

History Progression of skills KS1 – Year 1

Year 1 National Curriculum objectives: In this unit, children will be taught to:

KS1 Areas of study

- **Changes within living memory.** Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- 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.
- Significant historical events, people and places in their own locality.

Knowledge and understanding of events, people and changes in the past

- Recall some facts about people/events within living memory
- Tell the difference between past and present
- Can recognise that some objects belonged to the past.
- Sort objects into old and new.
- Say why people may have acted the way they did.

Historical enquiry

- Find answers to simple questions about the past from sources of information
- Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”
- Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.
- I can ask and answer questions about old and new objects.

Chronological understanding

- Understand the difference between things that happened in the past and the present.
- Describe things that happened to themselves and other people in the past.
- Order a set of events or objects
- Use a timeline to place important events.
- Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.
- Identify different ways in which the past is represented

Historical interpretation

- Look at books, videos, photographs, pictures and artefacts to find out about the past.
- Recount some details from the past (using sources)
- Identify different ways in which the past is represented

Organisation and communication

- Sort events or objects into groups (i.e. then and now.)
- I can explain what an object from the past may have been used for.
- Use timelines to order 3 events or objects.
- Tell stories about the past.
- Talk, write and draw about things from the past.

History Progression of skills KS1 –Year 2

Year 2 National Curriculum objectives: In this unit, children will be taught to:

KS1 Areas of study:

□ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

□ Events beyond living memory that are significant nationally or globally.

Remembrance Day, Great Fire Of London

□ 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. *Significant person: Florence Nightingale,*

□ Significant historical events, people and places in their own locality
(Visit Memorial in Huyton to look at the War memorials)

Knowledge and understanding of events, people and changes in the past

□ Use information to describe the past.

□ Describe the differences between then and now.

□ Look at evidence to give and explain reasons why people in the past may have acted in the way they did.

□ Recount the main events from a significant event in history.

Historical enquiry

□ Identify different ways in which the past is represented.

□ Ask questions about the past such as “what was it like for a ..? How long ago did that happen?”

□ Use a wide range of information to answer questions

□ Estimate the ages of people by studying and describing their features.

Chronological understanding

□ Understand and use the words past and present when telling others about an event.

□ Recount changes in my own life over time. Compare them with an older relative.

□ Understand how to put at least 3 people, events and objects in order of when they happened, using a scale the teacher has given me – beyond 100 years.

□ Use a timeline to place important events.

Historical interpretation

□ Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.

□ Understand why some people in the past did things.

Organisation and communication

□ Describe objects, people or events in history

□ Writes own date of birth

□ Use timelines to order events or objects or place significant people.

□ Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.

□ Use drama to develop empathy and understanding eg :HOT SEATING

History Progression of skills Year 3

Year 3 National Curriculum objectives: In this unit, children will be taught to:

Year 3 Areas of study:

- Changes in Britain from the Stone Age to the Iron Age
- Liverpool (visit Docks/ museums etc)
- The Roman Empire and its impact on Britain.

Knowledge and understanding of events, people and changes in the past

- Use evidence to describe the culture and leisure activities from the past.
- Use evidence to describe the clothes, way of life and actions of people in the past.
- Use evidence to describe buildings and their uses of people from the past
 - What were the things of importance to people?
- What were the differences between the lives of the rich and poor? (Link to Romans or Liverpool) OR between any event or object. (eg SLAVE TRADE)

Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.
- Ask questions and find answers about the past.
- Suggest sources of evidence to help answer questions.

Chronological understanding

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Use a timeline to place historical events in chronological order (Intervals of 10/100)
- Use words and phrases like century, decade
- Describe dates of and order significant events from the period studied.

Historical interpretation

- Explore the idea that there are different accounts of history.
- look at 2 versions of the same event. Identify differences- could be slave v trader
Start to look at BIAS/ VALIDITY. Which one do you believe? Why? etc

Organisation and communication

- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
- Use dates/ terms with increasing accuracy
- Discuss different ways of presenting information- for different purposes.

❖ KEY TERMS: PEASANTRY INVADE SETTLE SETTLEMENT EMPIRE CIVILISATION

History Progression of skills Year 4

Year 4 National Curriculum objectives: In this unit, children will be taught to:

Year 4 Areas of study:

□ **The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of**

Ancient Egypt;

□ **Britain's settlement by Anglo-Saxons and Scots**

□ **Victorian Britain**

Knowledge and understanding of events, people and changes in the past

- Use evidence to describe what was important to people from the past.
- Use evidence to show how the lives of rich and poor people from the past differed.
- Describe similarities and differences between people, events and artefacts studied.
 - Identify some beliefs, attitudes and experiences of men, women and children.
- Describe how some of the things I have studied from the past affect/influence life today.
- Give reasons WHY CHANGES MAY HAVE OCCURRED in one aspect- culture, leisure, clothes, buildings etc

Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.
- Understand the difference between PRIMARY AND SECONDARY sources of evidence
- Ask questions and find answers about the past.

Chronological understanding

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Order significant events and dates on a timeline. (10/100/1000)
- Sort dates on a timeline into 19th, 20th and 21st century
- Put names and places, dates of significant events from the past on a timeline.
- Describe the main changes in a period in history.
- Use mathematical skills to round up differences in decades and centuries.

Historical interpretation

- Look at different versions of the same event in history and identify differences.
- Know that people in the past represent events or ideas in a way that persuades others.

Organisation and communication

- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

❖ **KEY TERMS: PEASANTRY INVADE SETTLE SETTLEMENT MONARCH MONARCHY EMPIRE**

History Progression of skills Year 5 Year 5 National Curriculum objectives: In this unit, children will be taught to:

Year 5 Areas of study:

- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – our study chosen: AD 900; Mayan civilization
- A period of British History- The Tudors

Knowledge and understanding of events, people and changes in the past

- Choose reliable sources of information to find out about the past.
- Give own reasons why changes may have occurred, backed up by evidence.
 - Give CAUSES AND CONSEQUENCES of main events and situations in these periods.
- Describe similarities and differences between some people, events and artefacts studied
- Describe how historical events studied affect/influence life today.
- MAKE LINKS BETWEEN SOME OF THE FEATURES OF PAST SOCIETIES. (e.g. religion, houses, society, technology.) OR BETWEEN MAYANS, GREEKS OR PRESENT DAY

Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- Choose reliable sources of evidence to answer questions- RELISING THAT THERE IS OFTEN NOT A SINGLE ANSWER TO AN HISTORICAL QUESTION.
- Investigate own lines of enquiry by posing questions to answer
 - Describe how historical events studied affect/influence life today.

Chronological understanding

- Place local, national and international events on a timeline (5 or more)
- BEGIN TO DESIGN OWN TIMELINE- place events on as you come across them in your learning.
- SEQUENCE HISTORICAL PERIODS ON A TIMELINE
- Describe the main changes in a period in history.
- Identify and compare changes within and across different periods.

Historical interpretation

- Understand that some evidence from the past is PROPAGANDA, OPINION or MISINFORMATION and that this affects interpretations of history.
- Give clear reasons why there may be different accounts of history.
- Know that people (now and in the past) can represent events or ideas TO PERSUADE others.
- Evaluate evidence to choose the most reliable forms.

Organisation and communication

- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
- Uses dates and terms accurately.
- Plan and present a self-directed project or research about the studied period- or choose how to present information to an audience.

❖ KEY TERMS: EMPIRE PEASANTRY INVADE SETTLE

History Progression of skills Year 6 Year 6 National Curriculum objectives: In this unit, children will be taught to:

Year 6 Areas of study:

□ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- PREHISTORIC LIFE

□ Study of World War one and 2- cause and effects.

□ LOCAL AREA IN DEPTH STUDY- Huyton/ Liverpool

Knowledge and understanding of events, people and changes in the past

- Choose reliable sources of information to describe an aspect of life from any given period.
- Give some reasons why changes may have occurred- backed up by evidence.
- Describe similarities and differences between some people, events and artefacts studied.
- Describe how some of the things studied from the past affect/influence life today.
- Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- Evaluate the usefulness and accurateness of different sources

Chronological understanding

- Order significant events, movements and dates on a timeline.
 - Creates own timeline to place events, periods and cultural movements from around the world.
- Place BC AD Jurassic, Cretaceous, Romans, Anglo Saxons, Egyptians, Mayans, Victorians, World Wars on a timeline.
- Identify and compare changes within and across different periods.
 - To be able to place a significant person's dates or significant event correctly on a timeline

Historical interpretation (FOCUS ON BIAS/ OPINION/ INTERPRETATIONS)

- Evaluate evidence to choose the most reliable forms (USING TERMS VALID SOURCE, RELIABLE, CREDIBLE etc) and that which may be UNRELIABLE.
- Give reasons why you may be questioning a given source (Primary or secondary)
- Know that people both in the past have a point of view and that this can affect interpretation.
- Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

Organisation and communication

- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
- Plan and present a self-directed project or research about the studied period.

- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
- Investigate own lines of enquiry by posing questions to answer.
- FORM OWN OPINIONS ABOUT HISTORICAL EVENTS FROM A RANGE OF SOURCES

❖ KEY TERMS: INVADE SETTLE EMPIRE
PARLIAMENT GOVERNMENT PARLIAMENT
VALIDITY/ BIAS RELIABILITY OF SOURCES