

History Progression of Knowledge and Skills

Intent (Aims)	<p>All children should have a secure knowledge and understanding of the past (local, national and worldwide). All children should develop the skills and language to be able to make observations, make connections, comparisons, ask questions and evaluate to draw conclusions from what they see, learn and understand. All children should be able to evaluate history and form their own opinions about historical events and figures.</p>						
Pedagogy (How?)	<p>At Haseltine, children enjoy different history based topics each year, ranging from Ancient Greece and Rome to Vikings and World War II. We make every effort to develop meaningful links between subjects, with English and Maths often taught within a cross curricular context. Through our links with Islington library we are able to immerse the children in their topics by using reproduction and real artefacts in our classrooms.</p> <p><u>We ensure that we are:</u></p> <ul style="list-style-type: none"> Giving a balance of gaining knowledge, understanding and developing enquiry skills to learn about the past including chronological understanding Maximising the use of first-hand experiences and use of a range of sources to ensure the children are developing historical enquiry skills Encouraging critical thinking through the interpretation of evidence Sequencing learning to make connections, understand cause and consequence and develop sound evaluations Providing a progressive, systematic building of vocabulary and concepts linking learning over time to enable secure building of knowledge, skills and understanding 						
Curriculum (What?)	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Knowledge and Understanding (chronological)	<p>Talks about past and present events in their own lives and the lives of family and friends</p> <p>Through stories learning about people from the past who have an influence of the present</p> <p>Knows about similarities and differences between themselves and others and among</p>	<p>Can understand that history happens in a specific order (First, second, after)</p> <p>Can acknowledge the passing of time</p> <p>Compare aspects of life in different periods</p>	<p>Can identify similarities and differences between time periods studied</p> <p>Know about the conditions of life in given period</p> <p>Know where studied events fit into a chronological timeline</p> <p>Can understand cause and effect within an event</p>	<p>Know where studied events (including events studied in previous school years) fit into a chronological timeline</p> <p>Can note trends over time and connections between periods studied</p> <p>Place the time studied on a time line Use terms related to the period and date events</p>	<p>Can begin to use sources/ stories/ artefacts to note trends over time and connections between periods studied</p> <p>Know where studied events (including events studied in previous school years) fit into a chronological timeline</p> <p>Place the time studied on a time line</p>	<p>Know where studied events (including events studied in previous school years) fit into a chronological timeline</p> <p>Place the time studied on a time line (with multiple key events from the historical period)</p> <p>Make comparisons between different times in the past –</p>	<p>Know where studied events (including events studied in previous school years) fit into a chronological timeline</p> <p>Place the time studied on a time line (with multiple key events from the historical period)</p> <p>Understand cause and effect and the impact or influence</p>

	families, communities, cultures and traditions			Use and understand the terms BC/AD	Use terms related to the period and date events	short and long term timescales Use relevant terms and vocabulary within the contexts	over time of an act/change. Make connections and contrasts between civilizations, ideas and influences including evaluation of impact on present day.
<p style="text-align: center;">Historical Enquiry (sources and perspective)</p>	<p>Reading Non-fiction books and being able to talk discuss the lives of others</p> <p>Recognising and discussing similarities and differences through videos and Photographs</p> <p>Being able to talk about changes in their own lives and their progression/experiences over the year</p>	<p>Can ask questions to further own knowledge about a time period/ event</p> <p>Find answers to simple questions about the past from sources of information</p> <p>Can give clear reasons for events beyond retelling</p> <p>Use first-hand accounts to draw conclusions</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p>	<p>Can ask questions to further own knowledge about a time period/ event</p> <p>Observe and handle sources to answer questions about the past from simple observations</p> <p>Decide on the best source of evidence</p> <p>Can say why some people are remembered more than others</p> <p>Sequence artefacts closer together in time and check with other sources (eg reference texts)</p>	<p>Can ask questions to further own knowledge about a time period/ event</p> <p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the texts and internet for research about a historical period</p> <p>Sequence several events or artefacts within a studied period of time</p>	<p>Can ask questions to further own knowledge about a time period/ event</p> <p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of valid questions</p> <p>Use the texts and internet for research about a historical period</p> <p>Sequence events or artefacts within a studied period of time</p>	<p>Can ask questions to further own knowledge and ones that challenge the validity of peers views</p> <p>Identify and understand where it is important to use primary and secondary sources</p> <p>Use evidence (sources) to build up a picture of a past event including balance and evaluation of a range of perspectives</p> <p>Select relevant sections of information from range of sources</p> <p>Use the internet, texts, maps for research with increasing confidence and precision</p>	<p>Can ask questions to further own knowledge and ones that challenge the validity of ideas/ sources</p> <p>Can construct questions from sources and create valid answers</p> <p>Can evaluate which sources most useful for a question</p> <p>Use a range of sources to identify how a period of history or event has been constructed to what we know it today</p> <p>Suggest omissions and the means of finding out relevant information</p> <p>Bring knowledge gathered from several sources together into a fluent, coherent written account</p>

<p>Historical Interpretation and Reliability (connection, cause and consequence, judgement)</p>	<p>Can understand how people, places and things have changed over time</p>	<p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>With support can identify similarities and differences between time periods studied</p> <p>Can use stories to recognise fact and fiction about historical events</p> <p>Can recount episodes and stories about the past</p> <p>Compare 2 versions of the same event</p>	<p>Can use sources/ stories/ artefacts to explain key features of events/ time periods</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Compare versions of a past event</p> <p>Understand the difficulties and differences in first-hand accounts</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories and explain how we really know</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Look at the evidence available in order to interpret the relevant period of history</p> <p>Evaluate the relevance and usefulness of different primary and secondary sources</p> <p>Begin to understand why different historical periods have a variety of information</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Compare accounts of events from different sources – fact or fiction</p> <p>Link sources and interpret how conclusions have been drawn</p> <p>Offer some reasons for different versions of events based on author of sources and where the source has initiated from</p> <p>Most of the time uses sources/ stories/ artefacts to note trends over time and connections between periods studied</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Demonstrate historical perspective placing knowledge into context</p> <p>Link sources and interpret how conclusions have been drawn</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use and question the reliability of a range of sources</p> <p>Can use sources/ stories/ artefacts to note trends over time and connections between periods studied</p> <p>Make connections between local, regional, national and international history</p>
<p>Vocabulary</p>	<p>Old, new, a long time ago, years, ago, before, after, past.</p>	<p>Old, new, a long time ago, years, ago, before, after, past.</p> <p>Source, primary source, evidence, chronology</p>	<p>before, after, past, present, then, now, decade, century</p> <p>source, primary source, evidence,</p>	<p>Secondary source, short term cause, long term cause, reliable, argue, consequence, ancestors, century, judge, evaluate, BC/AD</p>	<p>Secondary source, short term cause, long term cause, consequence, reliable, biased, perspective, analyse,</p>	<p>Civilization, empire, conflict, colonialism, continuity, perspective, significance, archive, analyse, biased, prejudice cause,</p>	<p>Imperialism, colonialism, British Empire, Queen Victoria, Berlin Conference, exploration, autonomy, injustice,</p>

			<p>argue, judge, ancestors, oral history</p>		<p>judge, civilization. Conflict,</p> <p>Chronological, Kabaka, Kampala, colonise, The Rich North, The Poor South, Africa, continent, country, equator culture</p>	<p>effect, evaluate. BC/AD BCE/CE</p> <p>Oba, royalty, topographical, border, biodiversity, continent, demographic, diversity, equator, ethnicity, migration</p>	<p>unjust boycott, sympathise</p> <p>Alliance, air raid, annex, Anti-Semitism, armistice, region, proprietor, labour, class</p> <p>Papyrus, hieroglyphic, Nubian, civilisation, dynasty, pyramid, The White Nile, The Blue Nile, artisan, scribe, Pharaoh, import, export, Sudan</p>
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