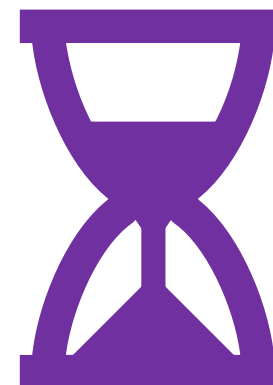


Skills and Progression Map

History

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'

Nebula Spirituality Statement



SKILLS

10 core skills have been identified and labelled alphabetically (see below a – j).

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. By the end of the year, every skill will have been covered, and pupils will be assessed against them.

CHRONOLOGY

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

HISTORICAL KNOWLEDGE

- d) understand historical events
- e) examine aspects of people's lives
- f) compare similarities and differences

HISTORICAL ENQUIRY

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

Key Vocabulary has also been set out for each year group on the skills progression map.

Reception

Expected Standard

EYFS ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

CHRONOLOGY

- recognise some basic significant events in a school year
- begin to use words to describe time passing - **after, before, during, years, months, old, new**
- recognise changes in their life or someone else's

HISTORICAL KNOWLEDGE

- identify events from a simple story about an event from the past
- recognise an important historical figure and some basic information about them (e.g. name, job, where they lived and an important achievement)
- begin to recognise how their lives have changed and identify what is the same and what is different

HISTORICAL ENQUIRY

- with adult support, come up with questions to ask their families or a visitor
- begin to make observations from photos of the past
- with support, begin to identify whether an object or photograph is old or new
- actively listen to stories about a past event or person (e.g. from a visitor, storybook or short film)

Greater Depth

What questions could you ask your family to find out about the past?

Year 1**Expected Standard****CHRONOLOGY**

- a) use key vocabulary to discuss the past and present: **history, past, present, then, now, before, during, after, old, new, change, day, week, month, year**
- b) sequence a few pictures of key events for a historical figure or event
- c) identify whether something is from the past or the present

HISTORICAL KNOWLEDGE

- 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 some ways things have changed or remained the same from the past to the present

HISTORICAL ENQUIRY

- 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

If you could meet someone from the past, what questions would you ask them?

Year 2

Expected Standard

CHRONOLOGY

- a) use key phrases to discuss the past – **in the past, over a period of time, after a while, years later, before that, during this time, in recent years**
- b) place the time studied on a timeline of British history AD
- c) offer some reasons for the changes from past to present objects

HISTORICAL KNOWLEDGE

- d) retell a simple story about an important historical event
- e) recognise key items that belong to the significant person or period of history (e.g. **home, clothes, food, toys, tools, artwork, weapons**)
- f) identify some similarities and differences between the period studied and life today

HISTORICAL ENQUIRY

- 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**
- j) look at a source of evidence and share what they have learnt about a person or event (e.g. stories, videos, artefacts, pictures...)

Greater Depth

Would you enjoy or dislike living in this period of history and why?

Year 3
Expected Standard
<p>CHRONOLOGY</p> <ul style="list-style-type: none">a) read dates correctly and understand BC and ADb) place the time studied on a timeline of British/world history BC to ADc) sequence several artefacts 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 detailse) understand one aspect of daily life during the period studied (e.g. homelife, clothing, transport, jobs, leisure activities or education)f) identify the similarities and differences between the period studied and life today <p>HISTORICAL ENQUIRY</p> <ul style="list-style-type: none">g) ask questions about how people lived during that timeh) suggest what an artefact could be, what it was used for and who might have owned iti) sort a range of evidence based on whether it is a primary or secondary sourcej) use printed documents to research and present relevant information about a person or event (e.g. pictures, diaries, info texts, biographies...)
Greater Depth
If you lived in this period of history, who would you want to be and why?

Year 4

Expected Standard

CHRONOLOGY

- a) use most key vocabulary, including **dates, BC, AD, timeline, prehistoric, ancient, recent, period, era**
- b) use dates to sequence key events from the period studied
- c) sequence a series of changes for one aspect of life

HISTORICAL KNOWLEDGE

- d) understand the series of events that led up to a significant event.
- e) understand what daily life was like for a person living in the time studied (e.g. **homelife, clothing, transport, jobs, leisure activities, education and religion**)
- f) identify connections and contrasts between the period studied and life today, giving reasons for this

HISTORICAL ENQUIRY

- g) ask historically valid questions about similarity and difference
- h) examine evidence and share plausible observations – *I think that...*
- i) evaluate the usefulness of primary and secondary sources – **primary or secondary; limited or useful**
- j) use a provided book and website to research and present relevant information

Greater Depth

If someone from this period of history arrived in the present, how might their life be better today than it was back then?

Year 5

Expected Standard

CHRONOLOGY

- a) use most key vocabulary, including **millennium, century, decade, cause, effect, impact, trend**
- b) use dates to place events from the period studied on a timeline.
- c) place a series of changes on a timeline and begin to suggest causes

HISTORICAL KNOWLEDGE

- d) understand the cause of a significant event and the effect it had on people
- e) understand what lives were like for different people in the time studied (e.g. **men, women and children; rich and poor**)
- f) identify trends that started in the period studied and explain why they have lasted

HISTORICAL ENQUIRY

- g) ask historically valid questions about change, similarity and difference
- h) examine evidence and justify conclusions – *This shows that... because...*
- i) evaluate the reliability of different sources and begin to offer a reason for different versions of events – **reliable or unreliable; fact or fiction; opinion**
- j) use a selection of books and websites to research and present relevant information

Greater Depth

If you could change one thing during this period of history to better people's lives, what would it be and why?

Year 6

Expected Standard

CHRONOLOGY

- a) confidently use **all the key vocabulary taught**
- b) use dates to place the current and previous studied periods on a timeline.
- c) place a series of significant changes on a timeline and explain their causes and impact

HISTORICAL KNOWLEDGE

- d) understand the significance and impact of an event
- e) understand the **social hierarchy** of different people in the time studied (e.g. **slavery, peasants, merchants, government, religion, monarchy**)
- f) explain the influence the period studied has had on life today

HISTORICAL ENQUIRY

- g) ask historically valid questions about cause and significance
- h) examine evidence and use it to speculate and hypothesise – *If...*
- i) evaluate the **reliability** of different sources and offer reasons for different versions of events – **fictional, opinionated, interpretations, propaganda, dramatised**
- j) independently use the library and internet to research and present relevant information

Greater Depth

If this period of history hadn't happened, how might life be different today?

DEEPER LEARNING QUESTIONS

Pupils 'Working Towards' will need support / scaffolding to answer these questions.

Pupils 'Working at Expected' should be able to independently offer some simple suggestions and reasons.

Pupils 'Working at Greater Depth' should be able to independently give detailed answers with justified reasons and connections to historical knowledge.

Reception: What questions could you ask your family to find out about the past?

Year 1: If you could meet someone from the past, what questions would you ask them?

Year 2: What would you enjoy or dislike about living in this period of history?

Year 3: If you lived in this period of history, who would you want to be and why?

Year 4: If someone from this period of history arrived to live the present, would their life be better now?

Year 5: If you could change one thing during this period of history to better people's lives, what would it be?

Year 6: If this period of history hadn't happened, how might life be different today?

Other possible questions:

Who is your favourite important person and why?

What is their most significant achievement?

How has life improved since then?

How is your life different to theirs?

What would be the pros and cons of living in this period of history?

Were people treated fairly or unfairly during this period of time?

How has this period of history influenced life today?

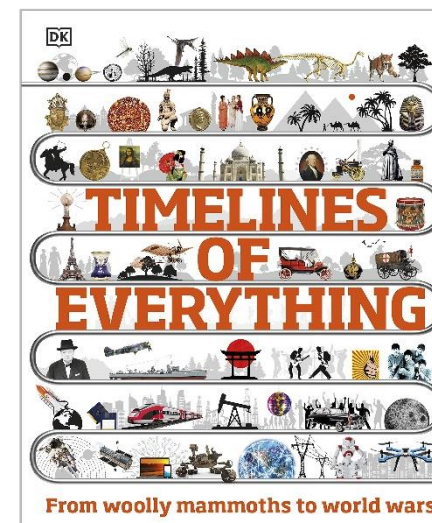
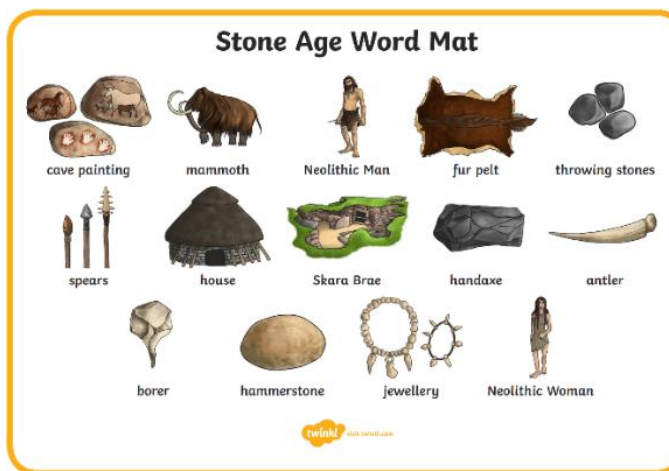
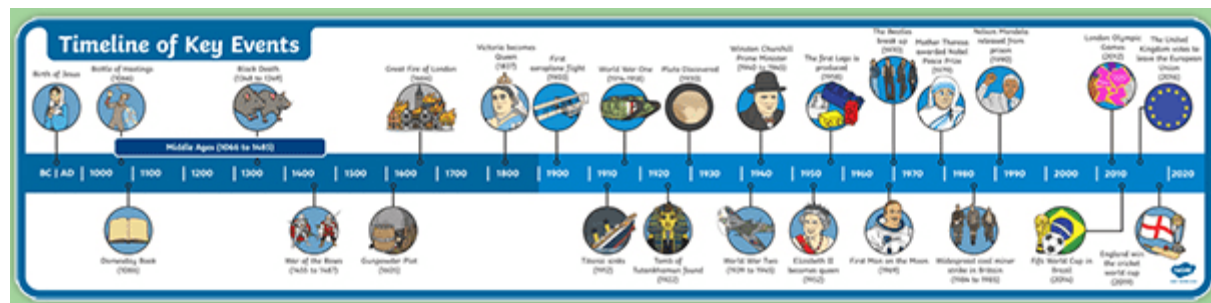
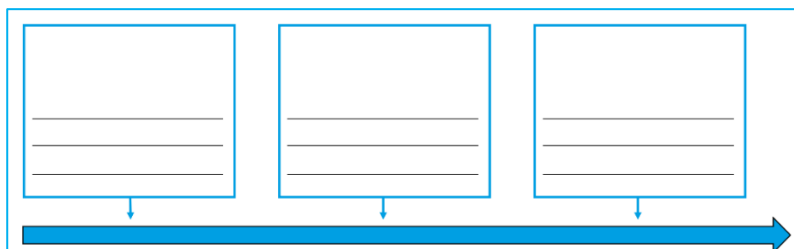
If you had to pick one period of history to live in, which would you pick and why?

SEN

Provision for Pupils with SEN

Here are some recommendations for ways the History curriculum can be adapted to meet the needs of children with SEN.

- Individual resources or on display: key words with pictures, pictorial timeline, blank timeline
- Pre-teach key vocabulary (see skills progression for **key vocabulary**, especially the words for KS1).
- Children working below ARE could have adapted activities that meet the skills from year groups below their own.
- Ensure trips and visitors are accessible for all pupils.
- Use a range of methods for recording evidence in books that overcome their barriers to learning (*e.g. drawing, scribing, typing, acting...*).
- Identify their strengths in this subject and encourage them to teach their peers (*e.g. prior knowledge*).



EVIDENCE

These resources have been purchased, just contact a subject lead.

Sources of Historical Evidence

- Timelines of UK History (display posters)
- Library Books: Horrible Histories series, Little People Big Dreams series, History Encyclopaedia, 'DK: Timelines of Everything', 'Usborne: Timelines of World History' ...a selection of biographies, autobiographies, story books and non-fiction.
- 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
- Artefacts (e.g. paintings, clothing, artwork, weapons...etc)
- Buildings and monuments
- Museum exhibits
- Research data (e.g. census and public opinion polls)
- Films, documentaries and websites

Evidence of Pupil's Learning

- Videos of discussions, oral presentations or debates (SeeSaw QR codes stuck in books)
- 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 in role (e.g. letters, diaries and newspaper reports)
- Written presentations of their findings (e.g. biographies and info leaflets)

INQUIRY

Potential links to the 10 core skills [a – j] for Learning Objectives.

- **Conscience Alley:** Children stand in two lines facing each other. A historical character walks down the centre and pupils tell them their thoughts about their life or an event as they pass by. This could lead into writing a diary entry or letter in role. [d e]
- **Active Storytelling:** The teacher tells a dramatized historical story, with students spontaneously miming actions and reactions in response. For example: 'It is 1 o'clock in the morning in Pudding Lane. Thomas Farriner is asleep. Downstairs in his bakery, a spark flies from the oven and lands on dry twigs...' This could lead into a piece of narrative writing or a play performance (acting or puppets), or constructing timelines. [b d]
- **Freeze Frames:** Significant moments and events can be presented as a series of freeze-frames in chronological order, creating a dramatized timeline. One example could be creating a freeze frame of before, during and after a significant event. They could sequence photos of the dramatized timeline in books and add captions. [b c d]
- **Thought Tracking:** Children get in role as a person living in that period and create a freeze-frame, considering where they are and what they're doing. They then share their thoughts and feelings. This could be filmed or recorded as a diary entry. [d e]
- **Mantle of the Expert:** Children work 'in role' as experts (e.g. archaeologists, museum curators, architects, builders, salves, merchants) with work-related tasks to complete, often commissioned by an external client (royalty, government, religious leader). The children could conduct research and present their findings as a physical creation (a museum exhibit, artwork, floorplans, map or freeze-frame). [g h j]
- **Interview:** Children interview the teacher, who is 'in role' as an historical figure, with the purpose of finding out information that will help them carry out a task in role (e.g. a news report, preparing a tomb, making a statue, building a palace). This could lead into writing a report, a biography or instructions. [g]
- **Hotseat:** Children answer questions 'in role' as a real or fictional person they are familiar with from the period studied. They could be asked questions about how they feel about their life or an event. This could be filmed or recorded in a diary entry / letter. [d e]
- **What Am I?** Children are given an image of an artefact and put in pairs. Either, they describe it to their partner who then guesses what it could be, or the partner asks them questions about the artefact and then guesses what it could be. [g h i]
- **Talking Tableau:** The class study a historical painting or photograph of people from the past. They enter the space in turn, positioning themselves as someone in the image, saying who they are and adding some info, such as: 'I am the boy under the loom. I am collecting bits of cotton that have fallen.' This could be recorded as a video or by labelling the image. They could then recreate this talking tableau but set in the present. Share their observations of the similarities and differences, exploring reasons for the changes. [c f h i]
- **Talking Objects:** The class study an artefact or an image of one. In turn, they each enter a space and become the object, stating what they are and some info, such as: 'I am a beautifully decorated throwing stick for King Tutankhamun to hunt birds within his afterlife'. This could be recorded by labelling the image in books or on the IWB. They could then compare this artefact with the present day equivalent, exploring reasons for the changes. [c f h i]
- **Investigation:** Children are in role and enter a historical site that they investigate and draw conclusions. For example, they could be an archaeologist excavating a burial site, or police investigating a crime scene. They could draw and label their findings, or this could lead into writing a news/police report or a museum exhibit plaque. [g h i j]

ENGLISH and MATHS

Power of Reading Teaching Sequences

For selecting texts linked to history units in Literacy, here are the available categories on the CLPE website's 'Advanced Filters':

- Black History
- Women's History
- Invaders and Settlers
- Middle Ages and Tudors
- Victorians
- Toys
- Prehistory and Dinosaurs
- Stone Age, Bronze Age, Iron Age
- The World Wars
- Ancient Civilisations
- Technology

Maths Pre-teaching

Some of the history skills require careful planning to ensure mathematical understanding has already been taught in maths lessons, before applying their understanding in history lessons. For example: number lines, days, weeks, months, years, dates, 4-digit numbers and negative number lines.

Spelling Frame

You can select spelling word lists linked to the history unit currently being studied on 'Topic Words'.

Guided Reading

Provide opportunities for pupils to explore fiction texts set in a historical setting and non-fiction texts about a period of history.

Class Library

You could provide a box of books linked to the history unit currently being studied. Making this easily accessible within the classroom will hopefully prompt pupils to further their interest and knowledge in this subject.

Vocabulary

You could explore new vocabulary as a class by discussing definitions, synonyms and the use of it in different sentences and contexts. New vocabulary could be added to a working wall, word journal, word tree or class dictionary.