

Progression in Skills in History: The Willows Catholic Primary School

YR		Chronology	Events, People and Changes	Communication
1	<p><u>Significant Event in the UK: The Great Fire of London</u> events beyond living memory that are significant nationally or globally</p> <p><u>Toys in the Past</u> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><u>The High Street (Kirkham)</u> significant historical events, people and places in their own locality aspects of life in different periods</p>	<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between past and present. Identifying some similarities and differences between their own present and aspects of the past. Place a few events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between present and past in their own and other people's lives. Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>). 	<ul style="list-style-type: none"> To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Use simple stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> Understand and use simple historical concepts such as now/then and same/different. To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Understand historical concepts and use them to make simple connections and draw contrasts.
2	<p><u>Events beyond Living Memory: The Willows School.</u> significant historical events, people and places in their own locality</p> <p><u>Significant People: Mary Seacole, Florence Nightingale</u> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare</p> <p><u>Locality study: Seaside Then and Now</u> significant historical events, people and places in their own locality aspects of life in different periods</p>	<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between past and present. Identifying some similarities and differences between their own present and aspects of the past. Place a few events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between present and past in their own and other people's lives. Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>). 	<ul style="list-style-type: none"> To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Use simple stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> Understand and use simple historical concepts such as now/then and same/different. To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Understand historical concepts and use them to make simple connections and draw contrasts.

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<p>3</p>	<p><u>Stone Age to Iron Age</u> changes in Britain from the Stone Age to the Iron Age</p> <p><u>Roman Empire and Its Impact on Great Britain</u> the Roman Empire and its impact on Britain</p> <p><u>Locality study: Kirkham- a Roman Town</u> significant historical events, people and places in their own locality aspects of life in different periods</p>	<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). ▪ Making some links between and across periods, such as the differences between clothes, food, buildings or transport. ▪ Recognise historical events as a coherent chronological narrative from the earliest times to the present day. 	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> ▪ Understanding some of the ways in which people's lives have shaped this nation. ▪ Describing how Britain has influenced the wider world. ▪ Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires. 	<ul style="list-style-type: none"> ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ When doing this they should use specialist terms like <i>settlement, invasion, primary/secondary evidence, civilization, empire etc</i> and vocabulary linked to chronology.
<p>4</p>	<p><u>The Plague</u> A study or theme in British History that extends pupils' chronological knowledge beyond 1066.</p> <p><u>Invaders: The Vikings and Anglo Saxons</u> Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>Ancient Civilisations: Ancient Egypt</u> the achievements of the earliest civilizations – 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>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). ▪ Making some links between and across periods, such as the differences between clothes, food, buildings or transport. ▪ Recognise historical events as a coherent chronological narrative from the earliest times to the present day. 	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> ▪ Understanding some of the ways in which people's lives have shaped this nation. ▪ Describing how Britain has been influenced by the wider world. ▪ Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires. 	<ul style="list-style-type: none"> ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ When doing this they should use specialist terms like <i>settlement, invasion, primary/secondary evidence, civilization, empire etc</i> and vocabulary linked to chronology.

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<p>5</p>	<p><u>Ancient Civilisation – Early Islamic Civilisation</u> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p><u>Ancient Civilisations: Ancient Greece</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><u>The Space Race</u> Study or theme in British History that extends the pupils' chronological knowledge beyond 1066.</p>	<p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> ▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). 	<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> ▪ Understanding significant aspects of history – nature of ancient civilisations; characteristic features of non-European societies; achievements and follies of mankind. ▪ Establishing a narrative showing connections and trends within and across periods of study. ▪ Begin to recognise and describe the nature and extent of diversity suggest relationships between causes. ▪ Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. 	<ul style="list-style-type: none"> ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. ▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
<p>6</p>	<p><u>British History : WW1 & WWII</u> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Including significant people Maximillian Kolbe, Wilfred Owen & Benjamin Brittain</p> <p><u>Significant People: Martin Luther King</u> the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><u>Victorian Seaside Holidays</u> a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> ▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). ▪ Analyse connections, trends and contrasts over time. 	<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> ▪ Understanding significant aspects of history- expansion and dissolution of empires; characteristic features of non-European societies. ▪ Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. ▪ Begin to recognise and describe change and continuity and suggest relationships between causes. ▪ Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. 	<ul style="list-style-type: none"> ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. ▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.

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YR	Enquiry, Interpretation and Using Sources	
1	<ul style="list-style-type: none"> ▪ Use sources to answer <i>simple</i> questions about the past. ▪ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. 	<ul style="list-style-type: none"> ▪ Identify some of the <i>basic</i> ways the past can be represented. ▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).
2	<ul style="list-style-type: none"> ▪ Use sources to answer <i>simple</i> questions about the past. ▪ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. 	<ul style="list-style-type: none"> ▪ Identify some of the <i>basic</i> ways the past can be represented. ▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).
3	<ul style="list-style-type: none"> ▪ Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. ▪ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. ▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims. 	<ul style="list-style-type: none"> ▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may exist</i> (<i>artist's pictures, museum displays, written sources</i>). ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
4	<ul style="list-style-type: none"> ▪ Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. ▪ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. ▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims. 	<ul style="list-style-type: none"> ▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may exist</i> (<i>artist's pictures, museum displays, written sources</i>). ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
5	<ul style="list-style-type: none"> ▪ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish for particular enquiries. 	<ul style="list-style-type: none"> ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others.
6	<ul style="list-style-type: none"> ▪ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. 	<ul style="list-style-type: none"> ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others.