



History

Curriculum Skills and Progression Map

Skill Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics covered		<p>Term 2: Castles</p> <p>Term 5: The Great Fire of London</p> <p>Term 6: Grace Darling</p>	<p>Term 1: History of the Seaside</p> <p>Term 3 & 4: Explorers: Ernest Shackleton & The Moon landing</p>	<p>Term 1: The Stone Age to The Iron Age</p> <p>Term 2: The Romans</p> <p>Terms 3: The Anglo-Saxons</p> <p>Term 4: The Vikings</p>	<p>Term 1 & 2: The Tudors</p> <p>Term 3 & 4: Pompeii</p> <p>Term 5 & 6: Ancient Egypt</p>	<p>Term 1: The Victorians</p> <p>Term 2: Crime & Punishment</p> <p>Term 5 & 6: Ancient Greece</p>	<p>Terms 1 & 2: World War Two</p> <p>Terms 3 & 4: The Voyage of HMS Beagle</p> <p>Term 5 & 6: The Ancient Maya</p>
Chronological understanding	<p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>	<p>Sequence events in their life.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Categorise objects from different ages.</p> <p>Describe the past, using time related language e.g. old, new, now, then, yesterday.</p> <p>Recognise the passing of time on a time line.</p>	<p>Sequence artefacts within the same historical period - check with reference book or historical source.</p> <p>Describe key events in their own life or that of a significant individual.</p> <p>Identify where places, people and events fit into a broad chronological framework.</p>	<p>Sequence the events of time studied on a time line using dates.</p> <p>Introduce that a time line can be divided into BCE and CE.</p>	<p>Place events, artefacts and significant figures on a time line with dates.</p> <p>Use terms related to the period and begin to date events.</p> <p>Demonstrate a secure understanding of more complex terms e.g. BCE and CE.</p> <p>Understand how a period of several centuries involves many generations of people.</p>	<p>Sequence significant events, movements and dates on a time line.</p> <p>Understand how some events occurred concurrently in different locations.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Describe the main changes in a period of history using terms such as: social, religious, political, technological and cultural.</p> <p>Identify and understand key turning points.</p> <p>Apply the concept of continuity and change over time justifying them along with evidence on a time line.</p>
Knowledge and understanding of events, people and changes in the past	<p>Share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport.</p>	<p>Recall some facts about people/events before living memory.</p> <p>Recall episodes from stories about the past.</p>	<p>Describe why people did things, why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times.</p>	<p>Summarise everyday lives of people in time studied.</p> <p>Compare with our life today.</p> <p>Explain reasons for and results of people's actions.</p> <p>Understand why people may have wanted to do something.</p>	<p>Use evidence to describe what was important to people from the past.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Look for links and effects in time studied.</p>	<p>Evaluate and critique the inequalities of differing social standards of the period.</p> <p>Make judgements about the causes and results of great events and the impact on people.</p> <p>Evaluate an aspect of life with the same aspect in another period.</p>	<p>Empathise with the beliefs and circumstances of people, recognising that not everyone shares the same views and feelings.</p> <p>Evaluate beliefs and behaviour with another time studied.</p> <p>Know key dates, characters and events of time studied.</p>

					To compare two opposing viewpoints.		Hypothesise about the cause and effect of an event using evidence to support and illustrate.
Historical interpretation	<p>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p> <p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p>	<p>Observe and handle artefacts and evidence to find out about the past.</p> <p>Use stories to compare and contrast fact and fiction.</p>	<p>Observe and handle artefacts and evidence to ask questions and find answers about the past.</p> <p>Speculate about the reliability of photos / accounts / stories.</p>	<p>Explain the 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>Synthesise different versions of the same event in history and identify differences.</p> <p>Explain causes and consequences of some of the main events and changes in history.</p> <p>Evaluate the usefulness of different sources.</p>	<p>Make reasoned judgements about evidence from the past understanding that it could be propaganda, misinformation or opinion and that this affects interpretations of history.</p> <p>Justify why there may be different accounts of history.</p> <p>Critique the accuracy of interpretations – fact or fiction and opinion</p>	<p>Empathise with people in the past and understand that their point of view can affect interpretation.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Link sources and work out how conclusions were drawn.</p> <p>Conclude that no single source of evidence gives a full answer to questions about the past.</p>
Historical enquiry	<p>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p>	<p>Develop reasoned answers to simple questions about the past from sources of information e.g. artefacts, pictures, stories and websites.</p> <p>Ask questions and speculate about events e.g. When? What happened? What was it like ...? Why? Who was involved?</p>	<p>Select and use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Compare and contrast parts of stories and other sources (artefacts, pictures and websites) to show understanding of events.</p> <p>Describe the past in a variety of ways.</p>	<p>Ask questions and find answers about the past.</p> <p>Use a range of sources to find out about a period.</p> <p>Analyse small details – artefacts, pictures.</p> <p>Summarise information relevant to the study.</p> <p>Use the library and internet for research.</p> <p>Explain where we might find answers to questions.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Use evidence to explain or summarise a past event.</p> <p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance.</p>	<p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Make reasoned judgements about more complex questions about the past, considering key concepts in history.</p> <p>Evaluate a range of source material to build up a picture of the past.</p>	<p>Critique and evaluate documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites.</p> <p>Investigate own lines of enquiry by posing questions to answer and draw own hypotheses.</p> <p>Recognise primary and secondary sources.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>

Organisation and communication		Classify and categorise events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Recall stories about the past. Communicate ideas through talking, writing and drawing, role-play and story-telling about things from the past.	Demonstrate understanding about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Empathise with people of the past through different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan, select, organise and present a self-directed project or research about the studied period.
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