



History Skills Progression 2020-21

Subject area: History

Intent	<p>The history curriculum at St Philip's is sequenced to ensure a broad and balanced curriculum which will enable the children to appreciate that the past influences the present and the future. The children will understand that learning about the past helps to influence our decisions, the values that we have and our curiosity about the world. The children at St Philip's will use historical evidence critically to challenge their views and the views of others, ask questions and form judgements. Our intention is for the children at St Philip's to have an excellent knowledge of significant people and events of the past which will enable them to make choices and have values that support being global citizenship in the modern world.</p>					
Implementation	<p>Our history curriculum aims to help our children to develop their skills to become historians. We use practical activities, artefacts, ICT educational visits to places of historical importance to bring the children's learning to life. Teachers plan with an understanding of the children's prior learning, to ensure that the children develop an understanding of the historical context of the topic that they are studying and it's place on a timeline.</p>					
Impact	<p>By the end of KS2, the children at St Philip's will have a secure knowledge of historically significant events, people and periods of history. They will have the ability to evaluate and challenge views on history and will use evidence to support their justification. The children will be curious about events in history, and will be able to reflect and explain their learning. The children at St Philip's will develop a passion for history by understanding how and why events happened and will be able to explain how events in history can be interpreted in different ways.</p>					
<p>Our curriculum drivers To be evidenced throughout the history curriculum</p>	<p style="text-align: center;"> An understanding of how to develop into global citizens in the modern world Develop effective learning relationships by working collaboratively with others and presenting ideas clearly Strong communication within and beyond our school community towards a common goal Demonstrate creativity within our work Making connections with prior learning develop new knowledge in the long term memory Thinking critically to question information, seek answers to questions and to ask 'why' in our learning </p>					
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics to be taught	<p>Homes in the past Castles Holidays of the past</p>	<p>Communication then and now Florence Nightingale The Great Fire of London</p>	<p>Invaders and settlers - The Romans Anglo Saxons, Picts and Scots Pre-historic world</p>	<p>The Norman Conquest Ancient Egypt The Maya</p>	<p>Vikings vs Anglo Saxons The Victorians A Local Study - Made in the Midlands</p>	<p>World War 1 Rebuilding Britain/Children in WWII The Ancient Greeks</p>

Chronological understanding	<p>Sequence events in their life.</p> <p>Sequence 3 or 4 artefacts in chronological order</p> <p>Match objects to people of different ages.</p> <p>Use common words and phrases to the passing of time</p>	<ul style="list-style-type: none"> Sequence artefacts closer together in time – using a simple timeline Sequence events chronologically. Sequence photographs etc. from different periods of their life Describe memories of key events in lives. Use common words and phrases related to the passing of time 	<p>Place the time studied on a timeline</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events and artefacts</p> <p>Understands timeline can be divided into BC and AD.</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BC/AD</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Victorians, era, period.</p>	<p>Place current study on time line in relation to other studies</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Use relevant dates and terms using these key periods as reference points: BC, AD Romans, Anglo-Saxons, Victorians and Today.</p> <p>Sequence up to 10 events on a time line</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p>
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range and Depth of Historical Understanding	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>They know and recount episodes from stories about the past.</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Use relevant sources to identify differences between ways of</p>	<p>Find out about every day lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and</p>

	Begin to describe similarities and differences in artefacts.	life at different times Confidently describe similarities and differences in artefacts	Understand why people may have wanted to do something	Offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations	Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period	effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied Describe how historical events studied affect/influence life today
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical interpretation	<p>Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/ accounts/stories.</p> <p>Confidently identify ways of representing the past.</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry	<p>Sort artefacts – then and now.</p> <p>Ask questions about the past.</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a</p>	<p>Begin to identify primary and secondary sources</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p>

	Find answers to simple questions about the past from sources of information e.g. artefacts.	simple observations. Sequence a collection of artefacts. Use them to answer why, what, who, how, where	Select and record information relevant to the study Begin to use the library and internet for research	picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research	Use evidence to build up a picture of a past event Select relevant sections of information Realises that there is often not a single answer to historical questions. Use the library and internet for research with increasing confidence	Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account Evaluates the usefulness and accurateness of different sources of evidence. Forms own opinions about historical events from a range of sources.
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisation and communication	<u>Communicate their knowledge through</u> Timeline (3D with objects/sequential pictures) Drawing pictures/artwork Drama/roleplay Writing (report, labelling, simple recount) ICT Class display/museum, Discussion	<u>Communicate their knowledge through</u> Class displays/museum Timelines Discussion Writing Annotated/labelled photographs and pictures Use of ICT Drama/role play Drawing pictures/artwork Making models	<u>Communicate their knowledge and understanding in a variety of ways through</u> Timelines with accuracy Discussion Writing Annotations Use of ICT Drama/role play Drawing pictures/artwork Making models	<u>Recall select and organise information</u> <u>Communicate their knowledge and understanding in a variety of ways through</u> Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly.	<u>Recall select and organise information</u> <u>Communicate their knowledge and understanding in a variety of ways through</u> Add events into a display sorted by theme timeline Presents structured and organised findings about the past using speaking, writing, maths, ICT,	<u>Select and organise information to produce structured work, making appropriate use of dates and terms</u> Select and aspect of study to make a display Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (eg extended writing, written

				<p>Discusses most appropriate way to present information, realising that it is for an audience.</p> <p>Uses subject specific words such as monarch, settlement, invader.</p>	<p>drama and drawing skills.</p> <p>Uses dates and terms accurately.</p> <p>Chooses most appropriate way to present information to an audience</p>	<p>explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p> <p>Plan and carry our investigations</p>
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