

Shillington Lower school and Stondon Lower school (Shillington and Stondon Federation)

Curriculum map/skills progression grid

Date	History Skills Progression Review date						Subject Leader
April 2021	September 2022						V. Gradwell
<p>This document aims to give guidance on the progression of skills and knowledge across the year groups for Geography. It is used to support planning the year groups long term overviews that break up content into termly blocks. As children make progress through the school, it is expected that they can demonstrate a wider range of independent historical skills and knowledge. In history, like in other subjects, we recognise the importance that a range of different teaching methods could be used in supporting pupils to know more, understand more and remember more. In history, 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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. These will be evident in pupil discussion, observations and work in books in order that learning opportunities in history are as effective as possible and that pupils make progress throughout the year and across different years.</p>							
Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Time period/people/event studied	Integrated across the areas of development	Florence Nightingale Toys	Castles Fire of London – Samuel Peeps	World War 2 Romans Stone Age	Egyptians Inventors and explorers		
Chronological understanding	Children talk about past and present events in their own lives and the lives of family members	Recognise the distinction between past and present. Order and sequence some familiar	Show awareness of past and present when telling others about an event.	Use a increasing range of common words and phrases related to passing of time Describe memories of key	Place some historical periods in chronological framework. Use historical terms related	Use dates and events to place events on a timeline	

		<p>events and objects.</p> <p>Identify similarities and differences between ways of life at different times.</p> <p>Uses words and phrases related to passing of time such as 'a long time ago' and 'before'</p> <p>Remember parts of stories and memories about the past</p>	<p>Order and sequence some familiar events and objects.</p> <p>Use words and phrases related to passing of time</p> <p>Describe where people and events fit within chronological framework</p> <p>Identify similarities and differences between ways of life in different periods.</p>	<p>events in his/her life using historical vocabulary</p> <p>Use some dates and historical terms when ordering events and objects.</p> <p>Demonstrate awareness that the past can be divided into different periods of time.</p> <p>Explore trends and changes over time.</p>	<p>to the period of study.</p> <p>Explore links and contrasts within and across different periods of time.</p>		
Historical enquiry	Children develop their own narrative and explanation by connecting ideas or events	Find answers to some simple questions about the past from simple sources of information	Ask and answer questions, choosing and using parts of stories and other sources to show that	Use sources of information in ways that go beyond simple observations to answer	Compare sources of information available for the study of different times.	Address and sometimes devise historically valid questions about change, cause, similarity and	

	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Describe simple similarities and differences between artefacts</p> <p>Sort artefacts from then and now</p> <p>Ask and answer basic questions about the past</p>	<p>he/she knows and understands key features of events</p>	<p>questions about the past</p> <p>Use a variety of resources to find out about aspects of life in the past</p>		<p>difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organization of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Make confident use of a variety of sources for independent research</p>	
Historical interpretation		<p>Begin to identify different ways to represent the past (e.g. photos, stories,</p>	<p>Compare pictures or photographs of people or events in the past</p>	<p>Identify and give reasons for different ways in which the past is represented.</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of</p>	<p>Compare accounts of events from different sources. Fact or fiction</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>. Consider ways of checking the</p>

		adults talking about the past) Relate his/her account of an event	Identify different ways to represent the past Describe changes within living memory and aspects of change in national life Describe events beyond living memory that are significant nationally or globally Describe significant historical events people and places in her locality	Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museum, cartoons etc	different sources. Use of text books and historical knowledge Understand that sources can contradict each other	Offer some reasons for different versions of events Make comparisons between aspects of periods of history and the present day Understand that the type of information available depends on the period of time studied Evaluate the usefulness of a variety of sources	accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions confident use of the library etc. for research.
Understanding people, changes and events.	Talk about the lives of people around them and their roles in society.	Same as EYFS and: Retell some events from beyond their living memory which are	Same as EYFS, Year 1 and : Demonstrate awareness of the lives of significant individuals in	Same as EYFS, KS1 and: Describe and give reasons for some of the changes in Britain from the	Same as previous year groups and: Describe and compare some of the characteristic	Give some reasons for some important historical events	Describe a chronologically secure knowledge and understanding of British, local and world history, stability clear

	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>significant nationally or globally. Describe some changes within their living memory (including aspects of national life where appropriate).</p>	<p>the past who have contributed to national and international achievements. Develop awareness of significant historical events, people and places in their own locality</p>	<p>Stone Age to the Iron Age. Describe some aspects of the Roman Empire and recognise its impact on Britain. Demonstrate knowledge of aspects of history significant in their locality.</p>	<p>features and achievements of the earliest civilisations including where and when they appeared. Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066</p>		<p>narratives within and across the periods he/she studies</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p>
Organisation and communication	<p>Children use past ,present and future forms accurately when talking about events that have happened or are to happen in the</p>	<p>Talk, draw and write about aspects of the past Describe special or significant events.</p>	<p>Use a wide vocabulary of everyday historical terms</p> <p>Speak about how he/she has found about the past</p>	<p>Discuss some historical events, issues, connections and changes. Select and organise historical information to present in a</p>	<p>Communicate his/her learning in an organised and structure ways, using terminology</p> <p>Use relevant and appropriate historical terms</p>	<p>Present findings and communicate knowledge and understanding in different ways</p> <p>Provide an account of a historical event</p>	

	<p>future</p> <p>Mark make about the past</p>	<p>Retell simple stories or events from the past. Use simple historical terms</p>	<p>Record what he/she has learned by drawing and writing</p> <p>Talk about what / who was significant in simple historical accounts. Demonstrate simple historical concepts and events through role-play, drawing and writing. Use a variety of simple historical terms and concepts</p>	<p>range of ways. Use relevant historical terms and vocabulary linked to chronology.</p>	<p>and vocabulary linked to chronology.</p>	<p>based on more than one source</p>	
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