

Tipton St John C of E Primary School

Progression in History Skills

	FSU	KS1	LKS2	UKS2
Breath of Study & Enquiry Questions	<p>Understanding the World - Past and Present in the new 2021 EYFS framework.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Year A:</p> <ul style="list-style-type: none"> - How did people celebrate in the past? - How can people change our lives (Florence Nightingale, Isebard Brunel, Mary Seacole) - How can a disaster change things for the better? The Great Fire of London/Fire of Ottery <p>Year B:</p> <ul style="list-style-type: none"> - What can we learn from our Grandparents? Changes in living memory - Why is Patteson a House at King's School? 	<p>Year A:</p> <ul style="list-style-type: none"> - The Roman Empire and it's Impact in Britain - The Roman Empire and it's Impact in Britain - How has transport developed over time in our local area? <p>Year B:</p> <ul style="list-style-type: none"> - How did life change from the Stone Age to the Iron Age? - How did Ancient Greece influence our Western World? - How and Why have our buildings changed? 	<p>Year A</p> <ul style="list-style-type: none"> - Britain's Settlement by Anglo-Saxons and Scots - What Makes a Kingdom? The Viking and Anglo-Saxon struggle for England up to Edward the Confessor. - Humanities Local Study – Exmouth...what was it like before the trains and docks arrived? How and why did things change in the 1860s? <p>Year B:</p> <ul style="list-style-type: none"> - What do I know about the Indus Valley? - How has Crime and Punishment changed through history? - What's going on in my neighbourhood? (Humanities local study)
<p>Chronological Understanding</p> <p>Time lines to be displayed in all classrooms during history themed terms.</p>	<p>Use everyday language related to time.</p> <p>Order and sequence stories.</p> <p>Talk about past and present events in their own lives and that of family members.</p>	<p>Sequence events or objects in chronological order</p> <p>Sequence photos etc from different periods of your own life</p> <p>Describe memories of key events in your own, or another person's life</p> <p>Use common words and phrases relating to the passing of time (day, week, month, year, in her childhood, a long time ago, before you were born...)</p> <p>Show where people, places and events fit into a broad chronological framework</p> <p>Begin to use dates</p> <p>Begin to use a simple time line to sequence events</p>	<p>Place the time studied on a time line.</p> <p>Place events from the period studied on a time line.</p> <p>Sequence several events or artefacts.</p> <p>Understand the meaning of BC/AD (link with RE) and BCE</p>	<p>Know and sequence key events of time studied.</p> <p>Make comparisons between different times in the past.</p> <p>Place current study on time line in relation to other periods studied.</p> <p>Use relevant dates and terms to establish a clear narrative within and across periods studied.</p> <p>Sequence up to 10 events on a time line.</p> <p>Note connections, contrasts and trends over time.</p>
Historical Enquiry	<p>Be curious about people and show interest in stories.</p> <p>Answer 'how' and 'why' questions in response to stories or events.</p>	<p>Ask and begin to answer questions about events When? What happened? What was it like? Why? Who was involved?</p> <p>Understand some ways we find out about the past; artefacts, stories, pictures, websites</p>	<p>Ask and answer questions that consider: cause, difference, significance, change etc</p> <p>Use a range of sources to find out about a period.</p> <p>Understand that a variety of sources are used to construct knowledge</p>	<p>Select sources independently, giving reasons for choice.</p> <p>Recognise primary and secondary sources of evidence.</p>

	Know that information can be retrieved from books and computers.	Discuss the effectiveness of different sources Use a source to ask questions and find 'clues'	Suggest where answers to questions may be found	Analyse a range of source material to find out about the past. Bring knowledge gathered from several sources together in a fluent account.
Interpretations of History	Use story to distinguish between fact and fiction (real and pretend)	Identify different ways to represent the past.	Suggest reasons why different interpretations of an event may exist	Discuss potential bias within a source or report.
Key Concept Continuity & Change in and between periods	Look closely at similarities, differences, patterns and change over time. Develop an understanding of growth, decay and changes over time.	Discuss continuity and change in an aspect of life e.g. Christmas Identify similarities and differences between ways of life in different periods	Describe and make links between main events, situations and changes within periods Describe and make links between periods	Explore and explain impacts of events and actions on the immediate and future society.
Key Concept Cause & Consequence	Question why things happen and give an explanation.	Recognise why people did things Recognise why events happened Recognise what happened as a result of actions or events	Identify and give reasons for historical events, situations and changes Identify some results of historical events, situations and changes	Offer explanations about why people acted the way they did, drawing from historical knowledge base around the period
Key Concept Significance of Events /People	Recognise and describe special times or events for family and friends.	Recognise people who were important in an historical event or account.	Identify and describe historically significant people and events	Give reasons why some events, people or developments are viewed as more significant than others.
Historical Vocabulary	Past, present, future, now, before and after. Real and pretend. Old, antique, modern and new. Decay, growth change and time.	Artefact, source, before, past, year, decade, century,	AD, BCE, civilisation, empire, monarch, invade, settle, viewpoint, Ancient, Empire, period, era, Pre-history Bronze age ceremonial burial economic culture pastoral nomadic settled trade barrow cairn cist cremation roundhouses alloy population tribe artefact evidence chronology, empire, timeline, BC / AD, democracy, democratic, chariot racing, pentathlon, Marathon, Sparta(n), Athens(ian), Persia(n), Artefact, archaeologist, Sparta, Troy, Trojan, Iliad	
Historical Knowledge (by unit)	Focus on toys past and present.		Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain A local study- Tipton St John	

	<p>Simple family tree, photos of when they were young.</p> <p>Bonfire night, traditional tales, and fairy stories.</p>		<p>Ancient Greece – life, achievements, influence</p> <p>Greece: Non-European society that contrasts with British history</p>	
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