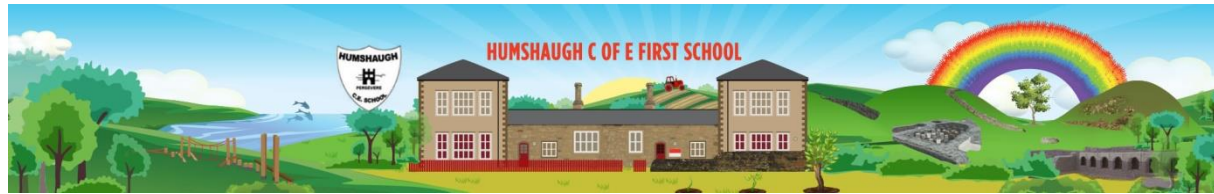


History Curriculum Progression in Skills



What will a Humshaugh First School Historian look like?

| | At the end of Year 2 they will have the following knowledge: | At the end of Year 4 they will begin to have the following knowledge: |
|--------------------------|--|---|
| Being a historian | 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 they study 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. | 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 and 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, |
| Knowledge | At Key Stage 1, pupils at Humshaugh First School are taught about: <ul style="list-style-type: none"> • Changes within living memory • Events beyond living memory that are significant nationally or globally | At Lower Key Stage 2, pupils at Humshaugh First School are taught about: <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain • Britain's settlement by Anglo Saxons and Scots |

History Curriculum Progression in Skills

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people and places in their own locality | <ul style="list-style-type: none"> The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A study of Ancient Greece - a study of Greek life and their achievements and influence on the Western World |
|--|--|---|

Progression of key skills from Y1 – Y4

| | Historical understanding | Concepts | Sources | Interpretations |
|----------------------|--|--|---|---|
| Early Years | <ul style="list-style-type: none"> To begin to differentiate between the past and present events in their own lives and in the lives of family members They understand similarities and differences between themselves and others, those of other members of the family or friends and among families, communities and traditions Questions to investigate 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' Language relating to time in conversations, for example, 'yesterday', 'old', 'past', 'now' and 'then' | | | |
| End of Year 1 | <p>To begin to describe similarities and differences in artefacts</p> <p>To use a range of sources to find out characteristics of the past and why people did things in the past</p> | To sequence events or objects in chronological order | <p>To understand what a source is and what it is showing</p> <p>To use a range of sources as possible</p> <p>To ask and answer questions related to different sources and objects</p> | To begin to identify different ways to represent the past e.g photographs, stories, adults talking about the past |

History Curriculum Progression in Skills

| | | | | |
|----------------------|---|--|---|--|
| End of Year 2 | <p>To find out about people and events in other times.</p> <p>To be able to confidently describe similarities and differences from a collection of artefacts</p> <p>To develop a sense of empathy</p> | <p>To sequence artefacts closer together in time</p> <p>To sequence events</p> <p>To sequence photographs from different periods in their life</p> <p>To discuss memories of key events in lives</p> | <p>To learn from a historical source through questions such as why, what, who, how and where</p> <p>To discuss the effectiveness of sources</p> | <p>To compare pictures and / or photographs of people and events in the past</p> <p>To be able to identify different ways to represent the past</p> |
| End of Year 3 | <p>To find about everyday lives of people in the timeframes studied</p> <p>To compare with our life today</p> <p>To identify reasons for and results of people's actions</p> <p>To understand why people may have had to do something</p> | <p>To place the time studied on a timeline</p> <p>To sequence events or artefacts</p> <p>To use dates related to the passing of time</p> | <p>To use a range of sources to find out about a period in history</p> <p>To make inferences from sources</p> | <p>To identify and give reasons for different ways in which the past is represented</p> <p>To distinguish between different sources and evaluate their usefulness</p> <p>To look at representations of the period e.g museum, cartoons</p> |
| End of Year 4 | <p>To use evidence to reconstruct life in time studied</p> <p>To identify key features and events</p> <p>To look for links and effects in times studied</p> <p>To offer a reasonable explanation for events</p> | <p>To place events from the period studied on a timeline</p> <p>To use terms related to the period and begin to date events</p> <p>To understand more complex terms e.g. BC & AD</p> | <p>To use sources to build up a picture of a period in time</p> <p>To use sources to explain ideas and present a picture of one aspect of life in time past</p> | <p>To look at the evidence available</p> <p>To begin to evaluate the usefulness of different sources</p> <p>To compare similarities and differences between interpretations including those of historians</p> |

Historical concepts

History Curriculum Progression in Skills

| History in Early Years | At the end of Key Stage 1, the pupils will have developed an understanding of the following historical concepts: | At the end of Lower Key Stage 2, the pupils will begin to have developed an understanding of the following historical concepts: |
|---|--|---|
| <p>past, present, individual, family, then, now, same, different, order, timeline, sequence, culture, significant events, people, communities, culture, relations</p> | <p>enemy, ruler, rules/law, war, peace, religion, monarchy, government, parliament, timeline, chronology, past, artefact, period</p> | <p>artefact, conflict, conquest, coronation, empire, tribe, settlement, military, century, decade, colony, monarchy, society, parliament, suffrage, revolution, political, migration, immigration, court, emperor, economic, social class, democracy, era, invaders, settlers, settlement, chronology, artefacts, civilisation, primary, secondary, source, reliability, period</p> |