**History Skills Progression**

**Document**



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### New Curriculum 2014

**Purpose of study**

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**

The national curriculum for history aims to ensure that all pupils:

* know and understand the history of these islands 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 historicallv 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 timescales.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

#####  Schools are not required by law to teach the example content in [square brackets] othe content indicated as being ‘non­statutory’.

**Subject content**

**Key Stage 1**

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 Davis on, Mary Seacole and/or Florence Nightingale and Edith Cavell].
* significant historical events, people and places in their own locality.

**Key stage 2**

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.

##### Examples (non-statutory)

This could include:

* 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)

This could include:

* Julius Caesar’s attempted invasion in 55--54 BC.
* 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, Boudica.
* 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)

This could include:

* 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 – Cantebury, Iona and Lindisfarne.
* Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

##### Examples (non-statutory)

This could include:

* 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)

This could include:

* a depth study linked to one of the British areas of study listed above.
* a study over 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.
* A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.

##### Examples (non-statutory)

This could include:

* 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 or the Battle of Britain.
* The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; 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 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.

**Long Term Overview**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Year 1** | 1960s Toys & Local History | FlorenceNightingale  |  |
| **Year 2** |  | Charles(WWII Pigeons)GreatExplorers | HistoryMakers |
| **Year 3** | LocalHistory | TheStoneAge | ShangDynasty |
| **Year 4** | Romans |  | AncientGreece |
| **Year 5** | MayanCivilisation | AngloSaxons | Vikings |
| **Year 6** | BattleofBritain |  | Cultural Diversity and its Impact on the Wider World and Britain. |

**SKILL PROGRESSION**

**NURSERY**

|  |
| --- |
| **Communication and language*** Enjoy listening to longer stories and can remember much of what happens.

**Understanding the World*** Begin to make sense of their own life-story and family’s history.
* Show interest in different occupations.
 |

**RECEPTION**

|  |
| --- |
| Communication and language* Describe events in some detail.
* Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
* Engage in non-fiction books.

Personal, Social and Emotional Development* Think about the perspectives of others.

Mathematics* Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

Understanding the World* Name and describe people who are familiar to them.
* Comment on images of familiar situations in the past.
* Compare and contrast characters from stories, including figures from the past.
 |
| Early Learning Goal – Past and PresentChildren at the expected level of development will:* Talk about the lives of the 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.
 |

|  |
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| **Year 1**The skills listed below will be taught through the following topics – 1960s Toys, Local History and Florence Nightingale. |
| **Skill** |  |
| **Chronological understanding** | * Sequence events in their life.
* Develop a simple awareness of the past.
* Classify 3 or 4 artefacts from distinctly different periods of time, into their correct period of time.
* Select objects to match people of different ages.
* Place events on a simple timeline.
 |
| **Range and depth of Historical knowledge** | * Recognise the difference between past and present in their own life and the lives of others.
* Know and recount episodes from stories about the past, knowing and understanding key events.
* Describe simple similarities and differences between life at different times.
 |
| **Interpretations of History** | * Use stories to encourage children to categorise information into fact and fiction and to help them remember key Historical facts.
* Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.
* Compare adults talking about their past – How reliable are their memories?
 |
| **Historical enquiry** | * Find answers to simple questions about the past from sources of information e.g. artefacts.
* Ask and answer simple Historical questions.
 |
| **Organisation and communication** | * Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using basic computing skills.
* Use simple terms to talk about the passing of time.
 |

### Year 2

The skills listed below will be taught through the following topics – Charles (WWII Pigeons), Great Explorers and History Makers.

|  |  |
| --- | --- |
| **Skills** |  |
| **Chronological understanding** | * Sequence artefacts closer together in time. Check accuracy using books/ICT.
* Classify photographs into different periods of their life.
* Place events on a simple timeline, adding times previously studied.
 |
| **Range and depth of historical knowledge** | * Recognise why people did things, why events happened and what happened as a result.
* Know and recount episodes from stories about the past, recalling and understanding key events.
* Discuss similarities and differences between ways of life in different periods.
 |
| **Interpretations of History** | * Compare and contrast 2 versions of a past event.
* Compare/contrast pictures or photographs of people or events in the past.
* Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.
* Use stories to encourage children to reason/speculate between fact and fiction and to help them remember key Historical facts.
 |
| **Historical enquiry** | * Handle sources and evidence and ask and answer questions about the past on the basis of simple observations
* Ask and answer appropriate Historical questions, using their growing Historical knowledge.
 |
| **Organisation and communication** | * Communicate their knowledge though discussion, drawing, drama and role play, making models, writing and using basic computing skills.
* Use simple terms to talk about the passing of time.
 |

### Year 3

The skills listed below will be taught through the following topics – Local History, The Stone Age and The Shang Dynasty.

|  |  |
| --- | --- |
| **Skills** |  |
| **Chronological understanding** | * Place the time studied on a timeline, compare where this fits in to topics previously studied.
* Use dates and terms related to the study unit and passing of time.
* Sequence several events or artefacts.
* Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.
 |
| **Range and depth of Historical study** | * Summarise everyday lives of people in the time studied.
* Compare with our life today.
* Identify reasons for and results of people’s actions.
* Empathise with why people may have wanted to do something.
 |
| **Interpretations of History** | * Reach informed conclusions about the different ways in which the past is represented.
* Distinguish between different sources – compare different versions of the same story.
* Explain connections in Historical periods studied.
* Demonstrate an understanding of connections and cause and effect in Historical periods studied.
* Look at representations of the period e.g. Museum, cartoons etc.
 |
| **Historical enquiry** | * Use a range of sources to find out about a period.
* Observe small details – artefacts, pictures.
* Synthesise information relevant to the study.
* Use the library and the Internet for own personal research.
* Ask and answer simple questions
 |
| **Organisation and communication** | * Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and Computing programmes.
* Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information.
* Use Historically accurate terms to talk about the passing of time.
 |

### Year 4

The skills listed below will be taught through the following topics – The Roman Empire and Ancient Greece.

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| --- | --- |
| **Skills** |  |
| **Chronological understanding** | * Place the time studied on a timeline, compare where this fits in to topics previously studied.
* Use terms related to the period and begin to date events.
* Understand more complex Historical terms e.g. BC/AD/CENTURY
* Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.
 |
| **Range and depth of Historical knowledge** | * Use evidence to reconstruct life in the time studied.
* Identify key features and events of time studied.
* Demonstrate an understanding between links and effects in the time studied.
* Reach informed conclusions for some events.
 |
| **Interpretations of History** | * Synthesis the evidence available.
* Begin to evaluate the usefulness of different sources.
* Note connections in Historical periods studied.
* Use text books and own growing Historical knowledge to gain a better perspective.
 |
| **Historical enquiry** | * Use evidence to build up a picture of a past event.
* Choose relevant material to present a picture of one aspect of life in time past.
* Ask and answer a variety of questions.
* Use the library and the internet for own personal research.
* Answer and begin to devise own Historically valid questions.
 |
| **Organisation and communication** | * Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and Computing programmes.
* Construct own responses beginning to select and organise relevant Historical information.
* Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY
 |

### Year 5

#### The skills listed below will be taught through the following topics – The Mayan Civilisation, Anglo Saxons and The Vikings.

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| --- | --- |
| **Skills** |  |
| **Chronological understanding** | * Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.
* Gain greater Historical perspective by placing their growing knowledge into different contexts.
* Apply any relevant terms and period labels - Empire, civiliasation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.
* Evaluate differences between times in the past.
* Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.
 |
| **Range and depth of Historical knowledge** | * Study different aspects of different people – differences between men and women.
* Hypothesise and then examine causes and results of great events and the impact on people.
* Compare life in ‘early’ and ‘late’ times studies.
* Compare an aspect of life with the same aspect in another period.
 |
| **Interpretations of History** | * Compare different accounts of events from different sources – fact or fiction.
* Justify reasons for different versions of events.
 |
| **Historical enquiry** | * Begin to identify primary and secondary sources.
* Use evidence to build up a picture of a past event.
* Select relevant sections of information.
* Use the library and internet for research with increasing confidence.
* Answer and devise their own Historically valid questions about change, cause, similarity and difference and significance.
 |
| **Organisation and communication** | * Recall, select and organise historical information.
* Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.
* Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.
* Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY
 |

#### Year 6

The skills listed below will be taught through the following topics – The Battle of Britain and Cultural Diversity and its impact on the wider world and Britain.

|  |  |
| --- | --- |
| **Skills** |  |
| **Chronological understanding** | * Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.
* Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.
* Sequence previously studied topic on a timeline to gain greater Historical perspective.
* Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.
 |
| **Range and depth of Historical knowledge** | * Make reasoned judgements about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
* Compare beliefs and behaviour with another time studied.
* 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.
 |
| **Interpretations of History** | * Link sources and work out how conclusions were arrived at.
* Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.
* Critique how different evidence will lead to different conclusions.
* Confidently use the library and internet for research.
 |
| **Historical enquiry** | * Recognise primary and secondary sources.
* Use a range of sources to find out about an aspect of time past.
* Suggest omissions and the means of finding out.
* Bring knowledge gathered from several sources together in a fluent account.
* Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.
 |
| **Organisation and communication** | * Recall, select and organise information.
* Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.
* Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and Computing programmes.
* Select and organise information to produce structured work, making appropriate use of dates and terms.
* Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY
 |