

# History skills and knowledge progression based on work with [Chris Trevor](#) for Elton Primary School

## EYFS

EYFS – humanities learning will begin in EYFS where progression of skills and knowledge will begin.

Children in nursery will be learning to...

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Begin to make sense of their own life-story and family's history.
- Use all of their senses in hands-on exploration of natural materials – physical geography.

Children in reception will be learning to...

- Recognise some environments that are different to the one in which they live.
- Explore the natural world around them.
- Recognise some similarities and differences between life in this country and life in other countries.
- Draw information from a simple map.
- Comment on images of familiar situations in the past.
- Use all of their senses in hands-on exploration of natural materials – physical geography.
- Understand the past through settings, characters and events encountered in books and storytelling.

Please note: the skills below are emerging skills suitable for EYFS.

### Historical chronology

I begin to show understanding of time.

I am beginning to develop chronological understanding I know the difference between long ago and now.

I can compare modern and old objects put 2 objects or events in order.

I know my life is different from the lives of people in the past.

### Historical concepts

I have begun to understand how things change over time.

I am beginning to understand the passage of time.

I can put 2 events or objects in order.

I can give one cause of an event.

I can recall some simple facts.

### **Historical interpretation**

I can look at or touch objects from the past and comment on its appearance.

I can tell the past is different from today.

I can look at the differences between "long ago" and "now".

I may be able to give you my own view on why something happened in the past or how I know.

### **Historical enquiry**

I begin to make accurate comparisons between modern and old objects.

I can find answers to simple questions from a writing or a picture.

I show an interest in the past.

I begin to ask questions about artefacts, suggesting what they might be used for.

### **Historical communication**

I show interest in the past.

I am beginning to use the correct words such as "yesterday, past etc."

I can tell you about the past in 1 way E.g. orally, using common words & phrases relating to the passing of time or drawing.

I show awareness of the past.

# **KS1**

**KS1 subject knowledge will be chronological in the order in which it is taught in Y1 through to Y2 but not chronological in the greater image of the whole school due to the topics required to be taught in KS2.**

## **Year 1**

- Y1 will focus on changes within living memory mainly focusing on similarity and differences. Focus will be on shopping.
- Changes within living memory will allow children to discuss with grandparents to give Y1 a clearer understanding of changes over time.
- Y1 will focus on changes in living memory relating to our local area to create links to the world around them.
- Y1 will look at significant lives of others looking at differences and similarities across points in history and these people will be linked to hot and cold places, which make an explicit link between their geography topics.

## **Year 2**

- Y2 will focus on events beyond living memory focusing closely on Gunpowder plot 1605 linking with Bonfire night.
- Y2 will focus on major events in November including 5<sup>th</sup> as Bonfire night and 11<sup>th</sup> November - why do we wear poppies.
- Focusing on poppies and their significance will progress into wars overtime which is taught in Year 6 and 11<sup>th</sup> November is celebrated in each year group yearly.
- Y2 will move chronologically to an in-depth study of the Great Fire of London
- Make links with English Book - Major Glad and Major Dizzy - to show the children the chronology of the major events of the Gun Powder plot moving forward in chronology.
- Y2 will focus on Significant historical events, people and places in their own locality - making links with the local area (linking to geography) looking at influential people from Elsmere port
- Y2 will focus on when Elsmere port started - in between Great Fire of London and WW1 to give them an idea of chronology as they progress through the school.
- Y2 will focus on famous people from the North West to create purposeful learning including Telford and Jessop the opening of the Canal and a little touch on woodlands.

**Please note: the below skills and knowledge are to be worked on throughout KS1 and are to be partially assessed at the end of Year 1 and fully assessed in Year 2 before progression to Year 3.**

### **Historical chronology**

I know where the people and events I have studied fit on a basic timeline.

I can tell you a few similarities and differences between ways of life at different times.

I can name a few people in the past who have contributed to national and international achievements.

I can put a few objects/ events in order.

### **Historical concepts - cause & consequence, continuity & change, similarity, difference and significance**

I can identify similarities and differences between different times.

I can tell you about some of the people or events from my work  
I can give more than one cause of an event and give a reason why people in the past acted as they did.  
I am able to reflect on the significance of what I have learnt about the past.

#### **Historical interpretation**

I have developed an awareness of the past and can comment on what or how I found things out.  
I understand some of the ways in which we find out about the past.  
I can tell you a few ways how the past has been presented or described.  
I understand the importance of basing my ideas on evidence  
I am developing the skills of presenting an idea and raising questions about the past.

#### **Historical enquiry**

I can analyse artefacts.  
I ask questions.  
I think how I might find out answers.  
I am developing skills to study history by hypothesising, questioning and investigating.  
I can choose & use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied.

#### **Historical communication**

I use common words & phrases relating to passing of time  
I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using everyday historical terms.  
I can recount stories accurately and explain why some people and events were important.

## KS2

KS2 subject knowledge will be chronological in the order in which it is taught from Year 3 to Year 6. This will support children's chronological understanding of history.

## LOWER KS2

### Year 3

- Year 3 will begin with the chronological teaching of history.
- Year 3 will focus on changes in Britain from Stone age to iron age.
- Year 3 will begin with Old stone age to new stone age in Spring 1.
- They will then move onto Bronze and iron age in Spring 2 for chronology.
- Create links with local geography - use the book a street through time to see the changes through the different ages.
- Link to geography - how did the landscape change from stone age to iron age? Topography of the landscapes - Helsby Hill - iron age hill fort.
- Year 3 will then move on to focus on the Earliest Civilisations (civilisations (Sumer, Indus, Egypt, Shang Dynasty).
- Year 3 are to focus on the individual achievements of the civilisations using comparison.
- Year 3 are to use the skills of contrasting to look at the similarities between the different civilisations - where they are/on a river/ on the same line of latitude/living in a city/number system.
- Year 3 will then move onto an in-depth study of Ancient Egypt focusing on some of their greatest achievements and the impact today.

### Year 4

- Continuing with our chronological teaching from year 3, year 4 will start their history teaching with Ancient Greece.
- An in-depth study of Ancient Greece will be completed focusing on achievements, influence on the western world and daily life.
- Links with geography topic of Europe will be made focusing on Greece and its geography - spread of their empire over the Mediterranean because they were in search of minerals, foods and resources due to being in a hot dry region - therefore influencing the modern world.
- Following chronology, year 4 will then focus on The Roman Empire - daily life and achievements in Spring 1.
- In Spring 2, year 4 will focus on The Roman Empire but how they had an impact on Britain today.
- Link Spring 2 history with geography topic of Europe focusing on the spread of the Roman Empire and how this impacted Britain. Useful website to show the spread - <https://resourcesforhistory.com/map.htm#gsc.tab=0>
- Link with previous Greece topic and how the Romans took over much of Greece.
- Using year 4 geography topic of Europe, Year 4 will revisit part of Year 3 teaching to ensure progression - Iron age hill forts, linking to mountains, and what they did before the Roman Empire.

Please note: the below skills and knowledge are to be worked on throughout lower KS2 and are to be partially assessed at the end of Year 3 and fully assessed in Year 4 before progression to Year 5.

### **Historical chronology**

I can understand that the past is divided into differently named periods of time and use some dates to explain British, local, world history.

I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions e.g. BC, BCE & AD.

I can put artefacts or information in chronological order.

### **Historical concepts**

I can give a few reasons for and the results of the main events and changes of a time studied.

I can make connections & contrasts

and some references in my work to concepts. cause & consequence, continuity & change, similarity, difference and significance

I can tell you a range of similarities/ differences between different times in the past in periods covered so far.

### **Historical interpretation**

To think critically, weigh evidence, sift arguments, and develop perspective and judgement.

I can describe how the past can be represented or interpreted in a few different ways.

### **Historical enquiry**

I can answer and sometimes devise my own historically valid questions.

I can use one or more sources of information to help me answer questions about the past in sentences.

### **Historical communication**

I can present recalled or selected information in a variety of ways using specialist terms.

I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.

I am beginning to use place value in the context of timelines.

## UPPER KS2

### Year 5

- Year 5 history teaching will begin with the next chronological teaching sequence - Anglo-Saxons and The Vikings.
- Teaching will begin with Who were they/come from/who came first/influence on our world today.
- Year 5 will move on to the teaching of the struggle for the kingdom of England.
- Year 5 teaching will make links with geography topic of UK counties and cities focusing on How did places get their names? (from Anglo-Saxons and Vikings place name ending - who got what in the struggle for Kingdom of England).
- Year 5 will move onto their teaching of Mayans - non-European society providing contrast with British History.
- Year 5 will link their Mayans topic back to Anglo-Saxons to contrast with what was happening in 900 - Anglo-Saxon struggle.
- Mayan teaching will focus on the achievements/daily life making contrast with British history.
- Year 5 will make links with their geography topic of central America looking at where the Mayans settled.

### Year 6

- Year 6 will finish with the timeline of chronology - Wars over time
- This will be completed in Autumn 1/2 to link with Remembrance in November.
- Year 6 will focus on a long arc of time wars and battles through the ages - timeline from 1066 to WW2.
- Year 6 will look at WW1 to see how this led to WW2.
- Year 6 will move onto WW2, specifically looking at Battle of Britain and the Blitz - depth study.
- Year 6 will make links with a local history study - impact of world wars in our local area and the impact on Britain.
- Links to geography will also be made to see how the wars impacted our local area physically.

Please note: the below skills and knowledge are to be worked on throughout upper KS2 and are to be partially assessed at the end of Year 5 and fully assessed in Year 6 before progression to KS3.

#### Historical chronology

I demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world

I show a chronically secure knowledge and understanding of local, national and global history.

I can tell the story of events within and across the time periods I have studied.

I can identify specific changes within and across different periods over a long arc of development.

I can describe connections, contrasts and trends over short and longer time periods.

#### Historical concepts

To understand historical concepts cause & consequence, continuity, change, similarity, difference etc.

I show an understanding of cause & consequence, continuity & change, similarity, difference and significance in my talk and work.

I devise questions about change, cause and consequence, similarity, difference and significance of people or events in a wider context.

I understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.

I can discuss trends over time

I can see the relationship between different periods and the legacy or impacts for me and my identity.

### **Historical interpretation**

To think critically, weigh evidence, sift arguments, and develop perspective and judgement.

I can explain that the past can be represented or interpreted in many different ways.

I am aware of different views about people and events studied and can give some reasons why different versions of the past exist.

I evaluate and carefully select from a range of historical sources to find relevant historical information.

I consider different viewpoints or think about bias or anachronism.

### **Historical enquiry**

I understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims

I make perceptive deductions about the reliability of sources

I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.

I can answer and devise my own historically valid questions.

I can evaluate a range of historical sources

### **Historical communication**

I can create my own structured accounts, including written narratives and analyses.

I confidently use/apply mathematical skills when placing events in chronological order, using place value, negative nos. etc.

I construct informed responses by thoughtfully selecting and organising of relevant historical information.

I can use key historical terms accurately e.g. century, decade.

I make pertinent and valid comparisons between periods.

**Please note: the below skills and knowledge are extra assessment information to help Year 6 teacher to make judgement about the number of children exceeding expectations at the end of KS2.**

### **Historical chronology**

I can make detailed links between features of past societies and periods.

I can explain how history 'fits together' & events from one time period affect another.

I can make detailed links between and across features of past societies and across different historical periods.

### **Historical concepts**

I can explain most causes/results, showing links between them.

I understand there were different types of causes of an event.

I may be able to suggest the most important cause or result.

### **Historical interpretation**

I can suggest reasons for different interpretations of events, people and changes.

I can describe and begin to explain different historical interpretations of events, people and changes.

### **Historical enquiry**

I can judge the value of sources and identify those that are useful for answering a question.

I can identify/make detailed use of sources of information to help me reach and support a conclusion.



**Historical communication**

I can select and organise information to produce structured written work that uses correct dates and terms.

I can select and organise information to produce structured written work that uses correct dates and terms.

I can select, organise and arrange relevant information to produce structured written work that uses correct dates and terms.