

2019

Curriculum Skills and Progression Map

History



The Nebula Federation

Hainford VC Primary School



Nebula
where stars are born

History - Statutory Coverage	
Key Stage One	Key Stage Two
<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally • 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 • Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain • Britain’s settlement by Anglo Saxons and Scots • The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • The achievements of the earliest civilizations • Ancient Greece • A non-European society that provides contrasts with British history

History - Coverage in Each Class		
Class 1 (EYFS & Y1) across 1 year	Class 2 (Y2 & 3) across 2 years	Class 3 (Y4, 5 & 6) across 3 years
<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life [Changes within their family and local area] • Events beyond living memory that are significant nationally or globally [Events commemorated through festivals or anniversaries] • 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 [Explorers, inventors, heroes, activists or kings and queens] 	<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally [The Great Fire of London] • Significant historical events, people and places in their own locality [Henry Blogg saved lives in Cromer] • The lives of significant individuals in the past who have contributed to national and international achievements [Mary Seacole] • The Roman Empire and its impact on Britain • Britain’s settlement by Anglo Saxons and Scots • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 [WW2] 	<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The achievements of the earliest civilizations [Ancient Egypt] [The Shang Dynasty] • A non-European society that provides contrasts with British history [The Mayan Civilisation] • Ancient Greece • The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study [Norman Norwich] • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 [The first railways in Victorian England] [The Battle of Britain in WW2]

10 core skills have been identified and labelled alphabetically (see below). In mixed year classes, this allows one core skill to be focussed on in a lesson with clear differentiation and progression between each year group.

CHRONOLOGY

- a) sequence in chronological order
- b) use historical terminology
- c) understand changes over time

HISTORICAL KNOWLEDGE

- d) understand historical events
- e) examine aspects of people's lives
- f) compare different aspects of history

HISTORICAL ENQUIRY

- g) ask questions
- h) interpret evidence
- i) compare/evaluate evidence
- j) research and present information

Evidence of Pupil's Knowledge & Skills

Video evidence for EYFS should be shared on Tapestry. Video evidence for KS1 and KS2 should be shared on SeeSaw with QR codes stuck in books.

- Videos of discussions, oral presentations or debates
- Videos of drama (e.g. hot-seating and re-enactments)
- Videos/photos of a trip or visitor with their reflections
- Labelled photos, drawings or models
- Sorting activities (photographed or cut and stuck in books)
- Notes they've taken during their research
- Pieces of writing as a person in the past (e.g. letters and diaries)
- Written presentations of their findings (e.g. biographies and leaflets)

Sources of Historical Evidence

- Photographs
- Video/audio recordings
- Speeches, journals, letters and diaries written by people at the time
- Visitors and interviews
- Books, newspapers and posters published at the time
- Autobiographies and memoirs
- Artefacts (e.g. paintings, clothing, objects...etc)
- Buildings and monuments
- Museum exhibits
- Research data (e.g. census and public opinion polls)
- Films, websites and books published since the period studied (e.g. storybooks, biographies, encyclopaedias...etc)

Class 1 History Skills Progression	
Early Years	Year 1
Expected Standard	
<p>CHRONOLOGY</p> <ul style="list-style-type: none"> a) sequence a few familiar events b) use words to describe time passing – <i>younger, older, then, now, birthdays</i> c) identify changes that have happened in their life <p>HISTORICAL KNOWLEDGE</p> <ul style="list-style-type: none"> d) know past and present events in their own lives and in the lives of their family (e.g. births, homes, pets, marriages, deaths...) e) understand what their life was like in the past – <i>e.g. when I was a baby... when I went to nursery...</i> f) listen to other people talk about their lives and identify a similarity or difference to their own life <p>HISTORICAL ENQUIRY</p> <ul style="list-style-type: none"> g) answer someone else’s questions about artefacts h) say what they can see in an old photograph i) talk about an old and a new personal belonging j) listen to stories from the past 	<p>CHRONOLOGY</p> <ul style="list-style-type: none"> a) sequence festivals or anniversaries that happen in a calendar year b) use words to describe time passing - <i>after, before, during, years, months, old, new</i> c) sequence changes in their life or someone else’s <p>HISTORICAL KNOWLEDGE</p> <ul style="list-style-type: none"> d) retell a simple story about an event from the past e) know key facts about the life of an important historical figure (e.g. name, job, where they lived and an important achievement) f) recognise how their lives have changed and identify what is the same and what is different <p>HISTORICAL ENQUIRY</p> <ul style="list-style-type: none"> g) come up with questions to ask their families or a visitor h) share what they have noticed about photos from the past i) identify whether an object or photograph is old or new j) listen to stories and share what they have learnt about a past event or person (e.g. from a visitor, storybook or short film)
Greater Depth	
<p>Can they ask someone questions about their family? Can they make predictions about their future?</p>	<p>Can they find out more about a person or event from the past through their own research by asking insightful questions?</p>

Class 2 History Skills Progression	
Year 2	Year 3
Expected Standard	
<p>CHRONOLOGY</p> <ul style="list-style-type: none"> a) place the time studied on a timeline of British history AD. b) use phrases to describe time passing – <i>a long time ago, over a period of time, after some time, in the past ...</i> c) identify and offer some reasons for the changes from old to new objects <p>HISTORICAL KNOWLEDGE</p> <ul style="list-style-type: none"> d) retell a simple story about an important historical event e) understand one aspect of life during the period studied (e.g. home, clothes or food) f) identify similarities and differences between old and new objects <p>HISTORICAL ENQUIRY</p> <ul style="list-style-type: none"> g) ask questions about pictures and artefacts h) share what they have noticed about an artefact i) sort a range of evidence based on whether it is from the past or present – <i>present or past</i> j) look at a source of evidence and share what they have learnt about a person or event (e.g. stories, videos, artefacts, pictures...) 	<p>CHRONOLOGY</p> <ul style="list-style-type: none"> a) place the time studied on a timeline of British/world history BC to AD b) read dates correctly and understand BC and AD c) sequence several artefacts or pictures by examining the changes <p>HISTORICAL KNOWLEDGE</p> <ul style="list-style-type: none"> d) retell an important historical event in chronological order with key details e) understand one aspect of life during the period studied (e.g. homelife, leisure or work) f) identify similarities and differences for one aspect of life between the period studied and today <p>HISTORICAL ENQUIRY</p> <ul style="list-style-type: none"> g) ask questions about how people lived during that time h) suggest what an artefact could be, what it was used for and who might have owned it i) sort a range of evidence based on whether it is a primary or secondary source – <i>primary or secondary</i> j) use printed documents to research and present relevant information about a person or event (e.g. pictures, diaries, info texts, biographies...)
Greater Depth	
<p>Can they bring together what they have learnt from multiple sources to build a picture of a past event or person?</p>	<p>Can they make connections with their own lives to help them interpret sources of evidence and support conclusions?</p>

Class 3 History Skills Progression		
Year 4	Year 5	Year 6
Expected Standard		
<p>CHRONOLOGY</p> <p>a) use dates to sequence key events from the period studied</p> <p>b) use historical terms - <i>dates, BC, AD</i></p> <p>c) sequence a series of changes for one aspect of life</p> <p>HISTORICAL KNOWLEDGE</p> <p>d) understand the series of events that led up to a significant event.</p> <p>e) understand what life was like for a person living in the time studied (e.g. their home, work, leisure, clothes and food)</p> <p>f) identify similarities and differences between the period studied and life today</p> <p>HISTORICAL ENQUIRY</p> <p>g) ask historically valid questions about similarity and difference</p> <p>h) examine evidence and share plausible observations – <i>I think that...</i></p> <p>i) evaluate the usefulness of primary and secondary sources – <i>primary or secondary, limited or useful</i></p> <p>j) use a provided book and website to research and present relevant information</p>	<p>CHRONOLOGY</p> <p>a) use dates to place events from the period studied on a timeline.</p> <p>b) use historical terms - <i>millennium, century, decade</i></p> <p>c) place a series of changes on a timeline and begin to suggest causes</p> <p>HISTORICAL KNOWLEDGE</p> <p>d) understand the cause of a significant event and the effect it had on people</p> <p>e) understand what lives were like for different people in the time studied (e.g. men, women and children, or rich and poor)</p> <p>f) identify connections and contrasts between the time being studied and another period studied</p> <p>HISTORICAL ENQUIRY</p> <p>g) ask historically valid questions about change, similarity and difference</p> <p>h) examine evidence and justify conclusions – <i>This shows that... because...</i></p> <p>i) evaluate the reliability of different sources and begin to offer a reason for different versions of events – <i>reliable or unreliable, fact or fiction</i></p> <p>j) use a selection of books and websites to research and present relevant information</p>	<p>CHRONOLOGY</p> <p>a) use dates to place the current and previous studied periods on a timeline.</p> <p>b) use historical terms - <i>prehistoric, ancient, recent, period, era</i></p> <p>c) place a series of significant changes on a timeline and explain their causes and impact</p> <p>HISTORICAL KNOWLEDGE</p> <p>d) understand the significance and impact of an event</p> <p>e) understand the characteristics and beliefs of different people in the time studied – <i>social hierarchy, monarchy, government and religion</i></p> <p>f) identify trends that started in the period studied and explain their influence on life today</p> <p>HISTORICAL ENQUIRY</p> <p>g) ask historically valid questions about cause and significance</p> <p>h) examine evidence and use it to speculate and hypothesise – <i>If...</i></p> <p>i) evaluate the reliability of different sources and offer reasons for different versions of events – <i>reliable, unreliable, interpretations, opinions and propaganda</i></p> <p>j) independently use the library and internet to research and present relevant information</p>

Greater Depth		
Can they look at a primary or secondary source and offer different interpretations and draw a balanced conclusion?	Can they offer a variety of possible causes for an event or change and consider the impact on different people?	Can they justify the significance of events and identify omissions and motivations when evaluating people's interpretations of events?