

Villiers Primary School History Skills and Concepts Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Areas of Study					
<p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Learn about significant historical events, people and place in their own locality.</p>	<p>Learn about events beyond living memory that are significant nationally or globally. The Great Fire of London.</p> <p>Learn about 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.</p>	<p>Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>Learn about the Roman Empire and its impact on Britain.</p> <p>Conduct a local history study.</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Books through time.</p>	<p>Learn about Britain's settlement by Anglo-Saxons and Scots.</p> <p>Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilisations appeared and a depth of study of Ancient Egypt.</p>	<p>Learn about a Non-European society that provides contrasts with British history, Mayans.</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Tudors-Monarchs and their reigns (Contrast to Roman Emperor and Egyptian Pharaohs), voyages of discovery and explorers. Migration, Journeys to Britain.</p> <p>Conduct a local history study.</p>	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Children in World War 2. Crime and Punishment. Extended Period of Study.</p> <p>Learn about Ancient Greece, a study of Greek life and achievements and their influence on the western world.</p>

Knowledge and Understanding of Events, People and Changes in the Past

<p>Recall some facts about people/events before living memory, from stories of the past.</p> <p>Recognise the difference between past and present in their own and others' lives.</p> <p>Say why people may have acted the way they did.</p>	<p>Recount the main events from a significant event in history.</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times.</p>	<p>Find out about everyday lives of people in time studied e.g. describe clothes and buildings.</p> <p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have wanted to do something.</p>	<p>Use evidence to reconstruct life in the times studied.</p> <p>Identify key features and events of the times studied.</p> <p>Look for cause and effects.</p> <p>Offer a reasonable explanation for some events.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p> <p>Identify some similarities and differences.</p>	<p>Study different aspects of different people – compare the lives of different people e.g. rich/poor or men/women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Compare an aspect in the past to today.</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> <p>Give detailed descriptions how some of the things studied from the past affect/influence life today.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of times studied.</p>
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Chronological Understanding

<p>Sequence events in their life.</p> <p>Understand the difference between things that happened in the past and the present.</p> <p>Sequence 3 or 4 objects or artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p> <p>Use a timeline to place important</p>	<p>Sequence photographs etc. from different periods of their life.</p> <p>Describe memories of key events in lives.</p> <p>Understand and use the words past and present when telling others about an event.</p> <p>Use a timeline to place important events.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts</p>	<p>Place events from period studied on time line.</p> <p>Use terms related to the period and begin to date events</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to 10 events on a time line.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Greece and Ancient Egypt.</p>
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events.					
Interpretations of History					
<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/ accounts/stories.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources – compare different versions of the same story.</p>	<p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use text books and historical knowledge.</p>	<p>Compare accounts of events from different sources – fact or fiction.</p> <p>Offer some reasons for different versions of events.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p>
Historical Enquiry					
<p>Find answers to simple questions about the past from sources of information e.g. artefacts. Ask questions i.e, “Which things are old and which are new?” or “What were people doing?”</p> <p>Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Ask questions about the past. Use a wide range of information to answer questions.</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library and internet for research.</p> <p>Devise questions.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Select relevant sections of information.</p>	<p>Recognise primary and secondary sources.</p> <p>Devise historically valid questions.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several</p>

<p>Begin to ask questions about the past.</p>				<p>Use the library and internet for research with increasing confidence.</p> <p>Begin to devise historically valid question.</p>	<p>sources together in a fluent account.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p>
Organisation and Communication					
<p>Sort events or objects into groups (i.e. then and now.</p> <p>Use timelines to order events or objects.</p> <p>Talk, write and draw about things from the past.</p>	<p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Communicate ideas from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>	<p>Communicate ideas from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>

Key Concepts:	Key Stage 1	Key Stage 2
Continuity and change in and between periods	Identify similarities and differences between ways of life at different times, for example, how holiday destinations are different now compared to the Victorian times because we have aeroplanes.	Describe or make links between events, situations and changes within and across different periods and societies: the idea of monarchy, for example, still exists today but they have a very different role.
Cause and consequence	Recognise why people did things, why events happened and what happened as a result: as mentioned above, we go on holiday abroad because we have aeroplanes but the Victorians only had steam trains or boats so were limited.	Identify and give reasons for, and results of, historical events, situations and changes – understanding that one event may lead to many other events, the Second World War, for example, led to evacuation, rationing and some improved status for women.
Similarity, difference and themes within a period or situation	Make simple observations about different types of people, events and beliefs within a society – Samuel Pepys wore different clothes to us, for example.	Describe social, cultural, religious and ethnic diversity in Britain and the wider world: the Romans, Vikings and French all invaded Britain at different times – some would have settled here and had families, so Britain always has been a very diverse, multicultural country.
Significance of events and people	Talk about who was important e.g. in a simple historical account, this could include Rosa Parks because she stood up for what she believed in - racial equality.	Identify historically significant people and events in situations – World War II was a significant event, for example, because it changed the structures of society such as class divisions and the ways women were viewed and treated.