



History

Skills Progression– November '21

'Skill Themes' developed from the **Historical Association**

	Skill Theme 1 Understanding of past events	Skill Theme 2 Use of chronology and correct vocabulary	Skill Theme 3 Compare and contrast different periods studied	Skill Theme 4 Using a range of evidence	Skill Theme 5 Empathy
Early Years (Reception)	1a Understand and speak about events in past, present, future 1b Order a sequence of up to 5 events	2a Use language associated with time– today, tomorrow, yesterday, week, month, year	3a Discuss why some objects are old and new 3b Talk about simple differences in life in the past– particularly with childhood examples	4. Look at artefacts and pictures and other evidence of life in the past, ask questions about them and begin to say what they tell us about how life was different in the past	5a Talk about how life might have been different for children and adults in the past– maybe using parents and grandparents childhoods as a reference
End of Key Stage 1 (Year 2)	1.1 Know about past events in own life and more distant past. 1.2 Know about some significant people in past.	2.1 Put events in a chronological order on a simple timeline. 2.2 Use words relating to passing of time.	3.1 Ask questions about different topics studied . 3.2 Make simple comparisons between different topics studied or known about.	4.1 Use different types of historical evidence and draw simple conclusions from them. 4.2 Understand why some evidence survives and is useful.	5.1 Suggest plausible reasons to explain how people behaved in past. 5.2 Consider how different people 's lives would have been to our own.
End of Lower key Stage 2 (Year 4)	1.3 Know about some-main events in history of UK and world. 1.4 Know about some of main scientific, cultural and social achievements of past.	2.3 Use more advanced terminology relating to periods of time (see vocab list). 2.4 Put events into different periods or eras on a timeline.	3.3 Describe some of similarities and differences between periods studied. 3.4 Begin to evaluate strengths and weaknesses of different periods studied.	4.3 Use a range of sources of information to find answers to questions. 4.4 Begin to select relevant information to support findings and ask questions.	5.3 Begin to suggest some causes and consequences for main events and changes. 5.4 Consider why people in the past behaved and evaluate their choices.
When we leave the school. Year 6	1.5 Know about many significant events in history of UK and world. 1.6 Know about many significant scientific, cultural and social achievements in past– and of UK.	2.5 Show a secure chronological understanding using the full range of terminology taught. 2.6 Place events into a chronological framework with more accuracy, drawing simple links.	3.5 Describe similarities and differences between periods studied. 3.6 Be able to make plausible justified evaluations of characteristics of different periods studied or known– drawing on details.	4.5 Know how to use more independent research skills to find answers to historical questions. 4.6 Understand that not all evidence could be reliable, and begin to be able to evaluate it.	5.5 Suggest causes for historical events with some plausible historical reasoning. 5.6 Understand that sources of evidence can show bias and have an understanding of why. 5.7 Write from perspective of past people.

Key subject specific vocabulary (Tier 3 vocab) embedded and revisited during study of History in Little Melton: agriculture, ancient, archaeology, aristocracy, artefact, AD, BC, century, change, chronology, colony, conquest, decade, democracy, discovery, emigrant, emperor, empire, execution, explorer, global, hunter-gatherer, immigrant, international, invasion, invention, local, migration, missionary, monarchy, nation, oral history, parliament, prehistory, primary evidence, rebellion, republic, revolt, sacrifice, secondary evidence, settler, slave, traitor, treason.

We believe these skills are important for life because:

- ◆ We want children to have developed an informed sense of the time and place of their lives, and an appreciation of the story and position of their country within a changing world. We want them to have empathy and respect for others from all backgrounds.
- ◆ We want children to have begun to grow to be curious citizens who can ask informed critical questions about the society in which they live and navigate a safe path through the 'jungle' of (mis)information available to them through the multiplicity of sources in the modern world.