



Swainswick History progression of skills

EYFS	KS1 History Objectives	KS2 History Objectives
<p><u>Understanding the World (People and Communities)</u> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>Understanding the World (The World)</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p><u>Changes within living memory</u> Where appropriate, these should be used to reveal aspects of change in national life</p> <p><u>Events beyond living memory</u> Events 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><u>Lives of significant individuals</u> People 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, 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> <p><u>significant historical events,</u> With a focus on people and places in their own locality.</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age; • the Roman Empire and its impact on Britain; • Britain’s settlement by Anglo-Saxons and Scots; • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; • a local history study; • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066; • 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; • 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 – 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.

Progression of skills

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Chronological understanding		<ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages 	<ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives 	<ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts 	<ul style="list-style-type: none"> • Place events from period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line
Range and depth of historical knowledge		<ul style="list-style-type: none"> • Recognise the difference between past and present in their own and others lives. • They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result. • Identify differences between ways of life at different times 	<ul style="list-style-type: none"> • Find out about every day lives of people in time studied • Compare with our life today. • Identify reasons for and results of people's actions. • Understand why people may have wanted to do something 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> • Study different aspects of different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of lie with the same aspect in another period 	<ul style="list-style-type: none"> • 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 • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied

<p>Interpretations of history</p>		<ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge 	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research
<p>Historical enquiry</p>		<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts. 	<ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 past • Ask a variety of questions • Use the library and internet for research 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Recognize primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account
<p>Organization and communication</p>	<ul style="list-style-type: none"> • Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 				<ul style="list-style-type: none"> • Recall, select and organise historical information • Communicate their knowledge and understanding 	<ul style="list-style-type: none"> • Select and organise information to produce structured work, making appropriate use of dates and terms. 	