

History

Skills Progression Document

Historical Skills	The 4 Big Historical Ideas
• Investigate and interpret the past	This big idea involves recognising that our understanding of the past comes from an interpretation of the available evidence.
• Build an overview of history	This big idea involves an appreciation of the characteristic features of the past and that these features are similar and different across time periods, and an understanding that life is different for different sections of society.
• Communicate historically	This big idea involves using historical vocabulary and techniques to convey information about the past.
• Understand chronology	This big idea involves understanding of how to chart the passing of time and how some aspects of history happened at similar times in different places

Characteristics of Historians
<ul style="list-style-type: none"> • An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes • The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. • A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics. • A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

History: Sequencing Big Ideas

EYFS

The principal focus of history teaching in EYFS is to enable pupils to develop wonder and curiosity for, and increase their knowledge of, the world around them. It should foster their understanding of the culturally and socially diverse world they live in. Pupils should have an understanding of their life and the lives of people around them, looking at similarities and differences between things in the past and now. In the EYFS, this learning will happen through play, exploration and encounters with important characters and figures from the past, in narratives they hear in class.

Nursery and Reception Historical Skills	The Big Historical Ideas
Investigate and interpret the past	<ul style="list-style-type: none"> • To be interested in lives of those around them • To look at changes in themselves from a baby to now • To ask and respond to how and why questions • Look at pictures to help develop an awareness of things that have happened
Develop and communicate ideas historically	<ul style="list-style-type: none"> • Children make comments about what they have heard and ask questions to clarify their understanding. • Use simple historical vocabulary to describe events they have heard about: long ago, before, past, time, same, different
Understand Chronology	<ul style="list-style-type: none"> • Have an awareness of themselves within their family • Begin to recognise that some things happen in the past and some things are happening now

KS1

The principal focus of history teaching in key stage 1 is to enable pupils to develop an awareness and appreciation of the past and to be inquisitive about events which happen. They should begin to understand that the events and people they study fit in within a chronological framework and use a range vocabulary to describe historical terms. Pupils should be encouraged to 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 we can find out about the past and identify different ways this information can be presented, as well as identifying similarities and differences between ways of life in different periods.

Year 1 and 2 Historical Skills	The Big Historical Ideas
Investigate and interpret the past	<ul style="list-style-type: none"> • Tell something about the past • Use artefacts, pictures, stories, online sources and databases to find out about the past • To ask questions and find answers to questions about the past • Identify some of the different ways the past has been represented
Build and overview of history	<ul style="list-style-type: none"> • Describe historical events • Describe significant people form the past • Talk about similarities and differences between different periods • Recognise that there are reasons why people in the past acted as they did • Explain why somethings happened and the results of this
Develop and communicate ideas historically	<ul style="list-style-type: none"> • Use some dates and terms to talk about the past • Show an understanding of concepts such as <i>civilisation, monarchy, parliament, democracy, and war and peace.</i>
Understand Chronology	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line and label them with words and phrases such as: past, present, older, newer • Recount changes that have occurred in their own lives • Recognise the difference between past and present • Use terms concerned with the passing of time- dates where appropriate

Lower KS2

PRIMARY ACADEMY

The principal focus of teaching history in Year 3 and 4 is to enable pupils to 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical term. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance whilst constructing informed responses that involve thoughtful selection and organisation of relevant historical information. They should begin to develop an understanding of how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist.

Year 3 and 4 Historical Skills	The Big Historical Ideas
Investigate and interpret the past	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Use and suggest suitable sources for historical enquiry in order to gain a more accurate understanding of history • Begin to show an understanding that the past can be interpreted and represented in different ways. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ • Suggest causes and consequences of some of the main events and changes in history. Use this knowledge to explain reasons for and results of change across different periods.
Build and overview of history	<ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. Describe the social, ethnic, cultural or religious diversity of past society. • <u>Discuss</u> the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Compare some of the times studied with those of other areas of interest around the world.
Develop and communicate ideas historically	<ul style="list-style-type: none"> • Use topic specific and appropriate historical vocabulary when discussing and explaining the past including: dates, time period, era, change, chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past
Understand Chronology	<ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events • Select and organise historical information; place events, artefacts and historical figures on a time line using dates.

Upper KS2

The principle focus of teaching history in Year 5 and 6 is to allow children to deepen their knowledge of British, local and world history, whilst making links and connections between different time periods they have studied. They should have a coherent and chronologically sound knowledge of different periods of time from the earliest times to the present day with an appreciation of how peoples' lives have been shaped and influenced by events that happened around them. They should use historical terms to discuss trends over time and to establish clear narratives within and across the periods they study. Pupils should devise historically valid questions and construct informed responses to these, supported with evidence which they have thoughtfully selected. This should include an awareness of the reliability of different sources and an understanding of bias. They should have a deeper understanding of how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

Year 5 and 6 Historical Skills	The Big Historical Ideas
Investigate and interpret the past	<ul style="list-style-type: none"> • Use and evaluate sources of evidence to deduce information about the past • Choose the most useful sources and give reasons for choices • Seek out and analyse a wide range of evidence in order to justify claims about the past. • To make connections, contrasts and trends over time • Use sources of information to form testable hypotheses about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past • Refine lines of enquiry as appropriate.
Build and overview of history	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school • Compare some of the times studied with those of the other areas of interest around the world • <u>Discuss</u> the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Describe in greater detail the social, ethnic, cultural or religious diversity of past society • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times
Develop and communicate ideas historically	<ul style="list-style-type: none"> • Use original ways to present information and ideas. • Use appropriate historical vocabulary to communicate, including: <i>dates, time period, era, chronology, continuity, change, century, decade, legacy</i> • Show understanding of abstract terms such as for example: 'empire', 'civilization', 'parliament', and 'peasantry'. • Create own structures accounts, including written narratives and analyses • Use literacy, numeracy and computing skills to a high standard in order to communicate information about the past

	<ul style="list-style-type: none"> • Understand methods of historical enquiry including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
Understand Chronology	<ul style="list-style-type: none"> • Describe the main changes in a period of history (<i>using terms: social, religious, political, technological and cultural</i>). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.