

St Mary's Catholic Primary School – History Curriculum Progression Skills 2023

History Progression of Skills								
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	<p>Development Matters - Understanding the World</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past 	<p>NC programmes of study – KS1 Pupils should be taught about:</p> <ol style="list-style-type: none"> 1. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 2. 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] 3. 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] 4. Significant historical events, people and places in their own locality. 		<p>NC programmes of study – KS2 Pupils should be taught about:</p> <ol style="list-style-type: none"> 1. Changes in Britain from the Stone Age to the Iron Age -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. 2. The Roman Empire and its impact on Britain - 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. 3. Britain's settlement by Anglo-Saxons and Scots - 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 – Canterbury, Iona and Lindisfarne. 4. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - 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. 5. A local history study - 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. 6. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - 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. 7. 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 8. Ancient Greece – a study of Greek life and achievements and their influence on the western world. 9. 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 				
<p><u>Understanding of Chronology</u></p> <p>NC Aim: 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.</p>		<ol style="list-style-type: none"> 1. Sequence events in their life. 2. Sequence 3 or 4 artefacts from distinctly different periods of time 3. Match objects to people of different ages 	<ol style="list-style-type: none"> 1. Sequence artefacts closer together in time - check with reference book 2. Sequence photographs etc. from different periods of their life 3. Describe memories of key events in lives 	<ol style="list-style-type: none"> 1. Place the time studied on a timeline 2. Use dates and terms related to the study unit and passing of time 3. Sequence several events or artefacts 	<ol style="list-style-type: none"> 1. Place events from period studied on timeline 2. Use terms related to the period and begin to date events 3. Understand more complex terms eg BC/AD 	<ol style="list-style-type: none"> 1. Know and sequence key events of time studied 2. Use relevant terms and period labels 3. Make comparisons between different times in the past 	<ol style="list-style-type: none"> 1. Place current study on timeline in relation to other studies 2. Use relevant dates and terms 3. Sequence up to 10 events on a timeline 	

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<p>2. Significant Aspects of History NC Aim: 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 nonEuropean societies; achievements and follies of mankind</p>		<p>1. Recognise the differences between past and present events in their own and others' lives 2. They know and recount episodes from stories about the past</p>	<p>1. Recognise why people did things, why events happened and what happened as a result 2. Identify similarities and differences between ways of life at different times</p>	<p>1. Find out about every day lives of people in time studied 2. Compare with our life today 3. Identify reasons for and results of people's actions 4. Understand why people may have wanted to do something</p>	<p>1. Identify key features and significant events of time studied 2. Look for links and effects in time studied 3. Offer a reasonable explanation for why some events happened</p>	<p>1. Study different aspects of different people – differences between men and women 2. Examine causes and results of significant events and the impact on people 3. Compare life in early and late 'times' studied 4. Compare an aspect of life with the same aspect</p>	<p>1. Compare beliefs and behaviour with another time studied 2. Understand continuity and change 3. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation 4. Know key dates, characters and events of time studied</p>
<p>3. Historical Vocabulary (Abstract and Subject Specific) NC Aim: gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>	<p>Today Yesterday Long ago Week Day Month</p>	<p>1. Pupils can use and are beginning to remember names and places that link to areas of study 2. Pupils are beginning to use simple words and phrases mostly accurately to indicate periods of time: Old, New, Past, Memory, Year, Next, First</p>	<p>1. Pupils can remember and use a range of names and words specific to areas of study 2. Pupils can use more words and phrases accurately to indicate periods of time: Before I was born When I was younger Before /after, Past/present, Then/now, Sequence, Earlier, Later, Event</p>	<p>1. Pupils can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a few names and words from previous study. 2. Pupils are beginning to use more specific words and phrases to indicate time: Decade Timeline Period Century Pre-historic AD/BC 3. Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation, settlement, archaeologist, similarities/differences, historian</p>	<p>1. Pupils can remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study 2. Pupils can generally use words and phrases to indicate time: Recent Ancient 3. Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation, point of view, sources, artefacts</p>	<p>1. Pupils can remember and integrate names and words from the areas they have studied in Year 5 into discussions as well as remembering some names and words from previous studies 2. Pupils can use complex words and phrases to indicate time: talking about decades, centuries, millennium and specific British periods (e.g. AngloSaxon era, WW2) 3. Pupils understand some words related to history in general as well as periods of history e.g. compare and contrast, change, causes, political, evidence, bias</p>	<p>1. Pupils can remember and use a range of names and words from the areas they have studied over the years 2. Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium, specific periods and also recognize different ways in which AD and BC are written (BCE, CE etc.) 3. Pupils understand a range of words related to history in general as well as periods of history e.g. regional, economic, cause and effect, consequences, society, non-European, persuade, propaganda</p>

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<p>4. Historical Concepts NC Aim: 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 historically valid questions and create their own structured accounts, including written narratives and analyses</p>		<ol style="list-style-type: none"> 1. Use stories to encourage children to distinguish between fact and fiction 2. Compare adults talking about the past – how reliable are their memories? 	<ol style="list-style-type: none"> 1. Compare pictures or photographs of people or events in the past 2. Discuss reliability of photos/ accounts/stories 	<ol style="list-style-type: none"> 1. Identify and give reasons for different ways in which the past is represented 2. Distinguish between different sources – compare different versions of the same story 3. Look at representations of the period – museum, cartoons etc 	<ol style="list-style-type: none"> 1. Look at the evidence available 2. Begin to evaluate the usefulness of different sources 3. Use text books and historical knowledge 	<ol style="list-style-type: none"> 1. Compare accounts of events from different sources – fact or fiction 2. Offer some reasons for different versions of events 3. Offer some reasons for different versions of events 	<ol style="list-style-type: none"> 1. Link sources and work out how conclusions were arrived at 2. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion 3. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion 4. Be aware that different evidence will lead to different conclusions 5. Confidently use the library and internet for research
<p>5. Historical Enquiry NC Aim: 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</p>		<ol style="list-style-type: none"> 1. Find answers to simple questions about the past from sources of information e.g. artefacts 	<ol style="list-style-type: none"> 2. Use a source – observe or handle sources to answer questions about the past based on simple observations 	<ol style="list-style-type: none"> 1. Use a range of sources to find out about a period 2. Observe small details – artefacts, pictures 3. Select and record information relevant to the study 4. Begin to use the library and internet for research 	<ol style="list-style-type: none"> 1. Use evidence to build up a picture of a past event 2. Choose relevant material to present a picture of one aspect of life in time past 3. Ask a variety of questions 4. Use the library and internet for research 	<ol style="list-style-type: none"> 1. Begin to identify primary and secondary sources 2. Use evidence to build up a picture of a past event 3. Select relevant sections of information 4. Use the library and internet for research with increasing confidence 	<ol style="list-style-type: none"> 1. Recognise primary and secondary sources 2. Use a range of sources to find out about an aspect of time past 3. Suggest omissions and the means of finding out 4. Bring knowledge gathered from several sources together to form contrasting arguments
<p>Skills progression taken from Historical Association 'Progression in History under the 2014 National Curriculum – a guide for schools'</p>							