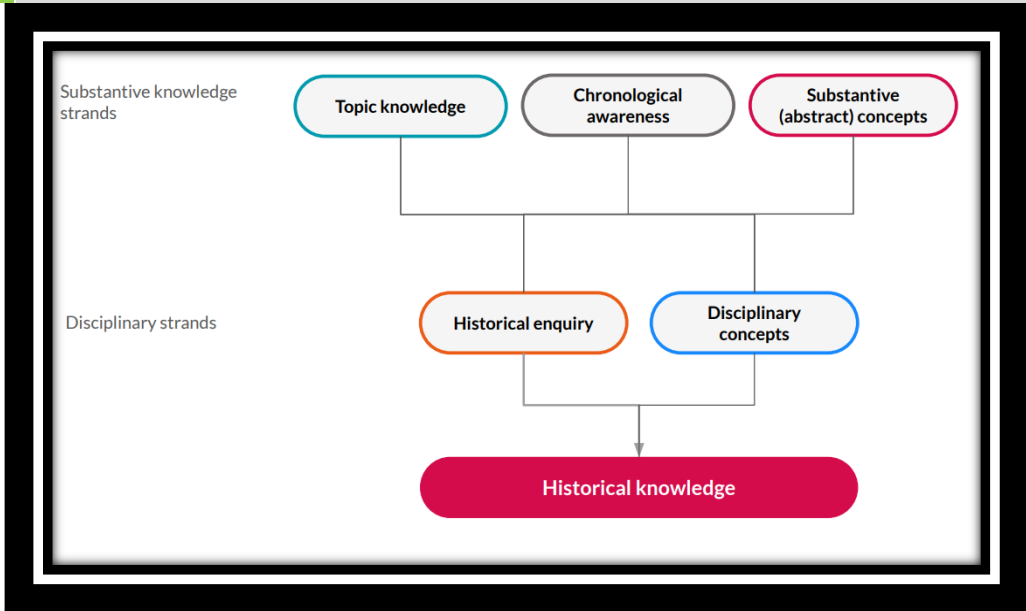




Love, Learn, Live

# History - Progression of Skills

EYFS	Understanding the World (U&W)
Three and Four-Year-Old's  Reception  ELG (Early Learning Goal)	<ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family's history.</li></ul> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>



## Substantive Knowledge

### Topic knowledge:

- During our 'Discover' term, children will gain knowledge about the current topic, time period, society or event being studied

### Chronological awareness:

- Build an understanding of language related to chronology
- Build a mental timeline of periods of time studied
- Develop an awareness of general features of periods of time
- Know particular dates and events

### Substantive (abstract) concepts:

- Invasion, settlements, civilisation, beliefs, achievements, power

## Disciplinary Strands

### Disciplinary concepts:

- Change and continuity
- Similarities and differences
- Cause and consequences
- Historical significance
- Sources of evidence
- Historical interpretations

### Historical enquiry:

- Posing a historical question
- Gathering, organising and evaluating evidence
- Interpreting findings, analysing and making connections
- Evaluating and drawing conclusions
- Communicating findings

Chronological awareness	
<b>KS1</b> <b>Years 1 + 2</b>	<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know a decade is ten years. To know that beyond living memory is more than 100 years ago.</p> <p>To know that events in history may last different amounts of time</p> <p>Sequencing three or four artefacts/photographs from different periods of time.</p> <p>Placing events on a simple timeline.</p> <p>Recording on a timeline a sequence of historical stories heard orally</p> <p>Sequencing six artefacts on a timeline.</p> <p>Beginning to recognise how long each event lasted.</p> <p>Knowing where people/events studied fit into a chronological framework</p>
<b>Lower KS2</b> <b>Years 3+4</b>	<p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>To know that BC means before Christ and is used to show years before the year 0.</p> <p>To know that AD means Anno Domini and can be used to show years from the year 1AD.</p> <p>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p> <p>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age. To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p>
<b>Upper KS2</b> <b>Years 5+6</b>	<p>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</p> <p>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians</p> <p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Understanding the term "century" and how dating by centuries works.</p> <p>Putting dates in the correct century.</p> <p>Using the terms AD and BC in their work.</p> <p>Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Sequencing 10 events on a timeline</p>

	Historical enquiry – posing historical questions	Historical enquiry – gathering, organising and evaluating evidence	Historical enquiry – interpreting findings, analysing and making connections	Historical enquiry – evaluating and drawing conclusions	Historical enquiry – communicating findings
KS1 Years 1 + 2	<p>Asking how and why questions based on stories, events and people.</p> <p>Asking questions about sources of evidence (e.g. artefacts).</p> <p>Understanding the importance of historically-valid questions.</p>	<p>Using sources of information, such as artefacts, to answer questions.</p> <p>Drawing out information from sources.</p> <p>Making simple observations about the past from a source.</p> <p>Understanding how we use books and sources to find out about the past.</p> <p>Using a source to answer questions about the past.</p> <p>Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question.</p> <p>Identifying a primary source.</p>	<p>Interpreting evidence by making simple deductions.</p> <p>Making simple inferences and deductions from sources of evidence.</p> <p>Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).</p> <p>Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers.</p>	<p>Drawing simple conclusions to answer a question.</p> <p>Making simple conclusions about a question using evidence to support.</p>	<p>Communicating findings through discussion and timelines with physical objects/ pictures.</p> <p>Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms.</p> <p>Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)</p> <p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p>

	Historical enquiry – posing historical questions	Historical enquiry – gathering, organising and evaluating evidence	Historical enquiry – interpreting findings, analysing and making connections	Historical enquiry – evaluating and drawing conclusions	Historical enquiry – communicating findings
Lower KS2 Years 3+4	<p>Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Creating questions for different types of historical enquiry. Asking questions about the bias of historical evidence</p>	<p>Using a range of sources to construct knowledge of the past. Defining the terms 'source' and 'evidence'. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. Identifying the bias of a source. Comparing and contrasting different historical sources.</p>	<p>Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question "How do we know?"</p>	<p>Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today</p>	<p>Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today</p>

	Historical enquiry – posing historical questions	Historical enquiry – gathering, organising and evaluating evidence	Historical enquiry – interpreting findings, analysing and making connections	Historical enquiry – evaluating and drawing conclusions	Historical enquiry – communicating findings
Upper KS2 Years 5+6	<p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Identifying methods to use to carry out the research.</p> <p>Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Asking questions about the interpretations, viewpoints and perspectives held by others.</p>	<p>Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion.</p> <p>Recognising ‘gaps’ in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p>	<p>Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Challenging existing interpretations of the past using interpretations of evidence.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p> <p>Beginning to interpret simple statistical sources.</p>	<p>Reaching conclusions which are increasingly complex and substantiated by a range of sources.</p> <p>Evaluating conclusions and identifying ways to improve conclusions.</p>	<p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims</p>

	<b>Historical interpretations</b>
<b>KS1</b> <b>Years 1 + 2</b>	<p>Beginning to identify different ways to represent the past (e.g. photos, stories).</p> <p>Developing their own interpretations from historical artefacts.</p> <p>Recognising different ways in which the past is represented (including eye-witness accounts).</p> <p>Comparing pictures or photographs of people or events in the past.</p> <p>Developing their own interpretations from photographs and written sources.</p> <p>To know that the past is represented in different ways.</p>
<b>Lower KS2</b> <b>Years 3+4</b>	<p>Identifying and giving reasons for different ways in which the past is represented.</p> <p>Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</p> <p>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>Evaluating the usefulness of different sources.</p> <p>Independently using textbooks to gain historical knowledge.</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p>
<b>Upper KS2</b> <b>Years 5+6</b>	<p>Comparing accounts of events from different sources.</p> <p>Suggesting explanations for different versions of events.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Identifying how conclusions have been arrived at by linking sources.</p> <p>Developing strategies for checking the accuracy of evidence.</p> <p>Addressing and devising historically valid questions.</p> <p>Understanding that different evidence creates different conclusions.</p> <p>Evaluating the interpretations made by historians</p> <p>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</p> <p>To understand that there are different interpretations of historical figures and events.</p>