

Hunslet Moor Primary School History Skills Progression

	<u>EYFS</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>	<u>KS3</u>
Chronological understanding	<ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters Talk about members of their immediate family and community Name and describe people who are familiar to them 	<ul style="list-style-type: none"> Develop an awareness of the past Place known events and objects in chronological order Sequence events and recount changes within living memory 	<ul style="list-style-type: none"> Describe where the people and events studied fit within a chronological framework Identify similarities and differences between ways of life in different periods 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history 	<ul style="list-style-type: none"> Place some historical periods in a chronological framework 	<ul style="list-style-type: none"> Note connections, contrasts and trends over time 	<ul style="list-style-type: none"> Demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies 	<ul style="list-style-type: none"> Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
Range and depth of historical understanding	<ul style="list-style-type: none"> Make connections between the features of their family and other families Begin to make sense of their own life story and family history Know some similarities and differences between things in the past and now 	<ul style="list-style-type: none"> Understand key features of events Changes within living memory that have made significant changes to national life Describe significant historical events, people and places in his/her own locality 	<ul style="list-style-type: none"> Describe events beyond living memory that are significant nationally or globally 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 	<ul style="list-style-type: none"> Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066 	<ul style="list-style-type: none"> Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared. A depth study of Ancient Egypt Describe changes in Britain from the Stone Age to the Iron Age 	<ul style="list-style-type: none"> Describe a study of Ancient Greek life and achievements and their influence on the western world Make comparisons between aspects of periods of history and the present day Describe the Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> Describe a non-European society that provides contrasts with British history - early Islamic civilization, including a study of Baghdad c. AD 900; 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 	<ul style="list-style-type: none"> the development of Church, state and society in Medieval Britain 1066-1509 the development of Church, state and society in Britain 1509-1745 ideas, political power, industry and empire: Britain, 1745-1901 challenges for Britain, Europe and the wider world 1901 to the present day A local History Study the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].
Interpretations of history	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways 	<ul style="list-style-type: none"> Identify different ways in which the past is represented Describe some similarities and differences between ways of life in different periods 	<ul style="list-style-type: none"> Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented Relate their own account of an event and understand that others may give a different version. 	<ul style="list-style-type: none"> Understand that different versions of the past exist, giving some reasons for this 	<ul style="list-style-type: none"> Use a variety of resources to find out about aspects of life in the past Understand that sources can contradict each other 	<ul style="list-style-type: none"> Compare sources of information available for the study of different times in the past Understand that the type of information available depends on the period of time studied 	<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources 	<ul style="list-style-type: none"> Discern how and why contrasting arguments and interpretations of the past have been constructed
Historical enquiry	<ul style="list-style-type: none"> Be curious about people and show interest in stories Answer 'how' and 'why' questions in response to stories or events Explain own knowledge and understanding, and ask appropriate questions 	<ul style="list-style-type: none"> Understand some ways we find out about the past Find answers to some simple questions about the past from simple sources of information Ask and answer simple relevant questions about the past 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Describe a local history study Understand how knowledge of the past is constructed from a range of sources 	<ul style="list-style-type: none"> Use sources of information in ways that go beyond simple observations to answer questions about the past 	<ul style="list-style-type: none"> Evaluate the usefulness of a variety of sources Provide an account of a historical event based on more than one source 	<ul style="list-style-type: none"> Use evidence to support arguments Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and 	<ul style="list-style-type: none"> Pursue historically valid enquiries including some they have framed Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts

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	<ul style="list-style-type: none"> • Know that information can be retrieved from books and computers • Record, using marks they can interpret and explain 						organisation of relevant historical information	
Historical Terms	<ul style="list-style-type: none"> • Begin to describe a series of events, real or fictional, using words such as 'first', 'then' • extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words • Talk about what they see, using a wide range of vocabulary 	<ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time • Talk, draw or write about aspects of the past 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms • Speak about how he/she has found out about the past • Show an awareness of the past, using common words and phrases relating to the passing of time • Record what he/she has learned by drawing and writing 	<ul style="list-style-type: none"> • Use an increasing range of common words and phrases relating to the passing of time 	<ul style="list-style-type: none"> • Use historic terms related to the period of study • Communicate his/her learning in an organised and structured way, using appropriate terminology 	<ul style="list-style-type: none"> • Present findings and communicate knowledge and understanding in different ways • Give some reasons for some important historical events 	<ul style="list-style-type: none"> • Make confident use of a variety of sources for independent research • Note connections, contrasts and trends over time and show developing appropriate use of historical terms 	<ul style="list-style-type: none"> • Use historical terms and concepts in increasingly sophisticated ways