a time line. Use terms related to the period and begin to date events. Understand and use more complex terms e.g. BCE / AD. Plot history on a timeline using centuries and decades. Remember key historical facts and some dates from a period studied. 	<ul style="list-style-type: none"> Place current study on timeline in relation to other studies. Know and sequence key events of time studied. Relate current studies to previous studies make comparisons between different times in history. Independently place historical events or change on a timeline, to outline differing information remembering key facts from period of history studied. 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies. Use relevant dates and terms Sequence up to ten events on a time line. Place features of historical events and people from past societies and periods in a chronological framework.
Range and depth of historical knowledge.	<ul style="list-style-type: none"> Begin to describe similarities and differences in artefacts and pictures – how and why things were done in the past (e.g. spot old and new things in a picture) Use a range of sources to find out characteristic features of the past. Sequence a story of significant historical figure and appreciate some famous people have helped our lives be better today. Describe in simple terms the importance of a local place or landmark Compare and explain how they have changed 	<ul style="list-style-type: none"> Find out about people and events in other times through artefacts. Describe with increasing confidence, similarities and differences identified between historical artefacts and pictures. Develop empathy and understanding to historical people/events through drama (hot seating, speaking and listening) Recount the life of someone famous from Britain who lived in the past. Find out something from the past by talking to an older person. 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied and compare with our life today. Identify reasons for and results of people’s actions. Understand why people may have had to do something. Study the lives of significant individuals Know that Britain has been invaded by several different groups over time. Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences. 	<ul style="list-style-type: none"> Use evidence to reconstruct life in a time studied. Identify key features and events in a time period. Develop a broad understanding of ancient civilisations. Recognise that the lives of wealthy people were very different to those of poor people. Appreciate how items found belonging to the past help us to build up an accurate picture of how people used to live at different times. Explain how events from the past have helped shape our lives today. 	<ul style="list-style-type: none"> Study different aspects of life for different people – e.g. differences between men and women. Compare an aspect of life with the same aspect in another period. Examine causes and results of great events and the impact on people. Make comparisons between two historical periods; explaining things that have changed and things which have stayed the same. Begin to appreciate that how we make decisions has been 	<ul style="list-style-type: none"> Describe some of the main changes in Britain, resulting from an event (e.g. invasion or war) Explain the impact of a significant historical figure on life in Britain. Describe the impact of international events (e.g. war) on the local area. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another period studied.

	<p>since they were born (e.g. consider clothes, food, toys, size and abilities)</p> <ul style="list-style-type: none"> Recall a significant memory from the past Sort artefacts into 'then' and 'now' 	<ul style="list-style-type: none"> Research and sequence the life of a famous person from the past using different resources to help them. Explore cause and effect by looking at a significant individuals actions and what happened as a result. Use stories of famous historical figures to compare aspects of life in different times. Describe how people, places and events have changed over time. Describe changes in the local area during their own lifetime and that of their parents and grandparents. 	<ul style="list-style-type: none"> Describe how their own lives are similar or different to children living in the past. Explain how a significant individual from a period influenced change. Describe how national changes have affected their locality. Study an ancient civilisation in detail 	<ul style="list-style-type: none"> Research what it was like for children in a given period from the past and use photographs and illustrations to present their findings. Compare two time periods of history. Explain how significant historical figures contributed to national and international achievements in a variety of eras. 	<p>through Parliament for some time.</p> <ul style="list-style-type: none"> Explain how their locality has changed over time. Compare and contrast ancient civilisations 	<ul style="list-style-type: none"> Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied. Summarise how Britain had had a major influence on world history. Describe features of historical events and people from past societies and periods they have studied. Recognise and describe differences and similarities, changes and continuity between different periods in history. Identify and explain their understanding of propaganda. Describe a key event from Britain's past using a range of evidence from different sources. Describe how their own lives have been influenced by a significant individual or movement.
<p>Historical enquiry and Interpretation</p>	<ul style="list-style-type: none"> Begin to identify ways to represent the past (e.g. photos, stories, 	<ul style="list-style-type: none"> Identify different ways to represent the past. Demonstrate knowledge and 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented. 	<ul style="list-style-type: none"> Look at evidence available and begin to evaluate the usefulness of different sources. 	<ul style="list-style-type: none"> Compare accounts of events from different sources and offer some 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at.

	<p>adults talking about the past)</p> <ul style="list-style-type: none"> • Ask and answer questions about old and new objects. • Answer questions using an artefact / photograph provided, including an event beyond living memory. • Offer a plausible explanation about what an object was used for in the past. 	<p>understanding of events beyond living memory through simple recording, using texts and drawings.</p> <ul style="list-style-type: none"> • Use a sources – why, what, who, where to ask questions and find answers. • Discuss the effectiveness of different historical sources. 	<ul style="list-style-type: none"> • Distinguish between different sources and evaluate their usefulness. • Look at representations of the period through museum visits, cartoons etc. • Use a range of sources to find out about a period, including using the library and e-learning for research and to answer questions. • Observe small details in artefacts and pictures. • Select and record information relevant to the study. • Express an opinion on whether a person or event had a positive or negative impact on life in Britain. • Suggest suitable research questions. • Choose the most helpful source material for a task and justify, showing awareness of a range of sources to select from. • Research similarities and differences between given periods in history. 	<ul style="list-style-type: none"> • Choose relevant material to present a picture of one aspect of life in time past. • Ask a variety of questions • Research two versions of an event and say how they differ. • Explain how an event can have more than one cause. • Ask and answer more complex questions through independent research. • Look for links and effects in time studied in order to offer a reasonable explanation for some events. 	<p>reasons for different versions of events.</p> <ul style="list-style-type: none"> • Begin to identify primary and secondary sources. • Use evidence to build up a picture of life in time studied. • Select relevant sections of information confident use of library, e-learning, research • Test out a hypothesis in order to ask a question. • Explain why people acted the way they did. • Follow independent lines of enquiry and make informed responses based on this. • Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur. • Use a range of historical sources to describe how an event affected a local town or village. 	<ul style="list-style-type: none"> • Consider ways of checking the accuracy of interpretations (fact or fiction and opinion) • Be aware that different evidence will lead to different conclusions. • Show confidence in the use of the library etc. for research. • Recognise primary and secondary sources to find out about an aspect of time past. • Suggest omissions and the means of finding out. • Bring knowledge gathering from several sources together in a fluent account. • Summarise the main events from a specific period in history, explaining the order in which key events happened. • Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective. • Suggest and research information sources required to present
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						<p>an in depth study of a local town or city.</p> <ul style="list-style-type: none"> Independently investigate a complex historical research questions.
<p>Communication and Vocabulary</p>	<ul style="list-style-type: none"> Communicate through time lines (3D with objects, sequential pictures) drawing, drama, role play, writing (e.g. reports, labelling, simple recount) and ICT. Use words and phrases like: old, new and a long time ago. 	<ul style="list-style-type: none"> Communicate understanding through class display or museum, annotated photographs, ICT Use phrases and words like: before, after, past, present, then and now to describe the passing of time in their historical learning. 	<ul style="list-style-type: none"> Communicate knowledge and understanding about historical events and famous people in a variety of ways – labelled diagrams, recounts, stories, diaries and picture3s, discussions, annotations, drama. Use the appropriate historical vocabulary to describe key features of a time period. Choose the best way to record a range of historical information giving reasons for choices. 	<ul style="list-style-type: none"> Select data and organise it to answer historical questions, Display findings in a variety of ways Work independently and in groups Begin to use abstract terms (e.g. empire, civilisation, parliament, peasantry) 	<ul style="list-style-type: none"> Fit events into a display sorted by theme. Use relevant terms and time vocabulary to match dates to people and events. Record and communicate knowledge in different forms. Work independently and in groups showing initiative. Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international) Produce well-structured narratives, descriptions and explanations. 	<ul style="list-style-type: none"> Select aspect of study to make a display. Use a variety of ways to communicate knowledge and understanding including extended writing and planning and carrying out research. Understand and use terms in context which relate to different types of History (e.g. cultural, economic, military, political, religious, social) Select, organise, summarise and present relevant information from a wide range of sources, in the most effective way for a given purpose.