



Cookridge Holy Trinity C of E (A) Primary School

The Best for Every Child – A Unique Child of God

History Skills and Progression

Essential Strand	EYFS	Key Stage 1 (Milestone 1)	Year 3 and 4 (Milestone 2)	Year 5 and 6 (Milestone 3)
Historical Interpretations and Investigations	<p>Understanding the World ELG: Past and Present Children at the expected level of development will be able to describe the roles of learnt famous figures and figures that they know in their lives. For example, the role of their teachers, the Queen, the roles of different jobs in society, their parent's roles. The children start to build an awareness about the outer world outside of their own lives as well as looking after the world we live in. Children can:</p> <ol style="list-style-type: none"> 1. Talk about the lives of the people around them and their roles in society; 	<p>KS1 History National Curriculum Building on knowledge from EYFS, children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can:</p> <ol style="list-style-type: none"> 1. Identify some of the different ways the past has been represented. 2. Observe or handle evidence to ask questions and find answers to questions about the past. 3. Ask questions such as: What was it like for people? What happened? How long ago? 4. Use artefacts, pictures, stories, online sources and databases to find out about the past. 5. Use evidence to ask questions and find answers to questions about the past. 6. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 7. Suggest causes and consequences of some of the main events and changes in history. 	<p>KS2 History National Curriculum Deepening their historical skills from KS1, children should understand how our knowledge of the past is constructed from a range of sources. The children should use this evidence to ask questions about the past and suggest causes and consequences to main events and changes in history. Children can:</p> <ol style="list-style-type: none"> 1. Use evidence to ask questions and find answers to questions about the past. 2. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 3. Suggest causes and consequences of some of the main events and changes in history. 4. Use evidence to ask questions and find answers to questions about the past. 5. Suggest suitable sources of evidence for historical enquiries. 6. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 7. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 8. 	<p>KS2 History National Curriculum Deepening their understanding from LKS2, children should analyse a wide range of sources and be able to justify their claims about the past. They can show an awareness of the concept of propaganda and the social context of evidence studied. Children can:</p> <ol style="list-style-type: none"> 1. Seek out and analyse a wide range of evidence in order to justify claims about the past. 2. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. 3. Understand that no single source of evidence gives the full answer to questions about the past. 4. Refine lines of enquiry as appropriate.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chronological Understanding</p>	<p>The children draw upon their own experiences and significant events in their own lives to begin to understand the meaning of 'past' and 'present' as well as using examples from stories and their own lives. Children can:</p> <ol style="list-style-type: none"> 1. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; 2. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>KS1 History National Curriculum Building on EYFS, pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Children can:</p> <ol style="list-style-type: none"> 1. Place events and artefacts in order on a time line. 2. Label time lines with words or phrases such as: past, present, older and newer. 3. Recount changes that have occurred in their own lives. 4. Use dates where appropriate. 	<p>KS2 History National Curriculum From Ks1, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should have an awareness about previous eras studied in school and where they fit chronologically. Children can:</p> <ol style="list-style-type: none"> 1. Place events, artefacts and historical figures on a time line using dates. 2. Understand the concept of change over time, representing this, along with evidence, on a time line. 3. Use dates and terms to describe events. 	<p>KS2 History National Curriculum From LKS2, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should be able to identify periods of rapid change and contrast these to times of relatively little change. The children have an awareness of the social, religious, political, technological and cultural changes in history and the impact of these on society. Children can:</p> <ol style="list-style-type: none"> 1. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 2. Identify periods of rapid change in history and contrast them with times of relatively little change. 3. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. 4. Use dates and terms accurately in describing events.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and understanding of events, people and changes in the past</p>	<p>Children gain knowledge about significant past events through storytelling to understand that changes occur through time.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; 2. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>KS1 History National Curriculum Building on EYFS, pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. The children should gain knowledge about significant individuals from the past and the reasons why they acted as they did. Children can:</p> <ol style="list-style-type: none"> 1. recognise some similarities and differences between the past and the present; 2. identify similarities and differences between ways of life in different periods; 3. know and recount episodes from stories and significant events in history; 4. understand that there are reasons why people in the past acted as they did; 5. describe significant individuals from the past. 	<p>KS2 History National Curriculum Building on KS1, children should note connections and contrasts over time when comparing people, events and artefacts and be able to give reasons. The children should be able to explain how the past has influenced the world today. Children can:</p> <ol style="list-style-type: none"> 1. note key changes over a period of time and be able to give reasons for those changes; 2. find out about the everyday lives of people in time studied compared with our life today; 3. explain how people and events in the past have influenced life today; 4. identify key features, aspects and events of the time studied; 5. describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>KS2 History National Curriculum Progressing their skills from LKS2, pupils should note connections, contrasts and trends over time. The children should examine and debate the causes and results of great events and the impact on people's lives. They should be able to describe the attitudes and beliefs of people from the past and acknowledge these when reflecting on their actions. Children can:</p> <ol style="list-style-type: none"> 1. identify and note connections, contrasts and trends over time in the everyday lives of people; 2. use appropriate historical terms such as culture, religious, social, economic and political when describing the past; 3. examine causes and results of great events and the impact these had on people; 4. describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Presenting, Organising and Communicating</p>	<p>Children are able to discuss and explain changes in their own lives, compare their lives/life events to those of characters in stories. They are able to explain similarities and differences of places they have visited and those researched. The children can order life events in chronological order and talk about their observations of people around them and their roles within society. Children can:</p> <ol style="list-style-type: none"> 1. Talk about the lives of the people around them and their roles in society; 	<p>KS1 History National Curriculum Building on EYFS, pupils should use a wide vocabulary of everyday historical terms. They should show an understanding of the concept nation and its history. They should understand the structure of society both past and present e.g government, monarchy and parliament. Children can:</p> <ol style="list-style-type: none"> 1. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 2. Show an understanding of the concept of nation and a nation's history. 3. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p>KS2 History National Curriculum Children should draw on their cross-curricular skills to enhance their understanding of the past and present information about the past such as data shown on graphs, informational PowerPoints about a significant figure or descriptive writing about a historical battle scene. Pupils should develop the appropriate use of historical vocabulary. Children can:</p> <ol style="list-style-type: none"> 1. Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology 2. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. From LKS2, the children further draw upon their cross-curricular skills to communicate accurate and reliable information about the past to an exceptional standard and use original ways to present concepts and ideas. Children can:</p> <ol style="list-style-type: none"> 1. Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy 2. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. 3. Use original ways to present information and ideas.