



The Whinless Down Academy Trust - History Progression of Skills Document

Expected at the End of EYFS - We have selected the Early Learning Goals that link most closely to the History National Curriculum

Understanding the World (People and Communities) - Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

- Talking about family history and local area (continuity and change concept)
- Seasons (continuity and change concept)
- Talk about a person from the past e.g. Guy Fawkes Explore changes in materials (cause and consequence concept)
- Compare and contrast figures from the past (similarities and differences concept) - *My family history, Neil Armstrong (significance concept), Mother Teresa, Louis Bleriot, Banksy and Dame Vera Lynn*

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|--|---|---|---|
| Topic/Key Figures | The Gunpowder Plot (cause and consequence concept) Houses through the Ages Sir David Attenborough Victorian Seaside Grace Darling Lionel Lukin | Florence Nightingale Mary Seacole Nurses Now Christopher Columbus Neil Armstrong Cholita Climbers The Great Fire of London | Passage of time – fossils Anglo Saxons Stone Age to Iron Age | Romans in Britain Ancient Egypt Local History Study of Dover | Ancient Greeks Fortify and Defend Changes in Social History – Crime and Punishment | WW1 Mayans WW2 |
| Chronological Awareness | <ul style="list-style-type: none"> • Develop an awareness of the past from living memory • Use common words and phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework- some from the more recent and distant past local and worldwide • Identify similarities / differences between periods looking at lives of significant individuals | | <ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of main people, events and periods and be able to place these into different periods of time • Understand the timeline can be divided into BC and AD • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time in similar era (Romans and Anglo-Saxons) • Identify key features, aspects and events of the time studied | | <ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of significant people, events and periods and be able to fit these into a secure chronological framework. • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time <p>In Y6- understand how some historical periods occurred concurrently in different locations (Ancient Mayas and Tudors).</p> | |
| Historical terms/Vocabulary | Use a wide vocabulary of everyday historical terms: Long ago, Past, Present, Calendar, Before, After , Last year, Modern, Compare, Traitor, Treason, Diversity , Heresy | Use a wide vocabulary of everyday historical terms: Ancient, Century, Sequence, Artefact, Global, Explorer, Nation, International, Museum, Chronology | Develop the appropriate use of historical terms: AD/BC BCE/CE, Decade, Millennium, Age, Archaeology, Conquest, Hunter-gatherer, Invasion, Iron age, Stone age, Contrast, Nomad, Prehistory, settler | Develop the appropriate use of historical terms: Change, Continuity, Duration, Emperor Causation, Empire Interpretation, Local, Gods/ Goddesses, Rebellion, Revolt , Significance Slave, Civilisation | Develop the appropriate use of historical terms: Period, Era, aristocracy, Dark ages, Democracy, Myth, Legend, Parliament, Peasant, Republic, Torture, Colony, Execution, Suggest Primary evidence, Secondary evidence, | Develop the appropriate use of historical terms: Oral history, Sacrifice, Bias, Imply, classical period, architecture, bureaucracy, artisan, city-state, culture, contemporary , religious, economic, political, impact , propaganda |
| Historical enquiry - Using evidence / Communicating ideas | <p><i>Ask and answer questions Understand some ways we find out about the past</i></p> <p>Choose and use parts of stories and other sources to show understanding:</p> <ul style="list-style-type: none"> • observe or handle evidence to ask simple questions about the past; | | <p><i>Regularly address and sometimes devise historically valid questions</i></p> <ul style="list-style-type: none"> • Understand how knowledge of the past is constructed from a range of sources • Selecting and organising relevant historical information • Use a range of sources to find out about the past; | | <p><i>Regularly address and sometimes devise historically valid questions</i></p> <ul style="list-style-type: none"> • Understand how knowledge of the past is constructed from a range of sources... • Selecting and organising relevant historical information • Recognise when they are using primary and secondary sources of information to investigate the past; | |

| | | | |
|-----------------------------------|---|--|--|
| | <ul style="list-style-type: none"> observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. | <ul style="list-style-type: none"> construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research. | <ul style="list-style-type: none"> use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer. |
| Interpretations of History | <p><i>Identify different ways in which the past is represented.</i> start to compare two versions of a past event;</p> <p>observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past.</p> | <p><i>Understand that different versions of the past may exist, giving some reasons for this:</i></p> <p>*look at more than two versions of the same event or story in history and identify differences; *investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> | <p><i>Understand that different versions of the past may exist, giving some reasons for this</i></p> <ul style="list-style-type: none"> find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources. |