



History at Longparish C.E. Primary School

**Progression of skills
and
National Curriculum coverage**

National Curriculum Guidance:			
A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.			
	Year 1/2	Year 3/4	Year 5/6
Curriculum Objectives	<p>Pupils should be taught: 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 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.</p>	<p>Pupils should be taught: Pupils should 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 terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	
Vocabulary	Days of the week, months of the year, past, present, future, then, now, before, after, old, new, long time ago Year 2 – decade, century, use of dates encouraged (e.g. 1800s), fact, opinion, fiction, interpret	BC, AD, period, era Similarity and difference Empire, civilisation Emperor, interpret	Legacy, continuity, change, millennium, cause, monarch, consequence, trend, primary and secondary sources, democracy Year 6 – context, connection, clarity, overview
Chronology Being able to arrange and order events and dates in order they	<ul style="list-style-type: none"> To sequence historical events. 	<ul style="list-style-type: none"> To sequence historical events. To place historical events on a timeline. 	<ul style="list-style-type: none"> To sequence historical events. To place historical events on a timeline.

<p>occurred, whilst accurately constructing historical timelines.</p>	<ul style="list-style-type: none"> To place historical events on a timeline. <p>Securely sequence days of the week, months of the year. Children will recount events and memories in their own lives. Start to tell stories in order.</p> <p>Physically manipulative (year 1) and sequences objects and events on a basic timeline with bigger time gaps e.g. toys, GFOL compared to today (year 2).</p> <p>Place things on a timeline, no dates (year 1) and construct a timeline to include dates (year 2). Timeline could be an example of children's life.</p> <p>Use dates when discussing language (year 2).</p>	<ul style="list-style-type: none"> To use timelines to compare different periods of history. <p>Construct timeline and place events in the correct place attempt to be mathematically accurate (year 3) and with a degree of mathematical accuracy (year 4).</p> <p>Start to place newly learnt events into the chronology of previously learnt events.</p> <p>Looking at common events within children's living memory (age of child), within common living memory (nan's age) and beyond living memory.</p> <p>Introduce terminology of BC, AD and period (year 3). Confidently use terminology of BC, AD and period (year 4).</p>	<ul style="list-style-type: none"> To use timelines to compare different periods of history. <p>Use dates and terms accurately (year 5). Start to look at how one era transitions into another e.g. World War II to now (year 5). Accurately construct historical timelines with correct distance in between events (year 5).</p> <p>Master everything! (year 6)</p> <p>Use timelines to compare, contrast, analyse trends, discuss historical periods of time (year 6). Overview and depth (e.g. more detail about a small period of time).</p>
<p>Comparison Being able to compare events and people in history by identifying similarities and differences, as well as explaining reasons for these similarities and differences.</p>	<ul style="list-style-type: none"> To explain a person or event's historical significance. To compare my life to that of the past. To identify the differences between my life and lives of people in the past. <p>Children can discuss two versions of the same event. For example, in GFOL listening to two people telling the story of the fire.</p>	<ul style="list-style-type: none"> To explain a person or event's historical significance. To compare my life to that of the past. To explain similarities and differences between historical periods. To compare historical periods in time. <p>Children can discuss activities they complete in their life today and</p>	<ul style="list-style-type: none"> To explain a person or event's historical significance. To compare my life to that of the past. To explain similarities and differences between historical periods. To compare historical periods in time.

	<p>Compare adults talking about the past – how reliable are their memories?</p> <p>Recognise the difference between past and present in their own and others’ lives.</p> <p>Can recount episodes from stories about the past.</p> <p>Identify differences between ways of living different times (year 2).</p>	<p>compare with different historical periods before.</p> <p>Children can give reasons for why a person is significant today. What are we using that we would not have if it wasn’t for them?</p> <p>Find out about everyday life in the time studied and begin to use evidence to support these ideas.</p> <p>Compare similarities and differences with our life today.</p>	<p>Children can compare accounts of events from different sources including fact and fiction.</p> <p>Compare beliefs and behaviour with another time studied. For example, comparing the religious beliefs of Native Americans</p>
<p>Interpretation Being able to explain the meaning of sources, people and events in history, as well as offering reasons for different interpretations.</p>	<ul style="list-style-type: none"> ● To use source materials. ● To use relevant sources to answer questions about the past. ● To compare the lives of people in different historical periods. <p>Able to distinguish fact and fiction through the use of stories.</p> <p>Compare pictures or photographs of people or events in the past – looking at photographs and describing (or interpretation) what they can see.</p> <p>Discuss the reliability of photographs.</p>	<ul style="list-style-type: none"> ● To use source materials. ● To interpret historical sources. ● To use relevant sources to answer questions about the past. ● To compare the lives of people in different historical periods. <p>Identify different types of evidence available. Begin to evaluate the effectiveness of sources.</p> <p>Begin to evaluate and compare differences between sources. Why are some sources different? Why is this photograph different to the story the man told?</p> <p>Offer reasons for different versions of events (why someone told the story their way).</p>	<ul style="list-style-type: none"> ● To use source materials. ● To interpret historical sources. ● To use relevant sources to answer questions about the past. ● To compare the lives of people in different historical periods. <p>Compare accounts of events from different sources including fact and fiction.</p> <p>Choose appropriate sources and evaluate the accuracy of evidence.</p> <p>Link sources and offer suggestions as to how historical conclusions can be arrived at.</p>

<p>Cause and Consequence Identify and explain the relationship between events, people or things</p>	<ul style="list-style-type: none"> To explain the consequence of a historical event. To understand the key features of a historical event. To use evidence to answer historical questions. <p>Recognise why people did things, why events happened and what happened as a result.</p>	<ul style="list-style-type: none"> To explain the consequence of a historical event. To understand the key features of a historical event. To use evidence to answer historical questions. <p>Identify some reasons for and the results of people's actions (cause and effect).</p> <p>Offer reasons for different events of the same story. Offer reasonable explanations for some events (why did ... happen?)</p> <p>Identify some reasons for and the results of people's actions. Offer reasonable explanations for some events.</p>	<ul style="list-style-type: none"> To explain the consequence of a historical event. To understand the key features of a historical event. To use evidence to answer historical questions. <p>Explain why some people acted the way they did (cause and effect).</p> <p>Identify and examine cause and effects of events and the impact on people.</p> <p>Recognise that the beliefs, behaviours and characteristics of people may vary.</p> <p>Compare beliefs and behaviour with another time studied.</p>
<p>Enquiry Accurately investigating people, events and sources of history using historical questions and their own opinion.</p>	<ul style="list-style-type: none"> To ask and answer questions. To create historically valid questions. To explain why things stay the same and/or change. <p>Can find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Use a source – observe, handle source, answer questions about the past based on simple observations (year 2).</p>	<ul style="list-style-type: none"> To ask and answer questions. To create historically valid questions. To give historical reasons for continuity and/or change. To communicate my historical knowledge. To link local, British and worldwide history. To understand the difference between historical fact and fiction. 	<ul style="list-style-type: none"> To ask and answer questions. To create historically valid questions. To give historical reasons for continuity and/or change. To communicate my historical knowledge. To link local, British and worldwide history. To understand the difference between historical fact and fiction.

	<p>Ask questions related to sources including why, what, who and where.</p>	<p>Use a range of sources to build an understanding of a past period or event.</p> <p>Select relevant information or material to present an aspect of historical life.</p> <p>Use the library and the internet for research.</p> <p>Begin to ask and answer detailed questions 'what was it like for a During ...?' how did people ...'</p>	<p>Recognise primary and secondary sources.</p> <p>Select relevant sections of information.</p> <p>Confidently use the library and the internet for research.</p> <p>Use a range of sources to find out more information and to build up a picture of a past time. Bring sources together to build a fluent account of a historical event.</p> <p>Forms own opinion of these sources – can I trust them? Would I use them?</p>
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