

SKILLS PROGRESSION IN HISTORY AT THE FOUNDATION STAGE

EARLY LEARNING GOALS FOR UNDERSTANDING OF THE WORLD

PEOPLE AND COMMUNITIES

Early Years Foundation Stage	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members.
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SKILLS PROGRESSION IN HISTORY AT KEY STAGE ONE

NATIONAL CURRICULUM	<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. significant historical events, people and places in their own locality. 		
	CHRONOLOGY	HISTORICAL KNOWLEDGE	HISTORICAL ENQUIRY
YEAR ONE	<u>Are iPads more fun than my grandma's old toys?</u> <u>Who will be our next English monarch?</u> <ul style="list-style-type: none"> I can order events in time order (by looking at pictures). I can sequence events and understand the changes. I can use common words and phrases relating to the passing of time 	<u>Are iPads more fun than my grandma's old toys?</u> <u>Who will be our next English monarch?</u> <ul style="list-style-type: none"> I can understand key features of events I can begin to describe similarities and differences in artefacts I can relate my own account of an event and understand that others may give a different version I can find answers to some simple questions about the past from simple sources of information I can sort historical objects from 'then' and 'now' 	<u>Are iPads more fun than my grandma's old toys?</u> <u>Who will be our next English monarch?</u> <ul style="list-style-type: none"> I can use as wide a range of sources as possible I can use my speaking and listening skills (links to literacy) to ask and answer questions related to different sources and objects
YEAR TWO	<u>What's the Story of Chapel Street?</u> <ul style="list-style-type: none"> I can show an awareness of the past, using common words and phrases relating to the passing of time 	<u>What's the Story of Chapel Street?</u> <ul style="list-style-type: none"> I can describe changes within living memory and aspects of change in national life 	<u>What's the Story of Chapel Street?</u>

	<ul style="list-style-type: none"> • I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods • I can use a wide vocabulary of everyday historical terms • I can describe memories of key events in my life 	<ul style="list-style-type: none"> • I can describe events beyond living memory that are significant nationally or globally • I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods • I can describe significant historical events, people and places locally 	<ul style="list-style-type: none"> • I can use a source – why, what, who, how, where to ask questions and find answers • I can ask questions about what I want to know and use sources to research this information • I can discuss the effectiveness of sources
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SKILLS PROGRESSION IN HISTORY AT LOWER KEY STAGE TWO

NATIONAL CURRICULUM	<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • 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 		
	CHRONOLOGY	HISTORICAL KNOWLEDGE	HISTORICAL ENQUIRY
YEAR THREE	<p><u>Who first lived in Britain?</u> <u>What did the early Civilisations do for me?</u> • I can place periods of history that I have learnt about accurately on a timeline.</p> <ul style="list-style-type: none"> • I can sequence events or artefacts • I can use dates related to the passing of time 	<p><u>Who first lived in Britain?</u> <u>What did the early Civilisations do for me?</u> • I can compare the past with our life today</p> <ul style="list-style-type: none"> • I can identify reasons for and results of people's actions • I can understand why people may have had to do something • I can identify and give reasons for different ways in which the past is represented. 	<p><u>Who first lived in Britain?</u> <u>What did the early Civilisations do for me?</u> • I can use a range of sources to find out about a period of time in history,</p> <ul style="list-style-type: none"> • I can give observe the finer details in these sources. • I can select and record information relevant to the study.
YEAR FOUR	<p><u>What did the Romans ever do for me? Why was there a struggle for the kingdom of England?</u></p> <ul style="list-style-type: none"> • I can place the time studied on a timeline and compare where this fits in to topics previously studied. • I can use terms related to the period and begin to date events. • I can understand more complex Historical terms e.g. BC/AD/CENTURY • I can begin to develop a chronologically secure knowledge and understanding of British, local and 	<p><u>What did the Romans ever do for me? Why was there a struggle for the kingdom of England?</u></p> <ul style="list-style-type: none"> • I can use evidence to reconstruct life in the time studied. • I can identify key features and events of time studied. • I can look for links and effects in the time studied. • I can offer a reasonable explanation for some events. 	<p><u>What did the Romans ever do for me? Why was there a struggle for the kingdom of England?</u></p> <ul style="list-style-type: none"> • I can use evidence to build up a picture of a past event. • I can choose relevant material to present a picture of one aspect of life in time past. • I can ask and answer a variety of questions. • I can answer and begin to devise own historically valid questions.

	Word History, establishing clear narratives within and across the periods studied.		
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SKILLS PROGRESSION IN HISTORY AT UPPER KEY STAGE TWO			
NATIONAL CURRICULUM	<ul style="list-style-type: none"> • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 		
	CHRONOLOGY	HISTORICAL KNOWLEDGE	HISTORICAL ENQUIRY
YEAR FIVE	<p><u>Why are the Ancient Greeks so important to life in the 21st century?</u></p> <p><u>Why was the Islamic Civilisation known as the Golden Age?</u></p> <ul style="list-style-type: none"> • I can place the time studied on a timeline, compare where this fits into topics previously studied to provide a greater historical perspective. • I can gain greater historical perspective by placing my growing knowledge into different contexts. • I can use and relevant terms and period labels. • I can understand continuity and change, cause and consequence, similarity, difference and significance. • I can make comparisons between different times in the past. • I can develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied. 	<p><u>Why are the Ancient Greeks so important to life in the 21st century?</u></p> <p><u>Why was the Islamic Civilisation known as the Golden Age?</u></p> <ul style="list-style-type: none"> • I can study different aspects of different people – differences between men and women. • I can examine causes and results of great events and the impact on people. • I can compare life in 'early' and 'late' times studies. • I can compare an aspect of life with the same aspect in another period. 	<p><u>Why are the Ancient Greeks so important to life in the 21st century?</u></p> <p><u>Why was the Islamic Civilisation known as the Golden Age?</u></p> <ul style="list-style-type: none"> • I can begin to identify primary and secondary sources. • I can use evidence to build up a picture of a past event. • I can select relevant sections of information. • I can answer and devise own historically valid questions about change, cause, similarity and difference and significance.
YEAR SIX	<p><u>How did the Industrial Revolution impact on the lives of the people living in Manchester?</u></p> <p><u>What was life like for children in the North West during World War 2?</u></p> <ul style="list-style-type: none"> • I can use relevant dates and terms - empire, civilisation, parliament and peasantry, continuity 	<p><u>How did the Industrial Revolution impact on the lives of the people living in Manchester?</u></p> <p><u>What was life like for children in the North West during World War 2?</u></p>	<p><u>How did the Industrial Revolution impact on the lives of the people living in Manchester?</u></p> <p><u>What was life like for children in the North West during World War 2?</u></p> <ul style="list-style-type: none"> • I can recognise primary and secondary sources.

	<p>and change, cause and consequence, similarity, difference and significance.</p> <ul style="list-style-type: none"> • I can sequence previously studied topics on a timeline to gain greater historical perspective. • I can develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. 	<ul style="list-style-type: none"> • I can find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. • I can compare beliefs and behaviour with another time studied. • I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. • I know key dates, characters and events of time studied. 	<ul style="list-style-type: none"> • I can use a range of sources to find out about an aspect of time past. • I can bring knowledge gathered from several sources together in a fluent account. • I can answer and devise own historically valid questions about change, cause, similarity and difference and significance.
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