

HIPPINGS METHODIST PRIMARY Skills Progression in History.



EYFS

Development Matters

Children in Reception will be learning to:

- * Talk about members of their immediate family and community
- * Comment on images of familiar situations in the past.
- * Compare and contrast characters from stories, including figures from the past

ELG:

- * 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.

Events, People and Changes

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> ♣ Changes within living memory (including aspects of national life where appropriate) ♣ Events beyond living memory which are significant nationally or globally. ♣ The lives of significant individuals in the past who have contributed to national and international achievements. ♣ Significant historical events, people and places in the pupils' own locality 	<ul style="list-style-type: none"> ♣ Changes in Britain from the Stone Age to the Iron Age ♣ The Roman Empire and its impact on Britain ♣ A local history study (Cotton Mills) ♣ A study or theme in British History that extends pupils' chronological knowledge beyond 1066 (Canals and Railways) ♣ The achievements of the earliest civilizations (an overview) plus Ancient Egypt (in depth) ♣ Ancient Greece – Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> ♣ Britain's settlement by Anglo-Saxons and Scots ♣ A non-European society that provides contrasts with British history (Mayans) ♣ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ♣ A study or theme in British History that extends pupils' chronological knowledge beyond 1066 (Slavery and Accrington Pals, WWI)

Enquiry, Interpretation and Using Sources

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> ♣ Make simple observations about different people, events, beliefs and communities ♣ Use sources to answer simple questions about the past e.g. which object is older? How do we know? ♣ Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past 	<ul style="list-style-type: none"> ♣ Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?' ♣ Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence ♣ Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?' 	<ul style="list-style-type: none"> ♣ Use a wide range of sources as a basis for research to answer questions and to test hypotheses ♣ Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' ♣ Recognise how our knowledge of the past is constructed from a range of different sources

<ul style="list-style-type: none"> ♣ Consider why things may change over time ♣ Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?’ ♣ Identify some of the basic ways the past can be represented e.g. through pictures ♣ Choose parts of stories and other sources to show what they know about significant people and events 	<ul style="list-style-type: none"> ♣ Recognise that different versions of past events may exist. ♣ Recognise why some events happened and what happened as a result. Ask questions such as, ‘Why did..?’ ‘What were the effects..?’ ♣ Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources. ♣ Identify historically significant people and events in different situations 	<ul style="list-style-type: none"> ♣ Give some reasons for contrasting arguments and interpretations of the past. Ask, ‘Why have different stories been told about..?’ ♣ Describe the results of historical events, situations and changes e.g. the impact on people’s lives ♣ Evaluate sources and make inferences ♣ Choose relevant sources of evidence to support particular lines of enquiry ♣ Recognise that some events, people and changes are judged as more historically significant than others
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Chronology

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> ♣ Recognise the distinction between past and present. ♣ Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). ♣ Recognise that their own lives are similar/different from the lives of people in the past ♣ Identify some similarities and differences between ways of life at different times. ♣ Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago 	<ul style="list-style-type: none"> ♣ Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc. ♣ Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time ♣ Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. ♣ Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport 	<ul style="list-style-type: none"> ♣ Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends ♣ Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. ♣ Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc. ♣ Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales

Communication

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> ♣ Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. ♣ Use historical concepts such as now/then and same/different when making simple connections and noting contrasts ♣ Describe special or significant events in their own lives 	<ul style="list-style-type: none"> ♣ Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. ♣ Discuss some of the connections between local, regional, national and international history ♣ Talk and write about historical events and changes by selecting and organising historical information and dates ♣ Discuss historical issues and changes 	<ul style="list-style-type: none"> ♣ Describe and explain significant aspects of non-European societies as well as settlements in Britain ♣ Discuss how Britain has influenced and been influenced by the wider world ♣ Describe aspects of cultural, economic, military, political, religious and social history ♣ Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.

<ul style="list-style-type: none"> ♣ Demonstrate simple historical concepts and events through speaking, role-play, and picture stories ♣ Retell simple stories about people and events from the past ♣ Talk about who/what was significant/important in a simple historical account 	<ul style="list-style-type: none"> ♣ Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc. ♣ Communicate historical findings through a range of methods including the use of ICT, maps and timelines ♣ Produce own accounts that make some connections and describe some contrasts 	<ul style="list-style-type: none"> ♣ Discuss and debate historical issues acknowledging contrasting evidence and opinions ♣ Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society ♣ Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines ♣ Produce structured work that makes connections, provides contrasting evidence and analyses trends
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Events. People and Changes

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> ♣ Retell some events from beyond their living memory which are significant nationally or globally. ♣ Describe some changes within their living memory (including aspects of national life where appropriate). 	<ul style="list-style-type: none"> ♣ Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. ♣ Develop awareness of significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> ♣ Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. ♣ Demonstrate knowledge of aspects of history significant in their locality (Development of the Cotton Mills). ♣ Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world. 	<ul style="list-style-type: none"> ♣ Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. ♣ Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. ♣ Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066 (Canals and Railways). ♣ Describe some aspects of the Roman Empire and recognise its impact on Britain. 	<ul style="list-style-type: none"> ♣ Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. ♣ Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor ♣ Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066 (WWI and the Accrington Pals) 	<ul style="list-style-type: none"> ♣ Describe key aspects of a non-European society (Mayans) ♣ Demonstrate knowledge of aspects of history significant in their locality (Industrial Revolution and Slavery) ♣ Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066 (Industrial Revolution and Slavery)

Interpretation, Enquiry and Using Sources

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> ♣ Make simple observations about different people, events, beliefs and communities. ♣ Use sources to answer simple questions about the past. 	<ul style="list-style-type: none"> ♣ Ask and answer simple questions about the past through observing and handling a range of sources. ♣ Consider why things may change over time. 	<ul style="list-style-type: none"> ♣ Use sources to address historically valid questions. ♣ Recognise that our knowledge of the past is constructed from different sources of evidence. 	<ul style="list-style-type: none"> ♣ Use sources to address historically valid questions and hypotheses. ♣ Recognise how sources of evidence are used to make historical claims. 	<ul style="list-style-type: none"> ♣ Use a wider range of sources as a basis for research to answer questions and to test hypotheses. ♣ Recognise how our knowledge of the past is 	<ul style="list-style-type: none"> ♣ Regularly address and sometimes devise historically valid questions and hypotheses. ♣ Give some reasons for contrasting arguments and interpretations of the past.

<ul style="list-style-type: none"> ♣ Identify some of the basic ways in which the past can be represented. ♣ Choose parts of stories and other sources to show what they know about the past. 	<ul style="list-style-type: none"> ♣ Recognise some basic reasons why people in the past acted as they did. ♣ Choose parts of stories and other sources to show what they know about significant people and events. 	<ul style="list-style-type: none"> ♣ Recognise that different versions of past events may exist. ♣ Describe some of the ways the past can be represented. 	<ul style="list-style-type: none"> ♣ Recognise why some events happened and what happened as a result. ♣ Identify historically significant people and events in different situations. 	<p>constructed from a range of sources.</p> <ul style="list-style-type: none"> ♣ Evaluate sources and make simple inferences. ♣ Choose relevant sources of evidence to support particular lines of enquiry. 	<ul style="list-style-type: none"> ♣ Describe the impact of historical events and changes. ♣ Recognise that some events, people and changes are judged as more significant than others.
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Chronology

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> ♣ Recognise the distinction between past and present. ♣ Order and sequence some familiar events and objects. ♣ Identify some similarities and differences between ways of life at different times. Use some everyday terms about the passing of time such as 'a long time ago' and 'before' 	<ul style="list-style-type: none"> ♣ Order and sequence events and objects. ♣ Recognise that their own lives are similar and / or different from the lives of people in the past. ♣ Use common words and phrases concerned with the passing of time. 	<ul style="list-style-type: none"> ♣ Use some dates and historical terms when ordering events and objects. ♣ Demonstrate awareness that the past can be divided into different periods of time. ♣ Explore trends and changes over time. 	<ul style="list-style-type: none"> ♣ Use dates and historical terms when ordering events and objects. ♣ Identify where people and events fit into a chronological framework. ♣ Explore links and contrasts within and across different periods of time. 	<ul style="list-style-type: none"> ♣ Use dates and appropriate historical terms to sequence events and periods of time. ♣ Identify where people, places and periods of time fit into a chronological framework. ♣ Describe links and contrasts within and across different periods of time including short-term and long-term time scales. 	<ul style="list-style-type: none"> ♣ Use dates and a wide range of historical terms when sequencing events and periods of time. ♣ Develop chronologically secure knowledge of the events and periods of time studied. ♣ Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.

Communication

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> ♣ Describe special or significant events. ♣ Retell simple stories or events from the past. ♣ Use simple historical terms. 	<ul style="list-style-type: none"> ♣ Talk about what / who was significant in simple historical accounts. ♣ Demonstrate simple historical concepts and events through role-play, drawing and writing. ♣ Use a variety of simple historical terms and concepts. 	<ul style="list-style-type: none"> ♣ Discuss some historical events, issues, connections and changes. ♣ Select and organise historical information to present in a range of ways. ♣ Use relevant historical terms and vocabulary linked to chronology. 	<ul style="list-style-type: none"> ♣ Discuss significant aspects of, and connections between, different historical events. ♣ Select and organise relevant historical information to present in a range of ways. ♣ Use relevant and appropriate historical terms and vocabulary linked to chronology. 	<ul style="list-style-type: none"> ♣ Discuss and debate historical issues. ♣ Use appropriate vocabulary when discussing and describing historical events. ♣ Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. ♣ Choose relevant ways to communicate historical findings. 	<ul style="list-style-type: none"> ♣ Acknowledge contrasting evidence and opinions when discussing and debating historical issues. ♣ Use appropriate vocabulary when discussing, describing and explaining historical events. ♣ Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. ♣ Choose the most appropriate way of

					communicating different historical findings.
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