



## Progression of Skills In History

### Objectives of the History Curriculum

Knowledge of history is an essential element of building cultural capital. Knowing what happened in the past, why it happened and what the consequences were enables our children to become informed citizens capable of making positive contributions to society. The knowledge progression at St Ives Primary defines the context of history study while the skills progression secures the ability to observe, interrogate, analyse and evaluate. Combining skills and knowledge gives the children access to our shared past, from which stems a clearer understanding of our present and prepares them to contribute knowledgeably to the future. **The children will learn about chronology, historical enquiry and historical interpretation**

Skill domains:	2/3	3/4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>React to activities they have done in the past and what they may do in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the things they have and haven't enjoyed doing in the past.</li> <li>Talk about what they are looking forward to in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence photos from different parts of life.</li> <li>Match objects to people from different times.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the distinction between past and present (within the context of their own life).</li> <li>Order and sequence some familiar events and objects.</li> <li>Identify some similarities and differences between ways of life at different times.</li> <li>Use some everyday terms about</li> </ul>	<ul style="list-style-type: none"> <li>Order and sequence events and objects - closer in time using a reference book.</li> <li>Recognise that their own lives are similar and/or different from the lives of people in the past.</li> <li>Use common words and phrases concerned with the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Use some dates and historical terms when sequencing events and objects.</li> <li>Demonstrate awareness that the past can be divided into different periods of time.</li> <li>Explore trends and changes over time - using a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Use dates and historical terms when ordering events and objects on a timeline.</li> <li>Identify where people and events fit into a chronological framework.</li> <li>Explore links and contrasts within and across different periods of time.</li> <li>Understand and use more complex historical terms - e.g - BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>Use dates and appropriate historical terms to sequence events and periods of time.</li> <li>Identify where people, places and periods of time fit into a chronological framework.</li> <li>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>	<ul style="list-style-type: none"> <li>Use dates and a wide range of historical terms when sequencing events and periods of time.</li> <li>Develop chronological secure knowledge of the events and periods of time studied.</li> <li>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>

				the passing of time such as 'a long time ago' and 'before'.					
<b>Events , People and Changes</b>	<ul style="list-style-type: none"> <li>Show interest in different things to others.</li> <li>React to key words associated to things they have done in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their own personal interests and listen to those of others.</li> <li>Talk about their own experiences which are important to them.</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between them and others.</li> <li>Recognise the difference between past and present in their own and others lives.</li> </ul>	<ul style="list-style-type: none"> <li>Retell some events from beyond their living memory which are significant nationally or globally.</li> <li>Describe some changes within their living memory (including aspects of national life where appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Develop awareness of significant historical events, people and places in their own locality.</li> <li>Understand why events happened and what happened as a result.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and give reasons for some historical changes</li> <li>Find out and compare everyday lives and how that contrasts to our lives today</li> <li>Demonstrate knowledge of aspects of history significant in their locality.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.</li> <li>Demonstrate knowledge of an aspect or theme in history that extends their chronological knowledge beyond 1066.</li> <li>Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>Describe key aspects of a non-European society such as the early Islamic civilisation.</li> <li>Study different aspects of different people - e.g. differences between men and women in a historical context</li> <li>Examine causes and results of great events and the impact of these</li> <li>Compare life in the early and late stages of 'times' studied</li> </ul>	<ul style="list-style-type: none"> <li>Explore beliefs, behaviour and characteristics of people, recognising everybody shares the same views and opinions.</li> <li>Know key dates, people and times studied.</li> <li>Compare beliefs and behaviour with another time studied.</li> <li>Demonstrate knowledge of an aspect of a theme in British history that extends their chronological knowledge beyond 1066.</li> </ul>
<b>Interpretation, Enquiry and</b>	<ul style="list-style-type: none"> <li>Be told a version of the past.</li> </ul>	<ul style="list-style-type: none"> <li>Engage with different ways of hearing/ seeing</li> </ul>	<ul style="list-style-type: none"> <li>Become more independently utilising sources of information. Recognises that</li> </ul>	<ul style="list-style-type: none"> <li>Make simple observations about different people,</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about the past through observing and</li> </ul>	<ul style="list-style-type: none"> <li>Use sources to address historically valid questions.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources to address historically valid questions</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of sources as a basis for research to answer</li> </ul>	<ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically</li> </ul>

<p><b>Using Sources</b></p>		<p>information from the past.</p>	<p>there are multiple ways of retrieving information.</p> <ul style="list-style-type: none"> <li>• Begin to make choices about most suitable source to aid and improve understanding.</li> </ul>	<p>events, beliefs and communities.</p> <ul style="list-style-type: none"> <li>• Use sources to answer and ask simple questions about the past.</li> <li>• Identify some of the basic ways in which the past can be represented.</li> <li>• Choose parts of stories and other sources to show what they know about the past.</li> </ul>	<p>handling a range of sources - asking why/what/who/how/where questions to find answers.</p> <ul style="list-style-type: none"> <li>• Consider why things may change over time.</li> <li>• Recognise some basic reasons why people in the past acted as they did.</li> <li>• Choose parts of stories and other sources to show what they know about significant people and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that our knowledge of the past is constructed from different sources of evidence.</li> <li>• Recognise that different versions of past events may exist.</li> <li>• Describe and explore some of the ways the past can be represented - pictures, letters, artefacts etc.</li> </ul>	<p>and hypotheses.</p> <ul style="list-style-type: none"> <li>• Recognise how sources of evidence are used to make historical claims.</li> <li>• Recognise why some events happened and what happened as a result.</li> <li>• Identify historically significant people and events in different situations.</li> </ul>	<p>questions and to test hypotheses.</p> <ul style="list-style-type: none"> <li>• Recognise how our knowledge of the past is constructed from a range of sources.</li> <li>• Evaluate Primary and Secondary sources and make simple inferences.</li> <li>• Choose relevant sources of evidence to support particular lines of enquiry.</li> </ul>	<p>valid questions and hypotheses.</p> <ul style="list-style-type: none"> <li>• Give some reasons for contrasting interpretations of the past.</li> <li>• Recognise some events people and changes are judged as more significant than others.</li> <li>• Bring knowledge gathered from several sources together in a coherent account.</li> </ul>
<p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>• React when an adult is talking about past events in their or adults lives.</li> <li>• React/express an emotion to some of the things they have observed.</li> </ul>	<ul style="list-style-type: none"> <li>• Children talk about past and present events in their own lives,</li> <li>• Talk about some of the things they have observed.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about past and present events in their own lives and in the lives of their family.</li> <li>• Talk about some of the things they have observed, question why things happen and give explanations.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe special or significant events.</li> <li>• Retell simple stories or events from the past using simple Historical vocabulary.</li> <li>• Use simple historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what/who was significant in simple historical accounts.</li> <li>• Demonstrate simple historical concepts and events through role-play, drawing and writing.</li> <li>• Use a variety of simple historical terms and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss some historical events, issues, connections and changes.</li> <li>• Select and organise historical information to present in a range of ways.</li> <li>• Use relevant historical terms and vocabulary linked to chronology.</li> <li>• Distinguish difference</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss significant aspects of, and connections between, different historical events.</li> <li>• Select and organise relevant historical information to present in a range of ways.</li> <li>• Begin to evaluate the usefulness of</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and debate historical issues.</li> <li>• Use appropriate vocabulary when discussing and describing historical events.</li> <li>• Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge contrasting evidence and opinions when discussing debating historical issues.</li> <li>• Use appropriate vocabulary when discussing, describing explaining historical events.</li> </ul>

						<p>between sources - e.g - compare different versions of the same event.</p>	<p>different sources.</p> <ul style="list-style-type: none"><li>• Use relevant and appropriate historical terms and vocabulary linked to chronology.</li></ul>	<p>including dates and terms.</p> <ul style="list-style-type: none"><li>• Compare accounts of events from different sources - fact or fiction.</li></ul>	<ul style="list-style-type: none"><li>• Construct informed responses historical questions and hypotheses that involve thoughtful selection and organisation relevant historical information including appropriate dates and terms.</li><li>• Choose the most appropriate way of communicating different historical findings.</li></ul>
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