

History Progression of Skills KS1 – Year 1

Year 1 National Curriculum objectives: In this unit, children will be taught:

<p><u>KS1 Areas of study:</u> <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life:</i> Seaside Holidays</p> <p><i>Significant historical events, people and places in their own locality:</i> The Victorians (<i>Queen Victoria’s visit to open Digswell Viaduct and The Victorian Railways</i>)</p>		<p>Historical Knowledge</p>		
		<p><u>Sequencing the past</u></p> <p>Sequence events in their own life</p> <p>Sequence 3 or 4 objects or pieces of information from distinctly different periods of time</p>	<p><u>Constructing the past</u></p> <p>Use words and phrases such as: <i>now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young</i></p> <p>They know and recount episodes from stories about the past</p> <p>-identify relevant features of particular historical themes, events & people from family, local, national and global history.</p>	
<p>Historical Enquiry</p>		<p>Historical Concepts</p>		
<p><u>Planning and carrying out an enquiry</u></p> <p>Ask and answer a few valid historical questions</p>	<p><u>Using sources as evidence</u></p> <p>Find answers to simple questions about the past from different types of sources of information e.g. artefacts, written, visual and oral sources</p>	<p><u>Continuity and change</u></p> <p>Identify a few similarities, differences and changes occurring within a particular topic</p>	<p><u>Cause and consequence</u></p> <p>Identify at least one relevant cause for, and effect of, several events covered in the topic</p>	<p><u>Significance and interpretation</u></p> <p>Consider one reason why an event or person might be significant.</p> <p>Use stories to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>

History Progression of Skills KS1 – Year 2

Year 2 National Curriculum objectives: In this unit, children will be taught:

<p><u>KS1 Areas of study:</u> <i>Events beyond living memory that are significant nationally, globally or locally</i></p> <ol style="list-style-type: none"> 1) Great Fire of London & Samuel Pepys 2) Gunpowder Plot and Guy Fawkes <p><i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i></p> <ol style="list-style-type: none"> 1) Great explorers (Tim Peake and Ernest Shackleton/Neil Armstrong) 2) Great artists (Van Gogh and Henry Moore - locality) 3) Great Women - equal rights: Suffragette- Constance Bulwer-Lytton and women factory workers at Ford Dagenham – locality Or Mary Seacole and Edith Cavell 		Historical Knowledge		
<p><u>Sequencing the past</u></p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in their own lives</p> <p>Sequence independently on an annotated timeline a number of objects or events related to themes, events, periods and people of the topic they are learning about.</p>		<p><u>Constructing the past</u></p> <p>behaved the way they did, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p>Briefly describe features of particular themes, events and people from family, local, national and global history.</p>		
Historical Enquiry		Historical Concepts		
<p><u>Planning and carrying out an enquiry</u></p> <p>Plan questions and produce answers to a few historical enquiries using historical terminology</p>	<p><u>Using sources as evidence</u></p> <p>Select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions.</p>	<p><u>Continuity and change</u></p> <p>Identify a few similarities, differences and changes occurring within a particular topic</p>	<p><u>Cause and consequence</u></p> <p>Identify at least one relevant cause for, and effect of, several events covered.</p>	<p><u>Significance and interpretation</u></p> <p>Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.</p> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories</p>

History Progression of Skills KS2 – Year 3

Year 3 National Curriculum objectives: In this unit, children will be taught:

<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>		<p>Historical Knowledge</p>		
		<p><u>Sequencing the past</u> Place both the times studied on a time line and link across to each period studied</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p><u>Constructing the past</u> Find out about everyday lives of people in the time period studied to establish a clear narrative within and across the periods they study.</p> <p>Identify details from several themes, societies, events and significant people covered in local, national and global history.</p>	
<p>Historical Enquiry</p>		<p>Historical Concepts</p>		
<p><u>Planning and carrying out an enquiry</u></p> <p>Ask valid questions for historical enquiries and answer them using a number of sources.</p>	<p><u>Using sources as evidence</u> Use a range of sources to find out about a period</p> <p>Observe small details in artefacts and pictures</p> <p>Select and record information relevant to the study. Begin to use written texts and internet for research</p>	<p><u>Continuity and change</u> Describe some similarities, differences and changes occurring within topics studied in history to date.</p>	<p><u>Cause and consequence</u> Describe some relevant causes for, and effects on, some of the key events and developments covered.</p>	<p><u>Significance and interpretation</u> 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>Select what is most significant in a historical account</p>

History Progression of Skills KS2 – Year 4

Year 4 National Curriculum objectives: In this unit, children will be taught:				
<p>The Roman Empire and its impact on Britain (and on Welwyn Village)</p> <p>A local history study – transport and its impact on Welwyn Village</p>		Historical Knowledge		
		<p><u>Sequencing the past</u> Place events from periods studied on time line and link back to prior studied</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms incl. BC/AD</p>	<p><u>Constructing the past</u> Use evidence to reconstruct life in period studied and to identify key features and events of those times</p> <p>Offer a reasonable explanation for some events</p> <p>Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people</p>	
Historical Enquiry		Historical Concepts		
<p><u>Planning and carrying out an enquiry</u></p> <p>Devise, independently, a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</p>	<p><u>Using sources as evidence</u> Use evidence to build up a ‘picture’ of a past event</p> <p>Choose relevant material to present an image of an aspect of life in the past</p> <p>Ask a variety of questions of the evidence presented</p> <p>Use written sources and internet for research</p>	<p><u>Continuity and change</u></p> <p>Make valid statements about the main similarities, differences and changes occurring within topics.</p>	<p><u>Cause and consequence</u></p> <p>Comment on the importance of causes and effects for some of the key events and developments within the topics.</p>	<p><u>Significance and interpretation</u></p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources Use text books and historical knowledge</p> <p>Explain why some aspects of historical accounts, themes or periods are significant.</p>

History Progression of Skills KS2 – Year 5

Year 5 National Curriculum objectives: In this unit, children will be taught:

<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt</p>		<p>Historical Knowledge</p>		
		<p><u>Sequencing the past</u> Know and sequence key events of the period studied</p> <p>Sequence with some independence most of the significant events, societies and people within the topics covered using appropriate dates, period labels and terms</p> <p>Link to previous topic studied</p>		<p><u>Constructing the past</u> Examine causes and outcomes of great events and the impact on people</p> <p>Study differences between men and women's roles</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period previously studied</p> <p>Understand some features associated with the themes, societies, people and events.</p>
<p>Historical Enquiry</p>		<p>Historical Concepts</p>		
<p><u>Planning and carrying out an enquiry</u></p> <p>Reach a valid conclusion based on devising and answering questions relating to a historical enquiry.</p>	<p><u>Using sources as evidence</u></p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Accept and reject sources based on valid criteria when carrying out particular enquiries.</p>	<p><u>Continuity and change</u></p> <p>Provide valid reasons why some changes and developments were important within topics studied in KS2</p>	<p><u>Cause and consequence</u></p> <p>Place several valid causes and effects in an order of importance relating to events and developments</p>	<p><u>Significance and interpretation</u></p> <p>Identify different interpretations for events, developments and people in the topics covered</p> <p>Compare accounts of events from different sources – deciding if it is fact or fiction</p> <p>Describe the significant issues in the topics covered</p>

History Progression of Skills KS2 – Year 6

Year 6 National Curriculum objectives: In this unit, children will be taught:

<p>A non-European society that provides contrasts with British history – the Mayan civilization</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - a significant turning point in British history: The Battle of Britain</p>		Historical Knowledge		
		<p><u>Sequencing the past</u> Place current study on timeline in relation to other studies previously undertaken</p> <p>Use relevant dates and terms</p> <p>Sequence with independence the key events, objects, themes, societies and people within the period studied</p>	<p><u>Constructing the past</u> Find out about the 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 Use evidence to support and illustrate their thinking Know key dates, characters and events of time studied.</p> <p>Provide overviews of the most significant features of different themes, individuals, societies and events covered.</p>	
Historical Enquiry		Historical Concepts		
<p><u>Planning and carrying out an enquiry</u></p> <p>Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.</p>	<p><u>Using sources as evidence</u> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account</p> <p>Evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.</p>	<p><u>Continuity and change</u></p> <p>Compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change.</p>	<p><u>Cause and consequence</u></p> <p>Explain the role and significance of different causes and effects of a range of events and developments</p>	<p><u>Significance and interpretation</u> 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 Be aware that different evidence will lead to different conclusions</p> <p>Explain reasons why particular aspects of a historical event, society, development or person were of particular significance</p> <p>Explain how and why it is possible to have different interpretations of the same event or person.</p>