Buckminster Primary School - **History Knowledge and Skills Progression**

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Our high quality history curriculum will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It will inspire pupils’ curiosity to know more about the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift argument, and develop perspective and judgement. Teachers will use local historical events, places and people to support our curriculum wherever possible.

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|  | **Reception** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** | |
| **Chronological understanding** | **Foundation Stage ELG’s**  Pupils should be taught to: | ***National Curriculum***  *Pupils should be taught to:*   * *Have an awareness of the past using common words and phrases using passing of time* * *Know where the people and events they study fit within a chronological framework* * *Use a wide vocabulary of everyday historical terms* | ***National Curriculum***  *Pupils should be taught to:*   * *Develop chronologically secure knowledge and understanding of British, local and world history* * *Develop the appropriate use of historical terms* | | |
|  | * Sequence events in their life * Sequence 3 or 4 artefacts from distinctly different periods of time * Match objects to people of different ages * Sequence artefacts closer together in time - check with reference book * Sequence photographs etc. from different periods of their life * Describe memories of key events in lives   **Vocabulary:**  **Parents**  **Grandparents**  **Great grandparents**  **Lifetimes**  **Home life**  **Transport**  **Materials**  **leisure** | * Place the time studied on a time line * Use dates and terms related to the study unit and passing of time * Sequence several events or artefacts * Place events from period studied on time line * Use terms related to the period and begin to date events * Understand more complex terms e.g. BC/AD   **Vocabulary:**  **Chronological**  **Millennium**  **Century/decade**  **BC/BCE**  **AD/CE**  **Era**  **Time period**  **Similarities/differences**  **Prehistoric**  **Evidence**  **Primary/secondary**  **Sources**  **Ancient**  **Modern**  **Archaeologist**  **Contrasts**  **Trends over time**  **Influence**  **Significant**  **impact** | * Know and sequence key events of time studied * Use relevant terms and period labels * Make comparisons between different times in the past * Place current study on time line in relation to other studies * Use relevant dates and terms * Sequence up to 10 events on a time line | |
| **Range of depth of historical knowledge** | **Foundation Stage ELG’s**  *Pupils should be taught to:*   * *know about similarities and differences between themselves and others, and among families, communities and traditions.* * *talk about past and present events in their own lives and in the lives of family members.* | ***National Curriculum***  *Pupils should be taught to:*   * *Identify similarities and differences between ways of life in different periods* | ***National Curriculum***  *Pupils should be taught to:*   * *Note connections, contrasts and trends over time* | | |
| * Find out about the everyday jobs people do and how they help us. * Recognise the difference between life now and in the past through stories. * Find out about and read stories about historical events eg The Great Fire of London.   **Vocabulary:**  **Same/different**  **Changes**  **People**  **Lives** | * Recognise the difference between past and present in their own and others’ lives * They know and recount episodes from stories about the past * Recognise why people did things, why events happened and what happened as a result * Identify differences between ways of life at different times   **Vocabulary:**  **History**  **Significant**  **Order**  **Compare**  **Similar**  **Different**  **Fact/opinion**  **Artefact**  **Event**  **Source**  **Evidence**  **Changes**  **Invention**  **Question**  **Cause**  **Consequence**  **Reason**  **Century/decade**  **Living memory**  **National/international**  **Achievement**  **Monarch**  **Reign**  **Coronation**  **Explorer**  **inventor** | * Find out about everyday lives of people in time studied * Compare with our life today * Identify reasons for and results of people's actions * Understand why people may have wanted to do something * Use evidence to reconstruct life in time studied * Identify key features and events of time studied * Look for links and effects in time studied * Offer a reasonable explanation for some events   **Vocabulary:**  **Interpretation**  **Facts/opinions**  **Evidence**  **Timeline**  **Artefacts**  **Research**  **Enquiry**  **Comparison**  **Reliability**  **Continuity**  **Significance**  **Discussion**  **Argument**  **Reasoning**  **Analyse trends** | * Study different aspects of different people - differences between men and women * Examine causes and results of great events and the impact on people * Compare life in early and late 'times' studied * Compare an aspect of life with the same aspect in another period * Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings * Compare beliefs and behaviour with another time studied * Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation * Know key dates, characters and events of time studied | |
| **Interpretations of history** | **Foundation Stage ELG’s**  Pupils should be taught to: | ***National Curriculum***  *Pupils should be taught to:*   * *Understand some of the ways in which we find out about the past and identify different ways in which it is represented* | ***National Curriculum***  *Pupils should be taught to:*  *Understand how our knowledge of the past is constructed from a range of sources* | | |
|  | * Use stories to encourage children to distinguish between fact and fiction * Compare adults talking about the past – how reliable are their memories? * Compare 2 versions of a past event * Compare pictures or photographs of people or events in the past * Discuss reliability of photos/ accounts/stories | * Identify and give reasons for different ways in which the past is represented * Distinguish between different sources – compare different versions of the same story * Look at representations of the period – museum, cartoons etc. * Look at the evidence available * Begin to evaluate the usefulness of different sources * Use text books and historical knowledge | * Compare accounts of events from different sources – fact or fiction * Offer some reasons for different versions of events * Link sources and work out how conclusions were arrived at * Consider ways of checking the accuracy of interpretations – fact or fiction and opinion * Be aware that different evidence will lead to different conclusions * Confidently use the library and internet for research | |
| **Historical enquiry** | **Foundation Stage ELG’s**  Pupils should be taught to: | ***National Curriculum***  *Pupils should be taught to:*   * *Ask and answer questions* | ***National Curriculum***  *Pupils should be taught to:*   * *Regularly address and sometimes devise historically valid questions about change, cause, similarity and differences, and significance* | | |
|  | * Find answers to simple questions about the past from sources of information e.g. artefacts. * Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.   **Vocabulary:**  **Compare**  **Contrast**  **Research**  **Timeline**  **Connections** | * Use a range of sources to find out about a period * Observe small details – artefacts, pictures * Select and record information relevant to the study * Begin to use the library and internet for research * Use evidence to build up a picture of a past event * Choose relevant material to present a picture of one aspect of life in time past * Ask a variety of questions * Use the library and internet for research | | * Begin to identify primary and secondary sources * Use evidence to build up a picture of a past event * Select relevant sections of information * Use the library and internet for research with increasing confidence * Recognise primary and secondary sources * Use a range of sources to find out about an aspect of time past * Suggest omissions and the means of finding out * Bring knowledge gathered from several sources together in a fluent account |
| **Organisation and communication** | **Foundation Stage ELG’s**  *Pupils should be taught to:*   * *talk about past and present events in their own lives and in the lives of family members.* | ***National Curriculum***  *Pupils should be taught to:*   * *Choose and use parts of stories and other sources to show that they know and understand key features of events* | ***National Curriculum***  *Pupils should be taught to:*   * *Construct informed responses that involve thoughtful selection and organisation of relevant historical information* | | |
| * Recall important narratives and talk about figures from the past. * Sequencing events * Role play | KS1 and 2 - Communicate their knowledge through:   * Discussion * Drawing pictures * Drama/role play * Making models * Writing   **Key vocabulary:**  **Modern**  **Past/present**  **Future**  **Memory**  **Information**  **Memorial**  **monument** | * Recall, select and organise historical information * Communicate their knowledge and understanding. * Select and organise information to produce structured work, making appropriate use of dates and terms. | | |

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| **History AREA OF STUDY** | | | | | | |
|  | Autumn Cycle A | Autumn Cycle B | Spring Cycle A | Spring Cycle B | Summer Cycle A | Summer Cycle B |
| Reception | Dinosaurs  Understanding passing time  Similarities and differences | Transport  History of bikes, cars | The world is my oyster  Homes long ago | People who help us- The Great Fire of London |  | Once upon a time  Traditional fairytales, nursery rhymes |
| Year 1 and 2 | Timelines  Guy Fawkes | Timelines  Changes in living history | How materials have changed over time | Compare and contrast  Explorer – Scott of the Antarctic and modern explorer Sarah Outen | Compare and contrast  Explorer – Francis Drake and Ben Smith | Tourism and the changes in living history (including transport) |
| Year 3 and 4 | Local Study  World War 2 | Stone Age to Iron Age | Ancient Egypt | The Roman Empire |  | The industrial Revolution |
| Year 5 and 6 |  | Anglo Saxons | Ancient Greece | The Vikings | Non-European Society |  |