

Shillington Lower school and Stondon Lower school (Shillington and Stondon Federation)

Curriculum map/skills progression grid

Date	History Skills Progression Review date						Subject Leader
April 2021	September 2022						C. Riberaud
<p>This document aims to give guidance on the progression of skills and knowledge across the year groups. It is used to support planning the year groups long term overviews that break up content into termly blocks. As children make progress through the school, it is expected that they can demonstrate a wider range of independent skills and knowledge in the strands of history across the curriculum. In history, like in other subjects, we recognise the importance that a range of different teaching methods could be used in supporting pupils to know more, understand more and remember more. In history, 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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. These will be evident in pupil discussion, observations and work in books in order that learning opportunities in history are as effective as possible and that pupils make progress throughout the year and across different years.</p>							
Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding		<ul style="list-style-type: none"> Recognise the distinction between past and present. Order and sequence some familiar events and objects. Identify some similarities 	<ul style="list-style-type: none"> Order and sequence events and objects. Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases 	<ul style="list-style-type: none"> Use some dates and historical terms when ordering events and objects. Demonstrate awareness that the past can be divided into different periods of time. Explore trends and changes over time. 	<ul style="list-style-type: none"> Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework. Explore links and contrasts within and 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies. Know and sequence key events of time studied use relevant terms and periods. Labels. Relate current studies to 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to ten events on a time line

		<p>and differences between ways of life at different times.</p> <ul style="list-style-type: none"> • Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. 	<p>concerned with the passing of time.</p>		<p>across different periods of time.</p>	<p>previous studies.</p> <ul style="list-style-type: none"> • Make comparisons between different times in history 	
<p>Historical interpretation</p>		<ul style="list-style-type: none"> • Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) 	<ul style="list-style-type: none"> • Compare pictures or photographs of people or events in the past • Identify different ways to represent the past 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented. • Distinguish between different sources and evaluate their usefulness. • Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources. • Use of text books and historical knowledge 	<ul style="list-style-type: none"> • Compare accounts of events from different sources. Fact or fiction • Offer some reasons for different versions of events 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at. • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. • Be aware that different evidence will lead to different conclusions confident use of the library etc. for research.

Historical enquiry		<ul style="list-style-type: none"> • Make simple observations about different people, events, beliefs and communities. • Use sources to answer simple questions about the past. • Identify some of the basic ways in which the past can be represented. • Choose parts of stories and other sources to show what they know about the past. 	<ul style="list-style-type: none"> • Ask and answer simple questions about the past through observing and handling a range of sources. • Consider why things may change over time. • Recognise some basic reasons why people in the past acted as they did. • Choose parts of stories and other sources to show what they know about significant people and events 	<ul style="list-style-type: none"> • Use sources to address historically valid questions. • Recognise that our knowledge of the past is constructed from different sources of evidence. • Recognise that different versions of past events may exist. • Describe some of the ways the past can be represented. 	<ul style="list-style-type: none"> • Use sources to address historically valid questions and hypotheses. • Recognise how sources of evidence are used to make historical claims. • Recognise why some events happened and what happened as a result. • Identify historically significant people and events in different situations. 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of life in time studied • Select relevant sections of information • Confident use of library, e-learning, research 	<ul style="list-style-type: none"> • Recognise primary and secondary sources. • Use a range of sources to find out about an aspect of time past. • Suggest omissions and the means of finding out. • Bring knowledge gathering from several sources together in a fluent account.
Organisation and communication		<ul style="list-style-type: none"> • Describe special or significant events. 	<ul style="list-style-type: none"> • Talk about what / who was significant in simple 	<ul style="list-style-type: none"> • Discuss some historical events, issues, connections and changes. 	<ul style="list-style-type: none"> • Discuss significant aspects of, and connections 	<ul style="list-style-type: none"> • Recognise primary and secondary sources. 	<ul style="list-style-type: none"> • Select aspect of study to make a display. • Use a variety of ways to

		<ul style="list-style-type: none"> • Retell simple stories or events from the past. • Use simple historical terms. 	<p>historical accounts. Demonstrate simple historical concepts and events through role-play, drawing and writing.</p> <ul style="list-style-type: none"> • Use a variety of simple historical terms and concepts 	<ul style="list-style-type: none"> • Select and organise historical information to present in a range of ways. • Use relevant historical terms and vocabulary linked to chronology. 	<p>between, different historical events.</p> <ul style="list-style-type: none"> • Select and organise relevant historical information to present in a range of ways. • Use relevant and appropriate historical terms and vocabulary linked to chronology. 	<ul style="list-style-type: none"> • Use a range of sources to find out about an aspect of time past. • Suggest omissions and the means of finding out. • Bring knowledge gathering from several sources together in a fluent account 	<p>communicate knowledge and understanding including extended writing.</p> <ul style="list-style-type: none"> • Plan and carry out individual investigations.
Understanding of events, people and changes		<p>Same as EYFS and:</p> <ul style="list-style-type: none"> • Retell some events from beyond their living memory which are significant nationally or globally. • Describe some 	<p>Same as EYFS, Year 1 and :</p> <ul style="list-style-type: none"> • Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. 	<p>Same as EYFS, KS1 and:</p> <ul style="list-style-type: none"> • Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. • Describe some aspects of the Roman Empire and recognise 	<p>Same as previous year groups and:</p> <ul style="list-style-type: none"> • Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and 	<p>Same as previous year groups and:</p> <ul style="list-style-type: none"> • study different aspects of life of different people – differences between men and women. 	<p>Same as previous year groups and:</p> <ul style="list-style-type: none"> • Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the

		changes within their living memory (including aspects of national life where appropriate).	<ul style="list-style-type: none"> • Develop awareness of significant historical events, people and places in their own locality. 	<p>its impact on Britain.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of aspects of history significant in their locality. 	<p>when they appeared.</p> <ul style="list-style-type: none"> • Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. • Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066 	<ul style="list-style-type: none"> • Examine causes and results of great events and the impact on people. • Compare life in early and late times studied. • Compare an aspect of life with the same aspect in another period. • Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt) 	<p>same views and feelings.</p> <ul style="list-style-type: none"> • Compare beliefs and behaviour with another period studied. • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. • Know key dates, characters and events of time studied. • Compare and contrast ancient civilisations.
Content specific vocabulary							