

**St. Hilda's
Progression in
History Skills**

Chronology

**Range and Depth
of Historical
Knowledge**

Year 1

Place / sequence events or objects in chronological order

Use common words and phrases relating to time eg now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young etc.

Understand the difference between things that happened in the past and the present.

Recall some facts about people/events before living memory.

Say why people may have acted the way they did.

Begin to describe similarities and differences.

Year 2

Sequence artefacts closer together in time.

Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given.

Use a timeline to place important events.

Understand and use the words past and present when telling others about an event.

Recount changes in life over time.

Use information to describe the past. Recount the main events from a significant event in history.

Describe the differences between then and now.

Look at evidence and explain reasons why people in the past may have acted in the way they did.

Find out about people and events in other times.

Collections of artefacts – confidently describe similarities and differences.

Drama – develop empathy and understanding (hot seating, sp. and listening)

Year 3

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

Use a timeline to place historical events and/or artefacts in chronological order.

Describe dates of and order significant events from the periods studied.

Use language to describe the passing of time eg past, present, future, phrases relating to time periods etc.

Use evidence to describe culture and activities from the past.

Use evidence to describe the clothes, way of life and actions of people in the past.

Use evidence to describe buildings and their uses of people from the past.

Compare with our life today.

Identify reasons for and results of people's actions.

Understand why people may have had to do something.

Year 4

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

Order significant events and dates on own timeline.

Describe the main changes in a period in history.

Use terms related to the period and begin to date events

Use evidence to describe what was important to people from the past. Use evidence to reconstruct life in time studied.

Use evidence to show how the lives of rich and poor people from the past differed.

Identify key features and events

Look for links. Describe similarities, differences and effects between people, events and artefacts studied.

Offer a reasonable explanation for some events

Develop an understanding of ancient civilisations

Year 5

Order significant events, movements and dates on a timeline, using relevant terms and periods labels.

Relate current studies to previous studies
Place current study on time line in relation to other studies

Describe the main changes in a period in history.

Make comparisons between different times in history

Choose reliable sources of information to find out about the past.

Give reasons why changes may have occurred, backed up by evidence.

Describe similarities and differences between some people, events and artefacts studied.

Describe the causes and results of historical events studied and the impact on life today.

Make links between some of the features of past societies. (e.g.

Year 6

Understand how some historical events occurred concurrently in different locations.

Order significant events, movements and dates on a timeline. Place current study on timeline in relation to other studies

Identify and compare changes within and across different periods.

Use relevant dates and terms

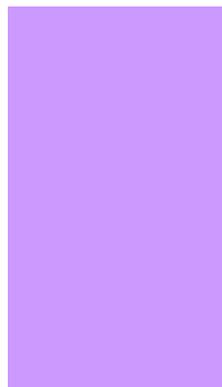
Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

Choose reliable sources of information to find out about the past.

Give reasons why changes may have occurred, backed up by evidence.

Describe similarities and differences between some people, events and artefacts studied.

Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology).



Historical interpretation

Begin to identify different ways to represent the past. e.g. photos, stories, books, adults talking about the past, photos,, pictures and artefacts

Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, sites and the internet to find out about the past.

Compare pictures or photographs of people or events in the past

Be able to identify different ways to represent the past

Explore the idea that there are different accounts of history.

Identify and give reasons for different ways in which the past is represented eg drawings. photos, cartoons etc

Distinguish between different sources and evaluate their usefulness.

Describe how some of the things studied from the past affect/influence life today.

Look at the evidence available.

Look at different versions of the same event in history and identify differences. Begin to evaluate the usefulness of different sources.

Use of text books and historical knowledge.

Know that people in the past represent events or ideas in a way that persuades others.

religion, houses, society, technology).

Compare an aspect of life with the same aspect in another period

Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Eygpt)

Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.

Give reasons why there may be different accounts of history.

Evaluate evidence to choose the most reliable forms.

Fact or fiction

Compare beliefs and behaviour with another period studied

Write an 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

Compare and contrast ancient civilisations

Evaluate evidence to choose the most reliable forms.

Know that people both in the past have a point of view and that this can affect interpretation.

Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

Link sources and work out how conclusions were arrived at.

Consider ways of checking the accuracy of interpretations – fact or fiction and opinion

Be aware that different evidence will lead to different conclusions.

Historical Enquiry

Identify different ways in which the past is represented. Explore events, look at pictures and ask questions eg Which things are old and which are new? What were people doing?

Look at objects from the past and ask questions eg What were they used for? Try to answer.

Identify different ways in which the past is represented.

Ask questions about the past.

Use a wide range of information to answer questions.

Use a range of sources to find out about a period and observe small details – artefacts, pictures, photos, historic buildings, museums, sites etc.

Select and record information relevant to the study eg use the

Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums/galleries/sites (if possible) to collect evidence about the past.

Ask questions and find answers about the past.

Begin to identify primary and secondary sources

Investigate own lines of enquiry by posing questions to answer.

Choose reliable sources of evidence to answer questions, realising that there is often not a

Recognise primary and secondary sources.

Investigate own lines of enquiry by posing questions to answer.

Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.

	Speaking and listening links to literacy, asking and answer questions related to different sources and objects	Use a source, (why, what, who, how, where), to ask questions and find answers	library, e-learning for research etc.	Choose relevant material to present a picture of an aspect of life in time past.	single answer to historical questions Use documents, printed sources (e.g. archive materials, the internet, databases, pictures, photographs, music, artefacts, historic buildings, (visits to museums/galleries/sites if possible), to collect evidence about the past.	Bring knowledge gathering from several sources together in a fluent account.
	Begin to understand why people did things in the past	Sequence a collection of artefacts. Use of time lines to discuss the effectiveness of sources.	Ask and answer questions. Historical site role-plays.	Ask a variety of questions. Use the library/e-learning for research	Confident use of library /e-learning research.	Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.
Organisation and Communication	Sort artefacts into "then" and "now" Use timelines to order events or objects (3D with objects/ sequential pictures) Tell stories about the past. Drawing/drama/role play, writing (reports, labelling, simple recount). Use ICT. Class display. Big Book.	Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. Class display/museum annotated photographs Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Class Display. Big Book.	Communicate knowledge and understanding in a variety of ways – discussions, pictures, different genres of writing, annotations, drama, 3D models etc Class Display. Big Book.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Display findings in a variety of ways eg pop-up booklets, 3D models, artwork etc. Work independently and in groups. Class Display. Big Book.	Plan and present a self-directed project or research about the studied period. Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Select aspect of study to make a class display. Use a variety of ways to communicate knowledge and understanding including extended writing. Big Book.	

Details of the National Curriculum for history can be found at <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-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.

National Curriculum Summary

Refer to St Hilda's Curriculum Plan for details of our coverage of the National Curriculum (IPC/History cycle plan).

KS1 National Curriculum:

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 eg Lowry

KS2 National Curriculum:

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 eg *Changing power of British Monarchs; Changes in an aspect of social history (crime and punishment from the Anglo-Saxons to the present day)*.
- 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 (NB:
- 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