

Joy

Compassion

Respect

Perseverance



# Hunton

C of E Primary School

Life in all its fullness - John 10:10

## Progression of Skills in History

Topics with History focus			
Devas	Bannerman	Porteous	Borton
All about me!	<b><u>Cycle A</u></b> Now and Then (Toys) <i>How have the toys that children play with changed?</i>	<b><u>Cycle A</u></b> Prehistoric Britain <i>What were the major differences between the different eras of the Stone Age?</i>	<b><u>Cycle A</u></b> Benin Kingdom <i>What are the achievements of the Benin Kingdom?</i>
Let's Celebrate			
Polar Regions	Neil Armstrong <i>Why is Neil Armstrong a significant individual in history?</i>	Shang Dynasty <i>What do we know about the Shang Dynasty?</i>	Medieval Monarchs <i>Who was the greatest medieval monarch?</i>
Growing			
London	Travel and Transport <i>How has flight changed since the first air plane was invented?</i>	Ancient Greece <i>Describe two ideas from Ancient Greece that have lasted to the modern day. What are the differences between then and now?</i>	Changing Britain <i>What did the British civil rights protests in the twentieth century have in common?</i>
Beside the Seaside	<b><u>Cycle B</u></b> The Great Fire of London <i>What impact did the Great fire of London have and what changed as result of this?</i>	<b><u>Cycle B</u></b> Anglo Saxons <i>How far do you agree with the following statement? 'Life for most Britons didn't change much when the Romans came to Britain.'</i>	<b><u>Cycle B</u></b> Industrial Revolution <i>What advantages and disadvantages did the Industrial Revolution have for working-class people?</i>
	Pocahontas <i>What was life like for Pocahontas?</i>	Roman Britain <i>How did the Anglo-Saxons change life in Britain?</i>	Civil Rights <i>Non-violent protest is not enough. Do you agree?</i>
	Mary Seacole	Vikings	Twentieth Century Conflict <i>Could the Second World War have been avoided?</i>

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## Progression of Skills in History

*What impact did Mary Seacole have on nursing?*

*'The Vikings were not just bloodthirsty warriors.' What evidence do we have to support this view?*

### Enquiry

Devas	Bannerman		Porteous		Borton	
<p><b>30-50 months</b></p> <p>I show an interest in the lives of people who are familiar to me.</p> <p>I can ask questions about my immediate environment to deepen my understanding.</p> <p>I can use artefacts in my play and I am beginning to understand that some are old and some are new.</p> <p><b>40-60+ months</b></p> <p>I know that some things are from the past and were used before I was born. For example, old telephones or bikes.</p> <p>I can answer 'how' and 'why' questions.</p> <p>I can talk about, ask and answer simple questions about stories, artefacts or pictures from the past.</p> <p>I know some ways we find out about the past. For example, using pictures, stories, websites, books and artefacts.</p> <p><b>ELG</b></p> <p><b>Communication and Language; Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p><b>Year 1</b></p> <p>I can recall events from the past from stories that have been read to me, artefacts and pictures.</p> <p>I can sort artefacts to show 'then' and 'now'.</p> <p>I can ask and answer questions related to different sources</p> <p>I can give a plausible explanation about what an object was used for in the past.</p>	<p><b>Year 2</b></p> <p>I can use a range of sources to find out about the past. For example, stories, eye-witness accounts, pictures and artefacts.</p> <p>I can use a timeline.</p> <p>I can use a range of sources to ask who, what, where, when and why questions and find answers to them.</p> <p>I can discuss the effectiveness of a source.</p>	<p><b>Year 3</b></p> <p>I can ask and answer questions about how things were different in the past and how aspects of life have changed over time.</p> <p>I can use a range of sources to collect evidence about the past. For example, photographs, artefacts, written accounts.</p> <p>I can select and record information relevant to the time period being studied.</p> <p>I can identify different ways in which people have represented and interpreted the past.</p>	<p><b>Year 4</b></p> <p>I can collect evidence from a range of sources and interpret it to provide an idea of what life was like in the past.</p> <p>I can talk about (and give reasons for) an event being interpreted in a range of different ways.</p> <p>I can lead my own historical enquiry into an important historical person or event and present my findings clearly.</p>	<p><b>Year 5</b></p> <p>I can identify primary and secondary sources.</p> <p>I can collect evidence from a range of sources and select relevant sections of information.</p> <p>I can identify some strengths and limitations of archaeological evidence.</p> <p>I can lead my own historical enquiry into an important historical person or event and present my findings appropriately using the correct terminology.</p>	<p><b>Year 6</b></p> <p>I can use a range of primary and secondary sources to give more than one reason to support an historical argument.</p> <p>I can identify reliable and unreliable sources of evidence to answer questions about the past.</p> <p>I can identify how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>I can lead my own historical enquiry into an important historical person or event and present my findings appropriately using the correct terminology.</p>

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### Progression of Skills in History

- Make comments about what they have heard and ask questions to clarify their understanding.						
Explore, investigate, learn, question, compare, sort, explain, touch, taste, smell, see, hear	Ask, artefacts, compare, event, questions, same/different, past, remember, memory, reason for	Source, eye-witness, answers, artefacts, research, clues, reasons, timeline, discuss, historic, historically significant	Primary and secondary sources, evidence, informed guess, accounts, represented, interpreted, recognise, conclusions, inference, versions	Historical argument, communicate knowledge, orally, writing, points of view, lines of enquiry.	Primary sources, secondary sources, relevant, strengths, limitations, archaeological evidence	Historical argument, reliable, unreliable, contrasting arguments, interpretations, persuade, effectiveness, validity, select, appropriate, specific viewpoint,

### Chronology

Devas	Bannerman		Porteous		Borton	
<b>30-50 months</b> - I can remember and talk about significant events in my own life. - I am beginning to understand the passing of time. For example, within the school day. - I can use a simple timeline to order two events. (Then and now)  <b>40-60+ months</b> - I can sequence photos from different parts of my life. - I can talk about how I have changed since I was a baby. - I can use a simple timeline to order three events. (First, second, third.) - I can use simple language that relates to the passing of time.  <b>ELG</b> <b>Understanding the World; Past and Present:</b> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	<b>Year 1</b> I can use a range of words and phrases to describe the passage of time. For example, now, yesterday, last week, recently, when I was younger, a long time ago, before I was born, when my parents were young.  I know what the term 'chronological order' means.  I can put a few events, photos or objects in order of when they happened.	<b>Year 2</b> I can use a range of words and phrases to describe the passage of time. For example, modern, recent, decade, century.  I can order events, photos, artefacts and people I have studied in chronological order using a simple timeline.  I can compare when events took place (those I am studying in relation to those studied before.)	<b>Year 3</b> I can describe events and periods of time using the words; century, before Christ, after, before, during.  I can use a timeline to order events, artefacts and significant people for the period of time I am studying.  I can describe and sequence events from the past using	<b>Year 4</b> I can describe events and periods of time using the words; BC, AD, century, ancient.  I can use a timeline to order events and significant people for the period of time I am studying and compare them to events I already know about.  I can use chronology to explain how an aspect of life has changed over more than one historical era.	<b>Year 5</b> I can use dates and historical vocabulary to order and compare events from the past.  I can draw a timeline to show a range of information. For example, periods of history, events and significant people.  I can use a timeline to compare periods of history that I have learnt so far.  I can make comparisons between different periods of history.	<b>Year 6</b> I can use a timeline with specific reference points; such as, Romans, Anglo-Saxons and Vikings, to place events in the right order.  I can use a timeline and dates to demonstrate changes and developments in aspects of life overtime.  I can analyse and evaluate the cause and effect of changes that took place in the past.

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### Progression of Skills in History

- Understand the past through settings, characters and events encountered in books read in class and storytelling.			dates of when things happened.			
<b>Literacy: Comprehension:</b> Use and understand recently introduced vocabulary.						
Order, sequence, first, then, next, finally	Living memory, beyond living memory, timeline, before, after, in the past, in the future, a long time ago, sequence	Earliest, latest, past, present, century, new, newest, oldest, modern, chronological order, lifetime, within	Century, before Christ, after era, time periods, earlier, later,	BC, AD, ancient, century, historical era decade, different durations	Millennium, cause/effect, legacy, chronological narrative, chronological overview, BCE, CE	Connections, narrative timeline, overarching, proceeding

### Interpretation of History

Devas	Bannerman		Porteous		Borton	
<b>30-50 months</b> I can use photos, stories and role play to remember and talk about significant events in my life.	<b>Year 1</b> I know the past can be represented in different ways. For example, photographs, stories and adults talking about the past.	<b>Year 2</b> I can identify ways we find out about the past and understand that some are more reliable than others.	<b>Year 3</b> I can explain how items from the past help us to build an accurate picture of how people lived in the past.	<b>Year 4</b> I can suggest the causes of key events and changes in the time periods I am studying.	<b>Year 5</b> I can make comparisons between different events in history; explaining changes and things that have stayed the same and explain why this might have happened.	<b>Year 6</b> I can summarise and order the main events from a specific period in history.
<b>40-60+ months</b> I know artefacts, photographs and stories can be used to represent the past.	I can use artefacts and photos to identify objects from the past and explain the main differences between old and new.	I can make comparisons between life in different time periods.	I can describe some similarities and differences between people, events and artefacts from the past.	I can describe similarities and differences between people, events and artefacts from the past and explain the significance of these.	I can research two different accounts of the same event and identify and explain why there are differences between the two accounts.	I can explain how significant events have influenced the way we live today.
I can use artefacts, photographs and stories to talk about the past.	I can talk about things that have happened to me and other people in living memory.	I can recall facts about significant people from the past and how they have influenced life today.	I can identify similarities and differences between two different accounts of the same event and can explain how this can affect our understanding of history.	I can identify differences between two accounts of history and suggest reasons for these.	I can use historical sources to	I can clearly explain why there might be different accounts of history. For example how a person's point of view could affect their interpretation of the past.
I can talk about past and present events in my own life and the lives of my family.	I can explain how my local area was different in the past.		I can explain how events from the past have impacted our lives today.	I can use examples to explain how events in the past have shaped people's lives over time and have influenced how we live today.		I can explain how Britain has influenced world history and what Britain may have learnt from
<b>ELG</b> <b>Understanding the World; Past and Present:</b> - Talk about the lives of the people around them and their roles in society.			I can use evidence to describe the way of life for different people. For example how houses, buildings,			

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### Progression of Skills in History

<ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>			culture and religion could be different for rich and poor people.	I can use evidence to describe the way of life for different people and explain how they are similar or different in different time periods. For example, houses, culture, and religion for rich and poor people.	understand bias or contrasting arguments.  I can decide whether a source of evidence is reliable.	other countries and civilisations through time.  I can evaluate evidence to identify the most reliable piece.
Observe (I can see), examine, explore,	Represented, past, modern, in my lifetime, a long time ago, first hand witnesses	Artefacts, reliable extract, clues, fact, fiction, different/similar views, comparisons	Significant (how and why), point of view, opinion, preference, evidence, written, visual, oral, consider, representation, account	Causes, same, different, versions of events, accuracy, modern depictions, influenced, empathy	Comparisons, research, identify, bias, enquiry, contrasting arguments, reliable/reliability, interpreted, propaganda	Summarise, influenced, evaluate, analyse, validity, usefulness, 'specific viewpoint, conclusion, persuade

### Organisation and Communication

Devas	Bannerman		Porteous		Borton	
<b>40-60+ months</b> I can show an awareness of the past.  I can show an interest about the past.  I am beginning to use the correct vocabulary to talk about the past. For example: yesterday, past  <b>ELG</b> <b>Expressive Arts and Design; Being Imaginative and Expressive:</b> Invent, adapt and recount narratives and stories with peers and their teacher.  <b>Communication and Language; Speaking:</b>	<b>Year 1</b> I can explain my historical understanding through a range of practical and written activities.  I can use pictures, timelines, role play, models and ICT to present my work.	<b>Year 2</b> In addition to Year 1: I can use photographs, written accounts and stories to present my work.	<b>Year 3</b> I can use discussions, pictures, writing, annotations and drama to present my work.  I can use historical sources to create written narrative and structure accounts.  I can select and organise information to answer a question. For example, as a presentation, a poster or in written form.	<b>Year 4</b> In addition to Year 3: I can use speech, writing, ICT, drama and drawings to present my work.  I can select and organise information to answer historical questions.  I can work independently and in a group.	<b>Year 5</b> In addition to Year 3 and 4: I can choose the most appropriate way to present my information for an intended audience and purpose.  I can use appropriate vocabulary according when discussion dates, people and events.	<b>Year 6</b> Build upon skills from previous year groups but with greater depth and sophistication.  I can use extended writing and presentations to explain key aspects of a time period.  I can plan and carry out individual investigations.

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## Progression of Skills in History

<ul style="list-style-type: none"><li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li><li>- Express their ideas and feelings using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li></ul>						
<b>Discuss, explain, question</b>	<b>Explain, show, demonstrate, understanding</b>	<b>Photographs, written accounts, stories, historical understanding, present</b>	<b>Annotations, present work, written narratives, accounts, select, organise</b>	<b>Information, answer historical questions,</b>	<b>Appropriate way, intended audience, purpose, appropriate vocabulary</b>	<b>Key aspects, investigations, period of time</b>