



History Progression of Skills

The Partnership of Bildeston Primary and Whatfield CEVC Primary Schools



EYFS	
ELG - Areas of Learning	Reception Development Matters 2020 Statements
<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past</p>
KS1 National Curriculum Expectations	KS2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of</p> <p>change in national life;</p> <p>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];</p> <p>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];</p> <p>significant historical events, people and places in their own locality.</p>	<p>Pupils should be taught about:</p> <p>changes in Britain from the Stone Age to the Iron Age;</p> <p>the Roman Empire and its impact on Britain;</p> <p>Britain's settlement by Anglo-Saxons and Scots;</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;</p> <p>a local history study;</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;</p> <p>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;</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world;</p> <p>a non-European society that provides contrasts with British history – one study chosen from:</p> <p>early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological awareness	<p>Use everyday language related to time</p> <p>Sequence familiar events.</p> <p>Describe story settings, main characters and events.</p> <p>Talk about past and present events in their own lives and those of family members.</p> <p>Recognise and describe special times or events for families and friends</p>	<p>Use words and phrases such as old, new, newest, old, oldest.</p> <p>Sequence some events or artefacts in order of time.</p> <p>Describe memories and changes that have happened in their own lives.</p>	<p>Use words and phrases such as past, present, future, modern, before, after and century.</p> <p>Recount changes in own life over time.</p> <p>Put 3 people, events or objects in order using a given scale</p>	<p>Use timelines to place events in order</p> <p>Understand timelines can be divided into BC and AD.</p> <p>Use words and phrases: century, decade</p>	<p>Name and place dates of significant events of the period on a timeline.</p> <p>Place topics on a timeline showing understanding of BC, AD.</p> <p>Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denotes the period.</p>	<p>Sequence historical periods on a timeline showing key historical events of lives of significant people.</p> <p>Identify changes within and across historical periods</p> <p>Use vocabulary relating to specific periods.</p>	<p>Use timelines to place events, periods, cultures and people from the past societies and periods in a chronological framework.</p> <p>Summarise main events from a period of history, explaining the order of events and what happened.</p> <p>Use words and phrases for movements or times of change.</p>
Knowledge and Understanding	<p>Identify that things from the past might be different from today – technology, cars, houses etc.</p> <p>Be curious about people and show an interest in stories.</p> <p>Answer 'how'</p>	<p>Tell the difference between past and present in their own lives and other people's lives.</p> <p>Begin to suggest why things (past and present) might be different.</p> <p>Explain how some people</p>	<p>Use a range of sources to describe differences between then and now.</p> <p>Recount main events from a significant time in history</p> <p>Recount the life of someone famous from who lived in the past and give reasons why they</p>	<p>Describe events in the past using dates</p> <p>Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor.</p> <p>Find out how any</p>	<p>Describe features of past societies and periods.</p> <p>Explain how lives of wealthy and poorer people were different.</p> <p>Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences.</p> <p>Explain how events</p>	<p>Identify some social, cultural, religious and ethnic diversities of societies studied.</p> <p>Compare 2 or more periods, explaining things which changed and things which stayed the same.</p> <p>Give short term cause and consequence of</p>	<p>Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status.</p> <p>Describe a key event from Britain's past using a range of evidence from different sources.</p>

	and 'why' questions in response to stories.	have helped us to have better lives. Explain what an object from the past might have been used for.	are significant. Use evidence to explain reasons why people acted in the past as they did	of the above may have changed. Find similarities and differences between 2 or more periods and suggest reasons for the differences.	from the past have shaped our lives today. Identify some social, cultural, religious and ethnic diversities of societies studied	the main events, situations and changes in the period studied. Identify changes and links within and across the time periods studied.	Identify how aspects of life have changed during a time period and give reasons why. Describe how some changes impact both on subsequent periods, and, in the long term, on today's society.
Historical contexts and enquiry	Look closely at similarities, pattern, differences and change. Develop understanding of growth, decay and change over time Question why things happen and give explanations Know about similarity and differences between themselves and others and among communities, families and traditions	Begin to identify and recount some details from the past from pictures and stories. Find answers to simple questions about the past by using source material. Discover about the past through role play/drama.	Look carefully at pictures, eye-witness accounts or objects to find information about the past. Ask questions about the source material. Say how and why actions in a different time period may vary. Research the life of a famous person from the past using different sources of evidence.	Use a range of source material to collate information about the past. Identify the difference between fact and fiction.	Explain how historic items and artefacts can be used to help build up a picture from the past. Understand the difference between primary and secondary sources. Begin to use primary and secondary sources Give reasons why there may be different accounts of history. Ask questions of the source material and suggest sources of evidence from a selection provided.	Question reliability of source material and give reasons why something is reliable/not reliable (validity) Realise that there is often more than one answer to historical questions and give reasons why there may be different accounts. Know that people can represent events or ideas in ways that persuade others (bias and propaganda)	Evaluate the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion. Give reasons why there may be different accounts. Form own opinions about historical events from a range of sources.

Organise, Evaluate and Communicate	<p>Record using drawings and writing as appropriate.</p> <p>Explain own knowledge and understanding and ask appropriate questions.</p>	<p>Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.</p> <p>Ask and answer questions about old and new objects.</p>	<p>Write simple stories and recounts about the past.</p> <p>Draw labelled diagrams and write about them to tell others about people, objects and events from the past.</p> <p>Answer questions using book and the internet</p>	<p>Present findings about the past using speaking, writing, ICT and drawing skills.</p> <p>Use dates and topic related vocabulary accurately.</p> <p>Suggest different ways of presenting information for different purposes.</p> <p>Use research skills to find answers to specific historical questions.</p>	<p>Present findings about the past using speaking, drama, writing, math's, computing and drawing skills.</p> <p>Use dates and subject specific words (such as monarch, settlement, invader) accurately.</p>	<p>Present detailed finding and giving reference to historical skills being taught in a way that shows an awareness if an audience.</p> <p>Uses dates and terms correctly.</p> <p>.</p>	<p>Develop an awareness of how Britain has had a major influence on the world and how Britain may have learnt from other countries and civilisations (historically and more recently)</p> <p>Present information in a clearly structured way and in the most effective/appropriate manner (e.g. written explanation, tables and charts, labelled diagram).</p> <p>Recording reflects the skill being taught and makes accurate use of specific dates and terms</p>
Vocabulary	<p>yesterday</p> <p>tomorrow</p> <p>today</p> <p>the past</p> <p>long ago</p> <p>old/new</p> <p>put in order/sequence</p> <p>the present/now</p> <p>history</p>	<p>year</p> <p>decade</p> <p>timeline</p> <p>similar/different</p> <p>significant</p> <p>chronological</p> <p>order</p> <p>reign</p> <p>monarch</p> <p>artefact</p> <p>opinion</p> <p>power</p>	<p>century</p> <p>ancient</p> <p>modern</p> <p>parliament</p> <p>historical event</p> <p>treason</p> <p>law</p> <p>cause</p> <p>impact</p> <p>argument</p> <p>research</p>	<p>period</p> <p>migration</p> <p>settlers/settlement</p> <p>invaders/invasion</p> <p>conquer</p> <p>archaeology</p> <p>excavate</p> <p>BCE/CE</p> <p>BC/AD</p> <p>first hand evidence</p> <p>civilization</p> <p>empire/emperor</p>	<p>era</p> <p>millennium</p> <p>continuity</p> <p>republic</p> <p>version</p> <p>historical argument</p> <p>primary & secondary evidence</p> <p>cultural achievements</p>	<p>propaganda</p> <p>viewpoint</p> <p>interpretation</p> <p>consequences</p> <p>reform</p> <p>significance</p> <p>change/continuity</p> <p>society</p> <p>aristocracy</p>	<p>hypothesis</p> <p>legislation</p> <p>influence</p> <p>extent of change</p> <p>extent of continuity</p> <p>bias</p> <p>chronological framework</p> <p>rebellion</p> <p>culture</p>

	celebration names of family members	historian					
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