

Fressingfield Primary School

History Skills Progression

| | EYFS - Reception | KS1 | Lower KS2 | Upper KS2 |
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| Historical Interpretations | <p>Children should use their growing knowledge of the world around them to begin to find out more about the past.</p> <p>Children can:</p> <ul style="list-style-type: none"> • talk about the lives of the people around them and their roles in society; • understand the past through settings, characters and events encountered in books read in class and storytelling. | <p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> • start to compare two versions of a past event; • 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>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> • 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>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</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. |

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| Historical Investigations | <p>In the context of finding out about the past, children should be given opportunities to develop their communication and language skills.</p> <p>Children can:</p> <ul style="list-style-type: none"> ▫ listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions | <p>Pupils should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> • observe or handle evidence to ask simple questions about the past; • observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; | <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> ▫ use a range of sources to find out about the past; | <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> |
| | <ul style="list-style-type: none"> ▫ make comments about what they have heard and ask questions to clarify their understanding. | <ul style="list-style-type: none"> ▫ 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"> • recognise when they are using primary and secondary sources of information to investigate the past; • 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. |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chronological Understanding</p> | <p>Pupils should begin to build a chronological understanding of their own lives and the very recent past.</p> <p>Children can:</p> <ul style="list-style-type: none"> remember and talk about significant events in their own experiences; sequence photographs or pictures from different parts of their life. | <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. |
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Knowledge and Understanding of Events, People and Changes in the Past

Children should develop their understanding of the past and present.

Children can:

- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Pupils should identify similarities and differences between ways of life in different periods.

Children should choose and use parts of stories and other sources to show that they know and understand key features of events.

Children can:

- recognise some similarities and differences between the past and the present;
- identify similarities and differences between ways of life in different periods;
- know and recount episodes from stories and significant events in history;
- understand that there are reasons why people in the past acted as they did;
- describe significant individuals from the past.

Pupils should note connections, contrasts and trends over time.

Children can:

- note key changes over a period of time and be able to give reasons for those changes;
- find out about the everyday lives of people in time studied compared with our life today;
- explain how people and events in the past have influenced life today;
- identify key features, aspects and events of the time studied;
- describe connections and contrasts between aspects of history, people, events and artefacts studied.

Pupils should note connections, contrasts and trends over time.

Children can:

- identify and note connections, contrasts and trends over time in the everyday lives of people;
- use appropriate historical terms such as culture, religious, social, economic and political when describing the past;
- examine causes and results of great events and the impact these had on people;
- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

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| Presenting, Organising and Communicating | <p>In the context of finding out about the past, children should be given opportunities to develop their communication and language skills.</p> <p>Children can:</p> <ul style="list-style-type: none"> participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; express their ideas and feelings about their experiences using full | <p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> show an understanding of historical terms, such as monarch, parliament, government, war, remembrance (see vocabulary appendix); talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past. | <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms (see vocabulary appendix); present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; | <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious (see vocabulary appendix); present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, |
| | <p>sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | | <p>start to present ideas based on their own research about a studied period.</p> | <p>information/travel guides, posters, news reports;</p> <p>plan and present a selfdirected project or research about the studied period.</p> |

Vocabulary

EYFS Vocabulary

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|----------|--------------------|----------|-------|---------|----------|-----------|
| Calendar | Future | Lifetime | Month | Parent | Remember | Week |
| Clue | Grandparent | Long ago | New | Past | Today | Yesterday |
| Day | Great grand parent | Memory | Old | Present | Tomorrow | |

KS1 Key Vocabulary

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|-------------|----------|--------------|-----------|----------------|-------------|-------------------|--------------------|-----------|
| AD | BC | Church | Discovery | Global | King/ Queen | Myths and legends | Present | Yesterday |
| Agriculture | Calendar | Christianity | Diversity | International | Local | Nation | Primary evidence | |
| Archaeology | Century | Decade | Empire | Interpretation | Long ago | Past | Secondary evidence | |
| Artefact | Change | Chronology | Explorer | Invention | Museum | Peasant | Significant | |

KS2 Key Vocabulary

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|-----------------------|--------------|-----------------|---------------|-------------------|--------------------|---------|
| Ancient civilisations | Christianity | Diversity | International | Myths and legends | Republic | Traitor |
| Archaeology | Colony | Emperor | Invasion | Nation | Revolt | Treason |
| Aristocracy | Conquest | Empire | Iron Age | Nomad | Sacrifice | |
| Artefact | Continuity | Execution | Islam | Parliament | Secondary evidence | |
| BC | Court | Global | Metal-working | Peasant | Settler | |
| Bronze Age | Crusades | Gods/ Goddesses | Migration | Pope | Significance | |
| Causation | Dark Ages | Heresy | Missionary | Prehistory | Slave | |

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| Century | Decade | Hunter-gatherer | Monarchy | Primary evidence | Stone Age | |
| Change | Democracy | Immigrant | Monastery | Rebellion | Torture | |