

Wansbeck Primary School



Progression in History Knowledge and Skills



Progression of the Key Skills of History

The national curriculum (Key Stages 1 and 2) for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Historical Enquiry

Asking Questions

A historian will ask a variety of questions in order to find out historical information about a source. The same questions can be asked of either a Primary Source or a Secondary Source. So, an essential function of historians (and really any of us who seek to understand the past) is asking a question, or to be more precise, formulating historical questions.

Using Sources

Historical sources are, at their most basic level, something that tells us about history. It may be a document, a picture, a sound recording, a book, a cinema film, a television program or an object. Any sort of artefact from the period in question that conveys information can qualify as a source. Historians get their information from two different kinds of sources: primary and secondary. *Primary sources* are first hand sources; *secondary sources* are second-hand sources. For example, suppose there had been a car accident. The description of the accident which a witness gives to the police is a primary source because it comes from someone actually there at the time. The story in the newspaper the next day is a secondary source because the reporter who wrote the story did not actually witness it. The reporter is presenting a way of understanding the accident or an *interpretation*. When using sources we need to understand that there are different interpretations of the past.

Chronological Understanding

Sequencing, events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past. You don't have to teach topics in chronological order but need to relate the topics you teach to their chronological context

Continuity and Change

History is a complex mix of continuity and change. There were and are lots of things going on at any one time in the past. Some things change rapidly while others remain relatively continuous. As children enquire about a time period or periods in history focussing on what has changed during that time period or branching out to look at what has changed beyond that period is important. Likewise, looking at what has stayed continuous during a time period or time periods or before it are also important.

Similarity and Difference

Similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. Asking how similar or different history is/or people are from a period in history to now allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society.

Cause and Consequence

This is a central concept that shapes historical thinking and understanding. The focus on why events occurred or why people acted as they did as well as the results these acts engendered is a fundamental focus within history. We cannot consider significant individuals or events without investigating motivation. Why did they act as they did? Why did this event occur? What were the consequences of this action/event?

Significance

The focus around this concept is on recognising why a person or event is of importance. Some events, ideas and people have had such a long-lasting impact on the world that they can be seen as significant points, people or ideas in History. However, not all things are significant for the same reason and as children move into UKS2 it's about understanding that people can be seen as significant for both good and bad reasons (e.g. Hitler compared to Martin Luther King)

Historical Enquiry

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Ask questions about objects from the past • Handle sources of evidence making simple observations 	<ul style="list-style-type: none"> • Ask questions and with support answer some simple historical questions • Handle sources of evidence and make observations and simple comparisons 	<ul style="list-style-type: none"> • Observe Ask and answer simple historical questions. • Use sources – observe and handle to answer questions about the past 	<ul style="list-style-type: none"> • Ask simple questions from the sources • Use one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 	<ul style="list-style-type: none"> • Ask questions using evidence from sources to find answers about the past • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. <i>Expose pupils to primary and secondary sources</i> 	<ul style="list-style-type: none"> • With support, formulate historically valid questions related to the key concepts • With support using sources form hypotheses about the past • Use sources of evidence to deduce information about the past and begin to identify primary and secondary sources • Compare accounts of events from different sources (linked to key concept similarities and differences) • Understand fact and opinion 	<ul style="list-style-type: none"> • Formulate historically valid questions related to the key concepts • Use sources of evidence to deduce information about the past • Select suitable sources of evidence, giving reasons for choices. • Recognise primary and secondary sources • Link a range of sources to make own conclusions to one or more of the key concepts • Understand that no single source of evidence gives the full answer to questions about the past. • Identify which sources are fact and opinion • Use questions to challenge historical concepts • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Chronology

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| <ul style="list-style-type: none"> • Sequence familiar events discussion • Use language relating to time. | <ul style="list-style-type: none"> • Sequence 3 or 4 artefacts or sources. • Sequence events within lifetime on a simple line using past and present • Exposure to BC/ AD, years/ centuries relating to period studied | <ul style="list-style-type: none"> • Sequence artefacts closer together. • Sequence events on a timeline for people and events beyond living memory using dates if appropriate • Exposure to BC/ AD, years/ centuries relating to period studied • Recount changes that happened in their own lives | <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates • Use BC/ AD, years/ centuries relating to period studied • Understand the concept of change over time • Orally summarise what caused an event | <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates • Use BC/ AD, years/ centuries relating to period studied • Understand the concept of change over time, representing this, along with evidence, on a time line. • Summarise what caused the event. | <ul style="list-style-type: none"> • Place key events from current period of study on a time line • using more relevant/ more complex dates e.g. 8th May 1945 • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify the short- and long-term causes of an event/period of time. | <ul style="list-style-type: none"> • Place current period of study on a time line in relation to other periods studied from years 1-6 using more complex dates • e.g Timeline that explores weaponry, law and order spanning key significant events (Years 1-6) • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Identify periods of rapid change in history and contrast them with times of relatively little change. • Identify the short- and long-term causes of an event/period of time and start to make justifications on which causes were the most important. |
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Progression of the Key Knowledge of History

EYFS	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
	<p><u>Within Living Memory</u></p> <ul style="list-style-type: none"> Year 1: Know the toys we use today and can compare them to toys their grandparents played with <p><u>Beyond Living Memory</u></p> <ul style="list-style-type: none"> Year 2 Know the toys we use today can compare them to toys in Victorian times Know that children's lives in Victorian times were different to their lives today Know about the event of the Great Fire of London Know about the event of the first seaside rescue <p><u>Lives of significant people</u></p> <ul style="list-style-type: none"> Name Mary Anning as a significant person from the past and explain why they are famous. Name Christopher Columbus as a significant person from the past from outside the UK and know why he is famous <p><u>Local History</u></p>	<p><u>Stone Age</u></p> <ul style="list-style-type: none"> Know that Britain changed from the beginning of the stone age and the iron age Know the main differences between the stone, bronze and iron age. Know what is meant by 'hunter gathers' <p><u>Romans</u></p> <ul style="list-style-type: none"> Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation Know about Boudicca Know about at least one Roman emperor <p><u>Vikings</u></p> <ul style="list-style-type: none"> Know where the Vikings originated from and show this on a map 	<p><u>Ancient History</u></p> <ul style="list-style-type: none"> Know about and name some of the advanced societies that were in the world around 3000 years ago Know about the key features of Ancient Egypt Know about Greek life and influence on the Western World Know some of the main characteristics of Athenians and Spartans Know about the influence the Gods had on Ancient Greece Know at least five sports from the Ancient Greek Olympics <p><u>Theme Beyond 1066 (Victorians)</u> <i>medicine from Victorian Times to present day</i> <i>entertainment from Victorian Times to present day</i></p> <ul style="list-style-type: none"> Know about the development of medical science and explain why this is important. Know about the development of entertainment and how that is influenced by societies view and ethos Know how the lives of wealthy people were different to the lives of poorer people Know how Britain has had a major influence on the world. <p><u>Theme Beyond 1066 and Local History (World War 2)</u></p> <ul style="list-style-type: none"> Know about World War 2 and explain why this was important in British History

- Name Amy Johnson and Clive Sullivan as a famous person who lived close by

- Know that the Vikings and Anglo- Saxons were often in conflict
- Know why the Vikings frequently won battles with the Anglo Saxons

Theme Beyond 1066 (Space Travel)

- Know about the theme of space travel (History beyond 1066)
- Know how to place the events of space travel in a chronological framework.
- Know about a famous person (Neil Armstrong) from outside the U.K.

- Know how Britain has had a major influence on the world
- Know the effect World War 2 had on Hull
- Understand the issues for the local area in World War 2

Local Study

- Know about the fishing industry and understand the issues associated with it and the impact on Hull
- Know how the decline of the fishing industry affected the local community
- Know about the impact this had on local life today.

Historical Theme Over time

- Know how different periods of History follow on from each other
- Know the key themes of main periods in History and place in a chronological framework.

Vocabulary

Historical Terms

These words have been identified from a high-incidence academic word list and key vocabulary from the National Curriculum. Pupils who can use and apply these high-utility academic words have increased understanding of school-based reading material and are more likely to be able to master academic material with more confidence and efficiency than those pupils who are only equipped with the most basic 2000-3000 words that characterise ordinary conversation. These historical terms are preloaded through talk within the phase where they should be explicitly taught. In the following years, it should be expected that children be using and apply these key words with increasing confidence in their written work

Historical Terms	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Explicitly taught in this phase	similar difference past present	Previous vocabulary and... a long time ago recently years decade century monarchy parliament democracy evidence artefacts historian significant	Previous vocabulary and... date time period era change chronology. sources historical enquiry consequences ancient medieval social, ethic cultural religious beliefs impact interpret affect primary sources secondary sources successor period	Previous Vocabulary and.... continuity legacy Hypotheses Justify Propaganda Political Technological concept duration considerable coincide contradict derive relevant deduce document legislate

