

SKILLS PROGRESSION IN HISTORY AT THE FOUNDATION STAGE

EARLY LEARNING GOALS FOR UNDERSTANDING OF THE WORLD

Past and Present

Early Years Foundation Stage	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
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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> <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 World 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> <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> <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> <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> <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> <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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