

ST MARY'S CATHOLIC PRIMARY SCHOOL

PROGRESSION IN SKILLS AND

KNOWLEDGE

HISTORY

Intent

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. At St Mary's our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>Early Learning Goals and National Curriculum</p>		<p>Key Stage 1</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ▪ 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ▪ the lives of significant individuals in the past who have contributed to 		<p>Key stage 2</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <p>changes in Britain from the Stone Age to the Iron Age</p> <p>Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> ▪ 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 <p>the Roman Empire and its impact on Britain</p> <p>Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> ▪ 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 <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Examples (non-statutory) This could include:</p>				

		<p>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]</p> <ul style="list-style-type: none"> ▪ significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> ▪ 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 <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> ▪ 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 <p>local history study</p> <p>Examples (non-statutory)</p> <p>An in 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.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chronological understanding and organisation and communication</p> <p>Knowledge</p>		<p>Know facts about people and events before living memory.</p> <p>Know words and phrases linked to the past such as now, yesterday, last week, old and young, long time ago</p>	<p>Know facts about people and events before living memory.</p> <p>Know key time words and phrases linked to the past such as recently, before after, later, when I was</p>	<p>Know facts about people and events before living memory.</p> <p>Know key time words and phrases linked to</p>	<p>Know key time words and phrases linked to the past such decade, and century</p> <p>Know that the 20th century = 1900s 19th century = 1800s</p>	<p>Know what a century is</p> <p>Periods of time in order e.g. Tudors, Stuarts Victorians, Windsor</p> <p>The lineage of our current monarchy</p> <p>What a range of historical topic words</p>	<p>The names and dates of different time periods that we have studied throughout school using these eras as key reference points</p> <p>BC , AD, Egyptians, Romans, Anglo-Saxons, Tudors,</p>

		<p>Know the difference between things that happened in the past and present</p> <p>The names of some of the present day royal family</p> <p>Know what a castle is. Know that castles were built a long time ago</p>	<p>younger, when my parents/ carers were younger</p> <p>Know the difference between things that happened in the past and present/ know that things were different in the past compared to now.</p> <p>Know the names of some significant kings and queens and order them on a given timeline</p>	<p>the past such decade, and century</p> <p>Know what BC and AD mean (Before Christ and anno Domini)</p> <p>Know the difference between things that happened in the past and present/ know that things were different in the past compared to now.</p>	<p>Know what BC and AD mean (Before Christ and anno Domini)</p> <p>Subject specific words such as monarch, settlement, invader, slave</p> <p>That information from the past is presented to an audience and can discuss the most appropriate way to present information Know what is meant by primary and secondary sources</p> <p>That people in the past and present represent ideas in a way that persuades (Starting to introduce the word propaganda)</p> <p>Know the (typical) role of men, women and children in more than one time period</p> <p>Know that houses, culture, leisure, clothes, building</p>	<p>mean from previous years. Decade, century, BC, AD</p> <p>Know that dramatic change can happen within a period of history e.g. (WW1)</p> <p>Dates and terms accurately to describe significant events</p> <p>That different audiences will respond a certain way to different types of information</p>	<p>Stuarts, Georgians, Victorians and today</p> <p>That some periods of time occurred concurrently</p> <p>The main changes in the development of culture, technology, religion and society.</p> <p>Know what the words social, religious, political and technological mean</p>
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					have changed over time		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding and organisation and communication	Talk about and describe photos and leaflets from the past	Sequence some events or 2 related objects in order	Sequence some events or 3 or more related objects in order using a given scale	Uses timeline to place events in order including BC and AD	Uses timeline to place events in order including BC and AD	Divides recent history into present using 21 st century and the past using 20 th and 19 th centuries	Order significant events on a time line independently
Skill		Use a simple time line (spacing already provided) to place important events.	Use a simple time line (spacing already provided) to place important events.	Use key words to start to explain when things happened. Use past and present when ordering an event.	Time lines to begin to be spaced by children showing understating of time past using integers	Create a family tree of a monarchy	Identify and compare changes within and across different periods
		Use timelines to order events and objects.	Use key words to start to explain when things happened. Use past and present when ordering an event.	Communicates ideas from the past in different ways	Begin to name and place significant events from one period of the past on a time line independently	Use timelines to place and sequence local, national and international events	Create time lines to compare and contrast two concurrent periods e.g. ancient Egypt and or Anglo Saxons and Vikings
		Sort events into groups e.g. now and then	Sort events into groups e.g. now and then using own birth date	Presents findings about past and present orally, in writing and some ICT, drama/ role play	Communicates ideas from the past in different ways	Describe the main changes in a period of history (WW!)	Describes the main changes in these areas and can use comparative words to describe similarities and differences
		Identify features of a castle	Draws labelled diagrams and writes about them to tell others about people, events and objects from the past	Explaining what happened and how things have changed.	Presents findings about past and present orally, in writing and some ICT, drama/ role play	Identify changes within and across historical periods	
			Start to give simple examples of how 2 things are different from past to present e.g. phones/ light/ transport	Recount the main events from a significant time in history	Explaining what happened and	Presents structured and organised findings about the past in a variety of ways	Describe what the words social, religious, political and technological mean and the main changes of them over time
			Recount the main events from a significant time in history			Choose the most appropriate way to present information to an audience	

					<p>how things have changed. And why</p> <p>Use subject specific words such as monarch, settlement and invader</p> <p>Give reasons why there may be different accounts of history</p> <p>Understand the difference between primary and secondary sources of evidence</p> <p>Select the most appropriate source to back up as evidence Suggest sources of evidence to help answer a question.. I think this because</p> <p>Compare then and now , Identify the changes and explain why</p>		
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Historical enquiry and Historical interpretation</p> <p>Knowledge</p>		<p>Knows parts of stories and memories about the past</p> <p>That the past is represented in different ways e.g. pictures and writing</p>	<p>Parts of stories and memories about the past</p> <p>That the past is represented in different ways e.g. pictures, photos, buildings, artefacts, internet sites</p> <p>That an artefact is an object from the past</p> <p>That people dressed differently in the past.</p>	<p>Have a clear understanding about what a source is and how it can look</p> <p>That sources can represent the same event in different ways</p> <p>That people in the past and present represent ideas in a way that persuades (Starting to introduce the word propaganda)</p>	<p>Knows what a variety of sources are to help understand events in history</p> <p>Developing understanding of the term propaganda</p> <p>Why there might be different versions of events</p>	<p>Why there might be different versions of events and different versions of the same event</p> <p>That peoples (past and present) can represent events in ways that persuade others</p> <p>Know what persuasion is and the term propaganda</p> <p>That events from the past have an impact on the present</p> <p>What apartheid is and when it happened</p> <p>Links and changes within and across the periods we study</p> <p>Differences between some social ,</p>	<p>Know that the past is represented in different ways</p> <p>Know that people both in the past and present have different viewpoints and it can effect interpretation</p> <p>Know what interpretation and pro[aganda mean</p> <p>That some evidence is propaganda, opinion or misinformation and that that this effects interpretation of history</p> <p>How to collect evidence independently from a range of sources</p> <p>Identify primary and secondary sources and know which ones are likely to be reliable</p>

						cultural, religious and ethnic	There is usually more than one answer to an historical question
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry and Historical interpretation Skill		<p>Begins to identify and recount some details from the past from sources e.g pictures and stories)</p> <p>Find answers to simple questions about the past from sources</p> <p>Ask questions about the past “what are they doing?” why is it “different now?”</p>	<p>Look carefully at sources of information and ask question Ask questions about the past “what are they doing?” why is it “different now?” why are they wearing that? Why did they need to do that then?</p> <p>Ask and explore what an artefact was used for</p> <p>Find answers to simple questions about the past from sources</p> <p>Use information to describe the differences</p>	<p>Look at different versions of the same event in history and identify the differences.</p> <p>Use a variety of sources to collect information about the past</p> <p>Ask and answer questions as to why this might be.</p> <p>Suggest sources of evidence to help answer a question. I think this because</p>	<p>Gives reasons why there may be different accounts of history</p> <p>Starting to use documents, printed sources, the internet, pictures, photos, music, artefacts historical buildings to collect information about the past</p>	<p>Give clear reasons why there may be different versions of accounts in history and discuss different points of view</p> <p>Identify the differences of one events recount.</p> <p>Uses documents, printed sources, the internet, pictures, photos, music, artefacts historical buildings to collect information about the past</p> <p>Use evidence to describe buildings (technology) and their use from the past</p>	<p>Give examples of when the past has been represented in different ways</p> <p>Suggest accurate and plausible reasons for how/ why aspects of the past have been represented in different ways.</p> <p>Identify propaganda and the message it might be portraying</p> <p>Plan a and present a self-directed project or research investigating own lines of enquiry by posing questions to answers</p>

			between then and now			<p>Identify how events in the past have effected/ influenced today e.g. WW1 the role of women/ weapons and slavery/abolition and apartheid</p> <p>Suggest causes and consequences of the main events, situations and changes in periods studied</p>	<p>Choose reliable sources of evidence to answer questions realising that there is often not a single answer to historical question</p> <p>Give clear reasons why there might be different accounts of history linking this to factual understating of the past.</p>
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Key Stage 1 and 2 Historical vocabulary

- AD
- Agriculture
- Ancient civilisations
- Archaeology
- Aristocracy
- Artefact
- BC
- Bronze Age
- Calendar
- Causation

Century
Change
Church
Christianity
Chronology
Colony
Conquest
Continuity
Court
Crusades
Dark Ages
Decade
Democracy
Discovery
Diversity
Emigrant
Emperor
Empire
Execution
Explorer
Global
Gods / Goddesses
Heresy
Hunter-gatherer
Immigrant
International
Interpretation
Invasion
Invention

Iron Age
Islam
King/Queen
Local
Long ago
Metal-working
Migration
Missionary
Monarchy
Monastery
Museum
Myths and
legends
Nation
Nomad
Oral history
Parliament
Past
Peasant
Pope
Prehistory
Present
Primary
evidence
Rebellion
Republic
Revolt
Sacrifice
Secondary

evidence
Settler
Significance
Slave
Stone Age
Torture
Traitor
Treason
Yesterday



How parents can help:

In History, pupils at St Mary's find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; skill that will help them in their adult life. This is something we can develop everyday by asking the 5 Ws. What, where, when, why and who.

Everyday learning experiences

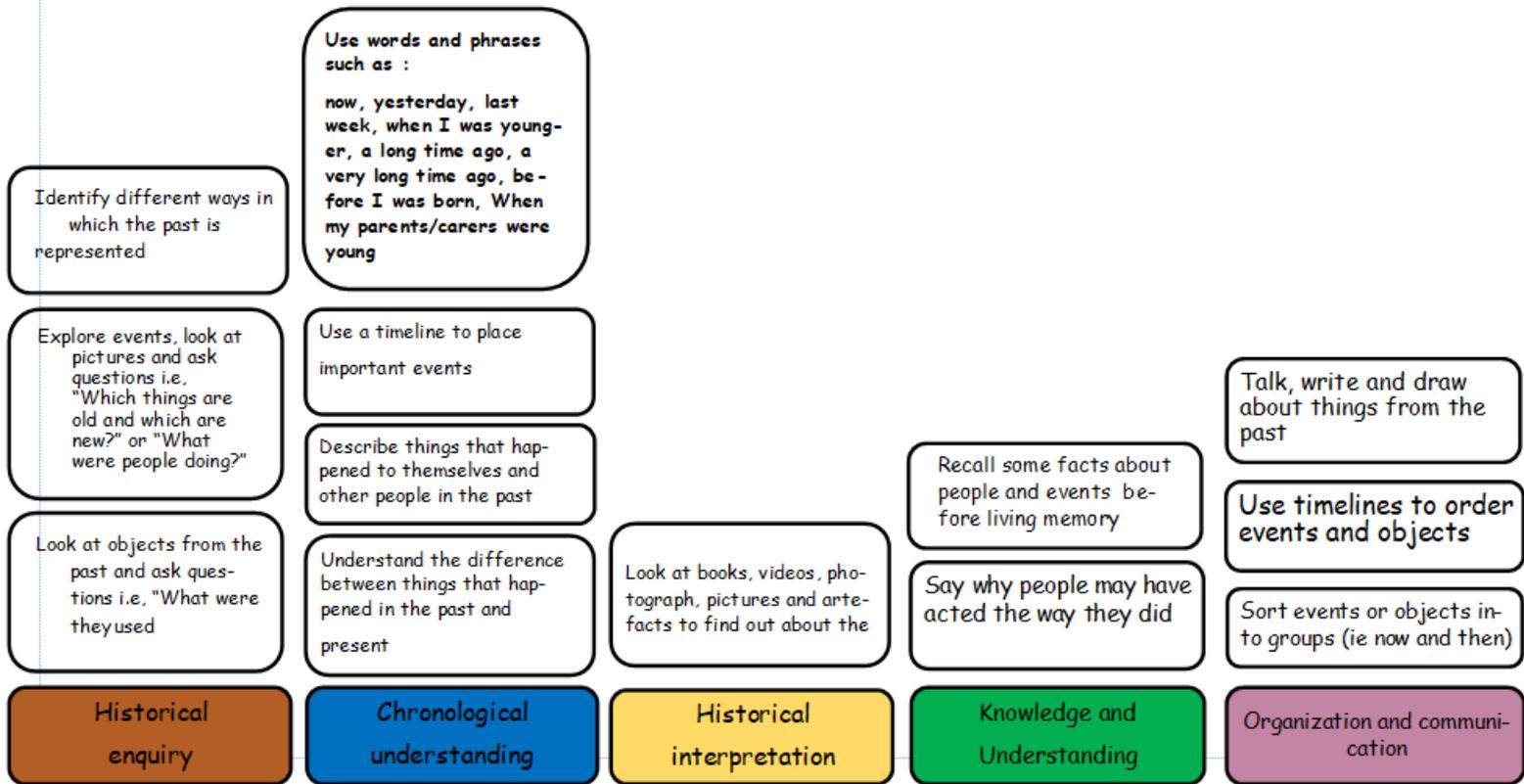
Encourage your child to think like an historian. This doesn't even have to be connected to conversations about the past. It's all about questioning. What happened, what lead up to that? Who was there? What did they think/say? Why did the end result happen? This allows us to not just accept a situation but to find every possible truth.

Activities to consider

- Create a family tree
- Create an all about my family box with objects personal or important to the family and get them to talk about each "artifact"
- Pictionary / articulate – this game could be used to draw a significant period of time and the other guesses what it is.
- Visit places of historical interest
- E.g. Ludlow castle, Blists Hill, Shrewsbury museum
- Use drama to reenact what they have learnt at school, put on a play for others

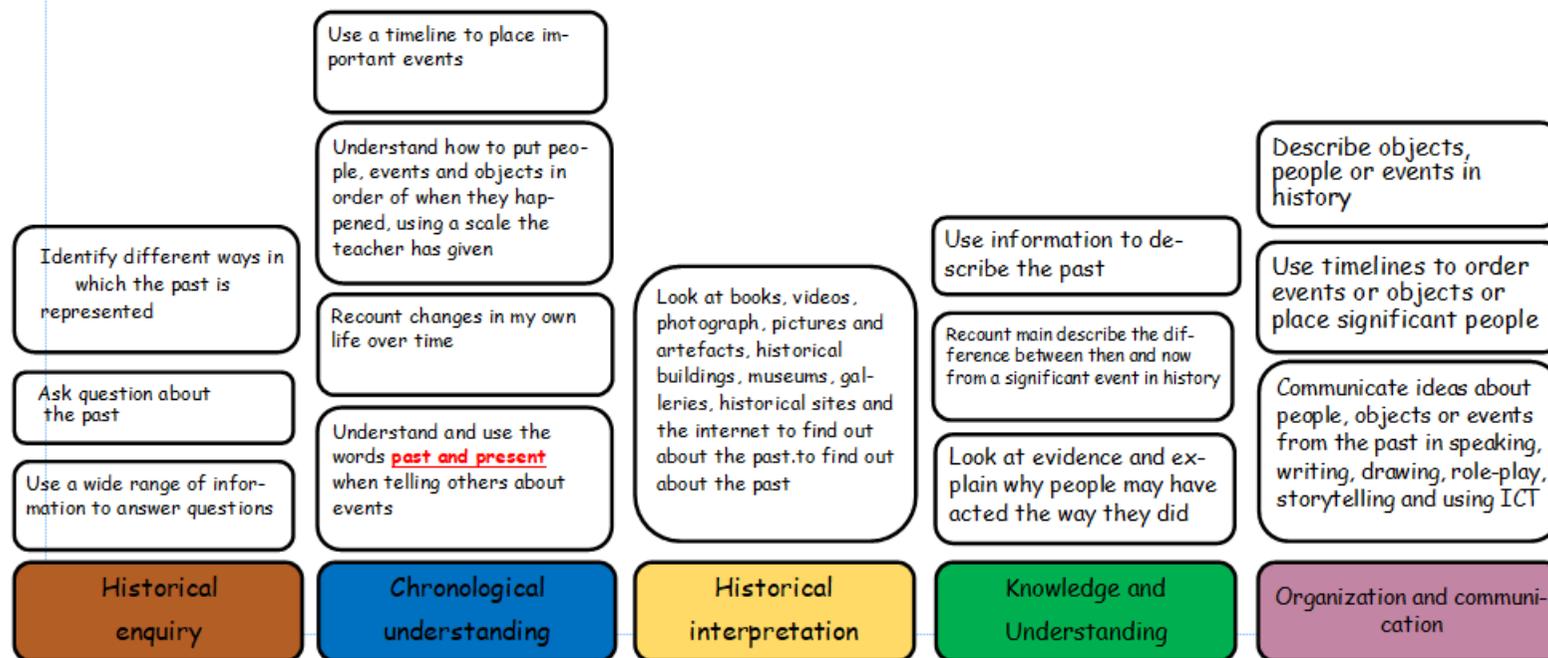


Year 1 History National Expectations



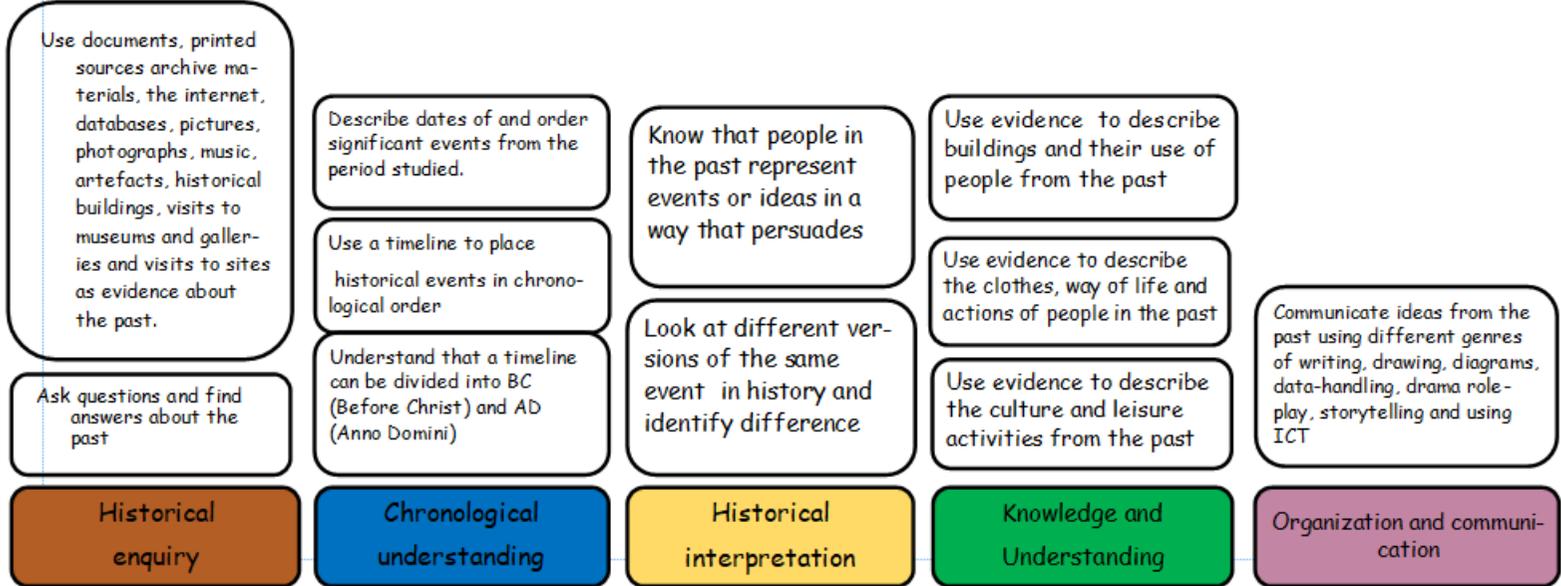


Year 2 History National Expectations



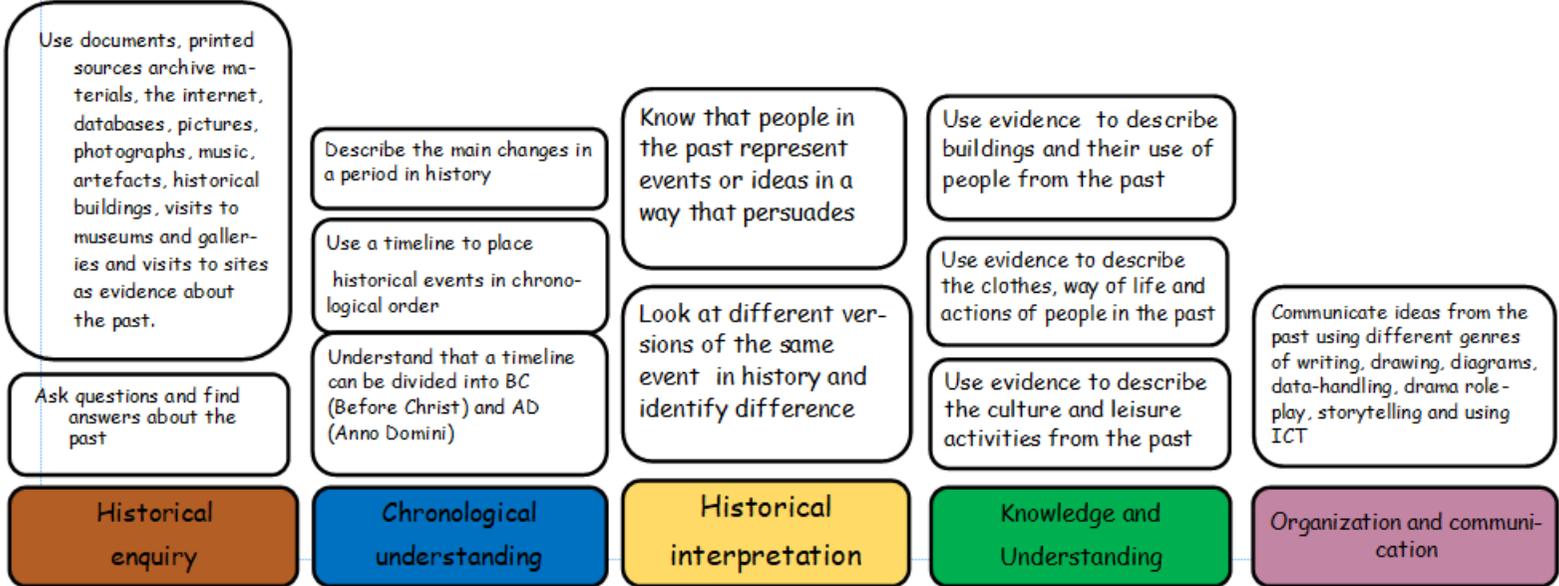


Year 3 History
National
Expectations





Year 4 History
National
Expectations





Year 5 History National Expectations

