



Hollinswood Primary School and Nursery

History Skills and Knowledge Progression Grid

2019-2020

History is the teaching and learning of past events, showing an understanding of why and how things occurred, being able to think critically about the past and challenge ideas using evidence.

Historical knowledge

EYFS	<p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Know that other children don't always enjoy the same things and are sensitive to this.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
KS1	<p>Describe changes within living memory. Where appropriate, these should be used to reveal aspects of changes in national life.</p> <p>Know about events beyond living memory that are significant nationally or globally for example, the Great Fire of London.</p> <p>The lives of significant events, people and places in their own locality for example Florence Nightingale and Cinderloo/mining.</p>
Lower KS2	<p>Know about changes in Britain from the Stone Age to the Iron Age.</p> <p>Know about the Roman empire and its impact on Britain</p> <p>Know about Britain's settlement by Anglo Saxons and Scots.</p> <p>Know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edwards the Confessor.</p> <p>Know about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>A local history study - Cinderloo</p>
Upper KS2	<p>Know about a study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p> <p>Know about the achievements of the earliest civilisations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, the Indus Valley; Ancient Egypt; the Shang Dynasty of Ancient China.</p> <p>Know about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad; Mayan civilisation; Benin.</p> <p>A local history study - Cinderloo</p>

Historical Skill: Knowledge and understanding of events, causation and change

EYFS	<p>Listen to information from simple stories about the past Give reasons for their own actions e.g. the child explains why they did something. Show knowledge of change in their own life.</p>	<p>Now/next, begin to explain decisions, I want to.....I have chosen.... My writing/learning has changed....</p>
Year 1	<p>Recognise the difference between past and present in their own and other's lives They know and recount episodes from stories about the past</p>	<p>Past/present, different/same</p>
Year 2	<p>Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times.</p>	<p>This happened because....Differences/similarities, different/same/similar Change, can begin to use these terms to make comparisons to things that occurred within events...The Fire of London happened... because....</p>
Year 3	<p>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</p>	<p>They did this and as a result... Can begin to use these terms to refer to actions... Change/differences between/Similar to/different from Thomas Palin was angry because... Concept: social justice</p>
Year 4	<p>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</p>	<p>I know this changed.... (Speak with more certainty about change using evidence) The _____ are similar too _____ because....Thomas Palin was angry... We know this because.... Concept: social justice</p>
Year 5	<p>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</p>	<p>These changes happened and as a result.... In early civilisations people/religion/beliefs were different to.... These two ancient civilisations are similar/different.... (Can give reasons linked to aspects of civilisation studied) (Concept- ancient civilisation) The miners were angry and proof of this is.... Begin to compare to... Concept: social justice</p>
Year 6	<p>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</p>	<p>The evidence that these changes happened is.... As a result... The evidence to support this is...There are many reasons why... the ancient Benin civilisation.... (Concept- ancient civilisation) Like the..... the miners were agitated... The similarities are... Concept: social justice</p>

	Know key dates, characters and events of time studied	
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Historical skill: Historical interpretation

EYFS	See the past through a limited range of ways e.g. story, songs and pictures	True/not true
Year 1	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	True/untrue Fact/fiction Story/truth
Year 2	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Fact/fiction Compare Reliable/fiction Truth/fact/fiction/untrue Witness/reliable
Year 3	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	This source is... (true/untrue/reliable/unreliable) Key/reliable eyewitness Fact/fiction Representations
Year 4	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	I know this source is...(true/untrue/unreliable), reliable, useful source, untrustworthy source. Begin to refer to secondary/primary source/fact/fiction (Link to enquiry)
Year 5	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	Check sources using the terms secondary/primary sources. Begin to show confidence explaining: primary/secondary sources using taught terms such as reliable/unreliable/untrustworthy) Refer to secondary/primary source/fact/fiction (Link to enquiry)
Year 6	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	Challenge accounts using the terms taught previously. Choose primary/secondary sources and discuss reliability. Make an argument using the terms source and maintain an argument using words such as/unreliable/reliable/fact/fiction/untrustworthy/reliable account/

Historical Skill: Historical enquiry

EYFS	Talk about a source Work on questions set by the teacher	
Year 1	Find answers to simple questions about the past from sources of information e.g. artefacts	Artefact/non-fiction text Source/book/non-fiction
Year 2	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations	Source, fact/fiction, observe... Looking closely...Witness/eye-witness, note-take, inference (reading domain link)
Year 3	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	Key/reliable, eyewitness Begin to know the terms: Secondary source/Primary source Fact/fiction, record/note take, Infer/predict (reading domain link) Analyse/collect information
Year 4	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	Know the terms secondary source/ primary source is where information/knowledge comes from. Know and show more confidence using the terms secondary/primary source/fact/fiction, infer/predict/writers' purpose (reading domain link) Skim and scan/retrieve/analyse/ evaluate
Year 5	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	Can begin to express a choice of how to check sources using the terms secondary/primary sources. Confident explaining: primary/secondary sources. Use sources when making an argument. Infer/predict/analyse/weigh up Skim and scan/ Retrieve/ evaluate
Year 6	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	Can select or confidently use primary and secondary sources to fact check/retrieve information and challenge arguments. Choose primary/secondary sources to conduct research Make an argument using the terms source/primary and secondary source Fact/fiction/checked/infer/predict/analyse/judgement/account Skim and scan, retrieve, evaluate

Historical Skill: Chronological Understanding

EYFS	Simple sequencing e.g. pictures illustrating a story about the past (their own family, types of houses, cars, their own life)	Old/new Older/younger Can begin to use words to show an understanding of the past:
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	Using a limited range of everyday terms relating to the passing of time e.g. old and new.	went walked played
Year One	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Modern/old Long ago Many years ago Recently Last term/last week Can begin to compare items using these terms.
Year Two	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. By the end of Year 2: Share awareness and understanding orally, visually and in writing.	Within living memory/ Beyond living memory Modern/older/old/ (Compare items and events using these terms) Begin to use dates within their writing to show the passing of time Know what the word chronology means.
Year Three	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	Many years before/many years after the event. Begin to refer to terms: ancient civilisations Beyond living memory/within living memory (secure with these terms) Begin to show a knowledge of the number of years between events. Five hundred years ago... 5 years later (Link to literacy curriculum- fronted adverbials etc) Can demonstrate some understanding of what chronology means/orally or within their writing.
Year Four	Place events from period studied on time line. Use terms related to the period and begin to date events	Ancient Modern Show confidence using the term: ancient civilisation.

	<p>Understand more complex terms eg BC/AD</p>	<p>Can link the terms already taught within year three within their writing.</p> <p>Can write using fronted adverbials to show the sequence of events chronologically.</p> <p>Show a clearer understanding of the difference in years between events and use the terms taught in year three with increased confidence.</p>
<p>Year Five</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Ancient civilisations/modern civilisations. (Begin to link and compare events studied using these terms)</p> <p>Know and can demonstrate what the words: ancient civilisations means.</p> <p>Begin to know what the terms AD and BC mean.</p> <p>Confidently use terms within events studied to show the passing of time.</p> <p>Can use the word chronology in an historical context and know this is linked to being an historian.</p>
<p>Year Six</p>	<p>Place current study on time line in relation to other studies.</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>	<p>Can link and compare the terms/ancient and modern civilisations)</p> <p>Know what ancient means and can explain this.</p> <p>Know what AD/BC means.</p> <p>Show an embedded understanding of how to use adverbials to show the passing of time (either orally or in written work)</p> <p>Know that chronology a fundamental skill of an historian. Can explain what this means in the context of historical studies.</p>

