



**St Andrew's C. Of E (V.C.) Primary School – Progression in History**

<b>Progression in History Skills</b>		
<b>KEY STAGE 1</b>	<b>LOWER KEY STAGE 2</b>	<b>UPPER KEY STAGE 2</b>
<p><b>Children should be taught to explore events both within and beyond living memory, explore the lives of significant individuals and identify historically significant people/events locally. They should be able to communicate their knowledge in a variety of ways including sorting objects, discussion, drawing, drama/role play or writing.</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past using common words to describe the passing of time, e.g before/after</li> <li>• Know where all people/events studied fit into a chronological framework</li> <li>• Use appropriate historical vocabulary.</li> <li>• Ask and answer questions about the past using a variety of sources e.g books, pictures, stories.</li> <li>• Choose or select own sources to demonstrate understanding</li> <li>• Identify different ways in which the past is represented.# Identify similarities and differences between ways of life at different times.</li> <li>• Explain why people did different things, why events happened or what happened as a result.</li> </ul>	<p><b>Children should be taught about changes in Britain from Stone Age to Iron Age and Roman Britain. Children should use a wide range of sources to collect evidence about the past, (including the use of inference and deduction) and communicate knowledge in a variety of ways inc. choosing the most appropriate way of presenting information</b></p> <ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history</li> <li>• Understand more complex vocabulary ( BC, AD, 20th Century).</li> <li>• Use historical terms appropriately</li> <li>• Regularly address and sometimes devise historically valid questions</li> <li>• Understand that different versions of the past may exist, giving some reasons for this</li> <li>• Know facts and demonstrate understanding about the events, people and changes in a period being studied</li> <li>• Make links between main events and situations across different periods/societies</li> <li>• Identify similarities / differences between ways of life/periods</li> <li>• Identify historically significant people and events</li> </ul>	<p><b>Children should be taught about Britain's settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and a non-European society that provides a contrast with British history e.g. Mayans. Children should communicate knowledge in a variety of ways including combining different sources of information to produce structured work.</b></p> <ul style="list-style-type: none"> <li>• Note connections, contrasts and trends</li> <li>• Use vocabulary such as social, religious and cultural to explain historical events and changes</li> <li>• Choose reliable sources of factual evidence about events, people and changes within a period of time</li> <li>• Give own reasons why change has occurred, backed up by research evidence</li> <li>• Evaluate different interpretations of the past to reach a balanced conclusion</li> <li>• Evaluate different sources of information and identify those useful for particular tasks</li> <li>• Explain how some events from the past effect life today</li> <li>• Describe the main changes within a period of time being studied</li> <li>• Identify and give reasons for, results of, historical events, situations, changes</li> <li>• Describe social, cultural, religious and ethnic diversity in Britain &amp; the world</li> <li>• Identify historically significant people/events</li> </ul>

**Children should be taught to explore events both within and beyond living memory, explore the lives of significant individuals and identify historically significant people/events locally. They should be able to communicate their knowledge in a variety of ways including sorting objects, discussion, drawing, drama/role play or writing.**

- Put events people and objects on a simple timeline.
- Develop the appropriate use of historical terms.
- Identify the similarities and differences between ways of life in different times.
- Recognise why people acted the way they did, why events happened and what happened as a result.
- Ask and answer questions about the past.
- Identify historically significant people and events.

**Children should be taught about the achievements of the earliest civilisations. Children should choose from range of evidence to help them answer questions and communicate knowledge in a variety of ways including choosing the most appropriate way of presenting information.**

- Sequence changes and events within a period of time being studied.
- Describe the passing of time in a variety of ways - consolidating previous understanding of historical vocabulary
- Select and organise relevant historical information
- Understand that different versions of the past may exist, giving some reasons for this
- Explain why changes have occurred and the consequences of these changes.
- Make links between main events and situations across different periods/societies
- Explain why differences exist between different groups of people within a historical period.
- Identify historically significant people and events

**Children should be taught about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WWII and the holocaust) as well as studying a local history study linked to the Tudors and Hatfield House. Children should be able to communicate knowledge using a variety of techniques (including: oral accounts, documents, the media, ICT based sources, artefacts, photographs ,museums, buildings)**

- Recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.
- Describe different periods in time Including: cultural ideas, beliefs and attitudes,
- Select, record and prioritise historical information.
- Find out about the past by asking and answering questions, selecting and using a range of sources of information to provide evidence
- Evaluate sources of information - recording and drawing conclusions
- Give some reasons for the different ways the past is represented and interpreted
- Consider the significance of main events. Give reasons for, and results of, these events and changes.
- Identify trends/links across different periods between local, British, European and world.
- Demonstrate knowledge and understanding of aspects of British, local and world history through describing the contribution made by people, events and developments in the past.
- Understand some of the similarities and differences between different periods

Subject content		
KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
<p><b>“Castles, knights and dragons”</b></p> <p><b>“Crash, bang, wallop!”</b> - The Gunpowder Plot and Guy Fawkes (<i>events beyond living memory</i>)</p> <p><b>“Wonderful worlds”</b> - Columbus (<i>significant individuals</i>)</p> <p><b>“seaside holidays of the past”</b> (<i>changes within living memory</i>)</p>	<p><b>Stone Age to the Iron Age</b></p> <p><b>Roman Britain</b> (including Celts)</p>	<p><b>Anglo-Saxons and Vikings</b> (<i>British settlement by Anglo-Saxons and Scots/the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>)</p> <p><b>Mayans</b></p>
<p><b>The Great fire of London</b> (<i>events beyond living memory</i>)</p> <p><b>“Explorers”</b> (<i>significant individuals</i>)</p> <p><b>Victorians</b> (including <i>significant historical events, people and places in their own locality</i>).</p>	<p><b>Ancient Egyptians</b></p> <p><b>Ancient Greeks</b></p>	<p><b>World War II</b> (<i>a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</i>).</p> <p><b>Local history study</b> (Elizabeth I /Hatfield House/The Tudors)</p>