



Hollybush Primary School

History Skills Progression Document

2021-22

NC Statements		
EYFS	KS1	KS2
• To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. • To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects.	• Develop an awareness of the past, • Use common words and phrases relating to the passing of time. • Know where the people and events they study fit within a chronological framework • Identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. • Ask and answer questions, • Choose and use parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past	• Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

• To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time. • To look closely at similarities, differences, patterns and change. To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities and traditions. • To know about similarities and differences in relation to places, objects, materials and living things. • To talk about the features of their own immediate environment and how environments might vary from one another.	• Identify different ways in which the past is represented.	• Understand how our knowledge of the past is constructed from a range of sources.
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Nursery	Reception
<u>Chronological Understanding</u> As an historian: Can I retell a simple past event in correct order (e.g. went downslide, hurt finger). (Speaking 30- 50m) Can I remember and talk about significant events in my own experience? (P&C 30- 50m) Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night? <u>Historical Enquiry</u> As an historian: Can I question why things happen? (CAL 30-50m) Am I beginning to understand why and how questions? (CAL 30-50m) Can I understand and use vocabulary such as: how, why, because? <u>Knowledge and Interpretation</u> As an historian: Am I developing an understanding of growth, decay and changes over time? (The World 30-50m) Can I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world? (The World 30-50m) Can I understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? Because?	<u>Chronological Understanding</u> As an historian: Can I talk about past and present events in my own life and in the lives of family members? (P&C ELG) Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night? <u>Historical Enquiry</u> As an historian: Can I answer how and why questions about experiences and in response to stories or events? (CAL – ELG) Can I understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why? <u>Knowledge and Interpretation</u> As an historian: Can I make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG) Can I look closely at similarities, differences, patterns and change? (The World 40-60m) Can I understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain?

Year 1		
Skills (TT)	Historical Skills	Topics and relevance
Place known events and objects in chronological order Sequence events and recount changes within living memory Use common words and phrases relating to the passing of time Find answers to some simple questions about the past from simple sources of information Describe some simple similarities and differences between artefacts Sort artefacts from 'then' and 'now' Ask and answer relevant basic questions about the past Relate his/her own account of an event and understand that others may give a different version Talk, draw or write about aspects of the past Understand key features of events Identify some similarities and differences between ways of life in different periods	Chronological Understanding - Sequence events in their life - Sequence 3 or 4 artefacts from distinctly different periods of time - Match objects to people of different ages Range and depth of historical knowledge - Recognise the difference between past and present in their own and others' lives - They know and recount episodes from stories about the past - Be exposed to historical vocabulary Interpretations of History - Use stories to encourage children to distinguish between fact and fiction - Listen to adults tell stories about the past Historical Enquiry - Ask simple questions about the past - Find answers to simple questions about the past from sources of information e.g. artefacts Organisation and communication Communicate their knowledge through; Discussion, Drawing pictures, Drama and role play, Making models, Writing, ICT, Outdoor learning, Recall historical information	Ice Age Stone Age Bronze Age Iron Age Celts Kings and Queens Day

Year 2		
Skills (TT)	Historical Skills	Topics and relevance
Show an awareness of the past, using common words and phrases relating to the passing of time Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented Describe changes within living memory and aspects of change in national life Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries Describe significant historical events, people and places in his/her own locality Use a everyday historical terms Speak about how he/she has found out about the past Record they learned by drawing and writing Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. 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	Chronological Understanding - Sequence artefacts closer together in time (check with texts) - Sequence photographs etc from different periods - Describe memories of key events in their life Range and depth of historical knowledge - Recognise why people did things, why events happened and what happened as a result - Identify differences between ways of life at different times - Begin to understand and use historical vocabulary Interpretations of History - Compare 2 versions of a past event - Compare pictures or photographs of people or events in the past - Look at representations of the period – museums, cartoons etc Historical Enquiry - Ask more complex questions about the past relevant to the topic - Use a source – observe or handle sources to answer questions about the past on the basis of simple observations Organisation and communication Communicate their knowledge through; Discussion, Drawing pictures, Drama and role play, Making models, Writing, ICT, Outdoor learning, Recall historical information	Egypt and Mesopotamia Ancient Greece Romans Romans in Britain Prime Ministers Day

Year 3		
Skills (TT)	Historical Skills	Topics and relevance
Use an increasing range of common words and phrases relating to the passing of time Describe memories of key events in his/her life using historical vocabulary	Chronological Understanding - Place the time studied on the timeline - Use dates and terms related to the study unit and passing of time - Sequence several events or artefacts Range and depth of historical knowledge - Find out about everyday lives of people in time studied and begin to compare with our life today - Identify reasons for and results of peoples actions - Understand why people may have wanted to do something - Understand, define and use historical vocabulary Interpretations of History - Identify and give reasons for different ways in which the past represented - Distinguish between different sources – compare different versions of the same story - Discuss reliability of photos, accounts and stories Historical Enquiry - Use a range of sources to find out about a period - Observe small details – artefacts/pictures - Select and record information relevant to the study - Begin to use the library and internet for research Organisation and communication Communicate their knowledge through; Discussion, Drawing pictures, Drama and role play, Making models, Writing, ICT, Outdoor learning, Recall historical information	Vikings Normans Rule of law and Crusades Tudors China Day

Year 4		
Skills (TT)	Historical Skills	Topics and relevance
Place some historical periods in a chronological framework Use historic terms related to the period of study Use sources of information in ways that go beyond simple observations to answer questions about the past Use a variety of resources to find out about aspects of life in the past Understand that sources can contradict each other Communicate his/her learning in an organised and structured way, using appropriate terminology	Chronological Understanding - Place events from periods studied on timeline - Use terms related to the period and begin to date events - Understand more complex terms (e.g. BC/AD) Range and depth of historical knowledge - Use evidence to reconstruct life in time studied - Identify key features and events of time studied and compare with our life today - Look for links and affects in time studied - Offer a reasonable explanation for some events - Understand, define and use historical vocabulary and begin to make cross-curricular links Interpretations of History - Look at the evidence available and begin to evaluate the usefulness of sources - Begin to use texts and historical knowledge to form an opinion or explanation about events in the past Historical Enquiry - Use evidence to build up a picture of a past event - Choose relevant material to present a picture of one aspect of life in time - Ask a variety of questions - Use the library and internet to develop researching skills Organisation and communication Recall, select and organise historical information, Communicate their knowledge and understanding, Debate, Form own opinions, Research project	Elizabethan explorers The Stuarts English Civil War 18th Century Britain Mayan Day

Year 5		
Skills (TT)	Historical Skills	Topics and relevance
Use dates to order and place events on a timeline Compare sources of information available for the study of different times in the past Make comparisons between aspects of periods of history and the present day Understand that the type of information available depends on the period of time studied Evaluate the usefulness of a variety of sources Present findings and communicate knowledge and understanding in different ways Provide an account of a historical event based on more than one source Give some reasons for some important historical events	Chronological Understanding • Know and sequence key events of time studied • Use relevant terms and period labels • Begin to make comparisons between different times in the past Range and depth of historical knowledge • Study different aspects of different people • Examine causes and results of great events and the impact on people • Compare life in early and late times studied • Compare an aspect of life with the same aspect of another period • Understand, define and use historical vocabulary and make links with modern day language Interpretations of History • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events • Begin to use different resources to research independently Historical Enquiry • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence to support ideas Organisation and communication Recall, select and organise historical information, Communicate their knowledge and understanding, Debate, Form own opinions, Research project	French Revolution/Napoleon Irish Famine American Revolution Victorians American Independence Day

Year 6		
Skills (TT)	Historical Skills	Topics and relevance
Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources Make confident use of a variety of sources for independent research Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Note connections, contrasts and trends over time and show developing appropriate use of historical terms Describe changes in Britain from the Stone Age to the Iron Age Describe the Roman Empire and its impact on Britain Describe Britain's settlement by Anglo-Saxons and Scots Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Describe a local history study Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066	Chronological Understanding - Place current study on timeline in relation to other studies - Use relevant dates and terms - Sequence up to ten events on a timeline - Securely make comparisons between different times in the past and make links with the present Range and depth of historical knowledge - Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings - Compare beliefs and behaviour with another time studied - Explain a past event in terms of cause and effect using evidence to support their explanation - Know key dates, characters and events of time studied - Understand and independently apply historical language to discussion and explanations Interpretations of History - Link sources and workout how conclusions were arrived at - Consider ways of checking the accuracy of interpretations – fact/fiction or opinion - Be aware that different evidence will lead to different conclusions - Confidently use the library and internet to research Historical Enquiry - Recognise primary and secondary sources - Use a range of sources to find out about an aspect of time - Suggest omissions and the means of finding out - Bring knowledge gathered from several sources together in a fluent account	WWI WWII Modern History Disasters Day Wild Card!

Describe 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

Describe a study of Ancient Greek life and achievements and their influence on the western world

Describe 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

Use evidence to support arguments

Organisation and communication

Select and organise information to produce structured work, making appropriate use of dates and terms. Self-directed research project