

John Randall Primary School and Nursery Skills Progression: History

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to:	Pupils will talk about past and present events in their own lives and in the lives of family members. Pupils will have opportunities to share experiences and knowledge from different parts of their lives with each other. Opportunities will be provided to preserve memories of special events, e.g. making a book, collecting photographs, sound recording, drawing and writing.	<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 		<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world 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 study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 a local history study 			
Historical Terms ~ What is History? What is a historian?	Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries			Develop use of appropriate subject terminology, such as: empire, civilisation, monarch			Record knowledge and understanding in a variety of ways, using dates and key terms appropriately

<p>Finding Out About the Past (Enquiry)</p>	<p>Talk about the lives of the people around them and their role in society.</p> <p>Talk about and describe artefacts from the past and present.</p>	<p>Compare aspects of the present with the past and describe simple similarities and differences.</p> <p>Give reasons for and describe changes that have taken place within living memory. (linked to national life)</p>	<p>Use simple sources of information such as artefacts, photos and books to answer simple questions about the past.</p> <p>Use key evidence to support judgements and reasoning made about aspects of the past.</p> <p>Ask and answer questions about an archaeological site.</p>	<p>Use a range of information to ask and answer questions about the past.</p> <p>Use interpretations, pictures and written sources to build a picture about the past.</p> <p>Give reasons why peoples account of the same event may be different.</p> <p>Talk about sources of information that contain negative views and accounts.</p>	<p>Answer questions about the past selecting information from a wide range of sources.</p> <p>Identify different ways in which people have represented and interpreted the past.</p> <p>Talk about and give reasons for an event being interpreted in a range of different ways.</p> <p>Give reasons for negative views and accounts in written sources of information.</p>	<p>Select, combine and present information from more than one source.</p> <p>Make a reasoned judgement about the validity of the different representations of the past.</p> <p>Recognise some of the strengths and limitations in terms of archaeological evidence.</p> <p>Talk about why some written sources may give a negative view or account.</p>	<p>Select, combine and present information from more than one source.</p> <p>Make a reasoned judgement about the validity of the different representations of the past. Recognise some of the strengths and limitations in terms of archaeological evidence. Talk about why some written sources may give a negative view or account.</p> <p>Use historical vocabulary: dates, time period, era, chronology, continuity, century ,decade, legacy</p>
<p>Finding Out About the Past (Chronology)</p>	<p>Understand the past through settings, characters and events encountered in books read in class.</p> <p>Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc.</p> <p>Talk about own life and those of people I know.</p> <p>Place objects and events within experience, in time order.</p>	<p>Talk about events, places and people beyond living memory.(National or Global)</p> <p>Use historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc.</p> <p>Place objects, people and events beyond own experiences in time order.</p> <p>Label timelines with: past, present, older, newer</p>	<p>Talk with increasing accuracy and detail about events, places and people beyond living memory.</p> <p>Use an increasing range of historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc.</p> <p>Place a range of objects, people and events beyond own experiences in time order.</p> <p>Order events and artefacts in time line, using appropriate time related vocabulary</p>	<p>Use dates and historical terms to describe historical periods, e.g. The Victorians, the Great Fire of London 1666.</p> <p>Describe how the past has been divided into different periods of time. Use the terms BC and AD to locate dates of invasion and occupation.</p> <p>Explain reasons for placing objects, people and events in a particular order.</p> <p>Place events, artefacts and historical figures on time line using dates, whilst understanding the concept of change over time</p>	<p>Describe the key characteristics and features of a range of different periods of history.</p> <p>Describe changes that have taken place within and across historical periods.</p> <p>Use historical terms effectively to describe periods within history.</p> <p>Place civilisations and events on a timeline showing an understanding of the terms BC and AD.</p> <p>Understand the concepts of continuity and change over time, representing them along with evidence on a time line</p>	<p>Compare and contrast features of historical periods identifying similarities and differences.</p> <p>Describe and analyse the impact of change within and between periods in the past.</p> <p>Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods.</p>	<p>Compare and contrast features of historical periods identifying similarities and differences. Describe and analyse the impact of change within and between periods in the past. Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods.</p>

<p>Historical Events</p>	<p>Know some similarities and differences between things in the past and now.</p> <p>Talk about events in my life and the lives of people I know.</p>	<p>Talk about events and the lives of people beyond living memory. (Own locality)</p>	<p>Talk about and describe, in simple terms features of key events and people in the past.</p> <p>Compare similar events from the present and past.</p> <p>Talk about the impact of events on the lives of the people of the time.</p> <p>Develop/show and interest in British History an understanding of Britain as a nation</p>	<p>Describe features of historical events beyond living memory.</p> <p>Identify common themes and features.</p> <p>Explain and give reasons for events in the present and past.</p>	<p>Describe a range of different features of key historical events.</p> <p>Compare and contrast events from different historical periods, e.g. Victorians and 1960's.</p> <p>Talk about the impact of events on different groups within society at that time.</p>	<p>Describe features of past events and make links between them.</p> <p>Interpret and evaluate a key historical event from more than one perspective or view point.</p> <p>Support evaluations with a range of evidence from a range of sources.</p>	<p>Describe features of past events and make links between them. Interpret and evaluate a key historical event from more than one perspective or view point. Support evaluations with a range of evidence from a range of sources.</p>
<p>Lifestyles of People in the Past</p>	<p>Talk about the lives of the people around them and their role in society.</p> <p>Talk about and describe my home and the way I live, e.g. day to day life, things I do, my house, my family etc.</p>	<p>Talk about similarities and differences between my life and that of others.</p> <p>Describe similarities and differences between the lives of people.</p>	<p>Talk about and describe the home and the way people lived, e.g. day to day life, things they did, their house, their family etc.</p> <p>Describe and give reasons for similarities and differences between the lives of people.</p> <p>Describe the changes and differences in lifestyle in the past and present.</p> <p>Show understanding of concepts such as: civilisation, monarchy, parliament, democracy, war and peace</p>	<p>Compare and contrast the ways of life of people from different historical periods.</p> <p>Compare and describe features of life now and in the past beyond living memory.</p> <p>Describe and give reasons for the changes and differences in lifestyle in the past and present.</p>	<p>Identify and describe features and characteristics of past societies.</p> <p>Compare and describe the characteristics of a range of significant groups from the past, e.g. Romans, Anglo-Saxons etc.</p> <p>Compare and analyse the factors that caused change in the past.</p> <p>Talk about the impact of change on past societies, e.g. migration on economic grounds, displacement due to war or famine</p>	<p>Describe and make links between a range of past societies.</p> <p>Analyse and give reasons for the characteristics of a range of significant groups from the past, e.g. Aztecs and Mayans etc.</p> <p>Describe and give reasons for the beliefs held by different societies in the past.</p> <p>Compare and contrast the distinctive features of past societies.</p>	<p>Describe and make links between a range of past societies. Analyse and give reasons for the characteristics of a range of significant groups from the past, e.g. Aztecs and Mayans etc. Describe and give reasons for the beliefs held by different societies in the past. Compare and contrast the distinctive features of past societies. Describe beliefs, attitudes and experiences of men, women and children in the past.</p>

<p>Significant Historical People</p>	<p>Understand the past through settings, characters and events encountered in books read in class.</p> <p>Talk about important people in my life and those of people I know.</p>	<p>Talk about important people beyond living memory using a range of historical vocabulary. (National and International achievements)</p>	<p>Talk about and describe events in the life of a well-known historical person.</p> <p>Describe key events in their life from a range of sources of information.</p> <p>Talk about the actions of, and events in the life of a well-known historical person.</p>	<p>Use a range of sources of information to find out about a significant historical person from a historical period, e.g. Queen Elizabeth I, Florence Nightingale. Identify and describe key events in their life from a range of sources of information.</p> <p>Talk about and give reasons for the actions of, and events in the life of a well-known historical person.</p>	<p>Use a range of sources of information to find out about significant historical people from a key historical period, e.g. Charles Darwin and Queen Victoria.</p> <p>Compare and contrast a range of information about a significant historical person.</p>	<p>Use a wide range of evidence to compare and analyse the lives of significant historical people from the same historical period.</p> <p>Use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods.</p>	<p>Use a wide range of evidence to compare and analyse the lives of significant historical people from the same historical period. Use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods.</p>
<p>How parents can help:</p>	<p>Share Your Family Story – We all have a story to tell; share your memories of people and places from your childhood.</p> <p>Read with Your Child – Reading newspaper stories, internet articles and books about people and events that have made an impact is a great way to spend quality time together and get your child interested in history.</p> <p>People from History are Real – Show your child that people who make history are real just like them with similar dreams and ideas.</p> <p>Television Programs – Watch TV programs about important historical topics with your child and encourage discussion.</p> <p>Visit the Library – The library is full of resources for helping you and your child learn history.</p> <p>Be Excited, Involved and Have Fun – As a parent you can help your child want to learn which is key to their success. If you are excited about something they too will show excitement and when you are involved in their learning it shows it is important. Lastly, don't forget to have fun! Helping your child learn history doesn't have to be boring in fact, you can teach your child a lot about history by having a good time and playing.</p>						