

**THE KING'S C OF E PRIMARY History - Progression and Skills Maps**

	EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>HISTORICAL ENQUIRY</b></p> <p><b>Golden Threads:</b></p> <p><b>Family Life Power &amp; Invasion Invention &amp; Technology</b></p>	<p><b>PEOPLE AND COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> <li>Enjoys joining in with family customs and routines</li> </ul>	<ul style="list-style-type: none"> <li>Observe artefacts &amp; pictures and ask questions about the past</li> <li>Find answers to simple questions about the past from sources of information e.g. pictures, artefacts &amp; stories</li> <li>Identify similarities and differences between artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and find answers to questions about the past: What was ... like for ...? What happened during ...?</li> <li>Use artefacts, pictures, stories and online sources to answer questions about the past</li> <li>Identify different ways in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about an historical period</li> <li>Observe small details within a picture or artefacts to support an enquiry</li> <li>Select and record information relevant to an historical enquiry</li> <li>From a range of sources for research, suggest a suitable source of evidence for historical enquiry</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence (range of sources) to build up a picture/description of a past event</li> <li>Choose relevant material to identify information about one aspect of life in the past</li> <li>Use more than one source of evidence for an historical enquiry to gain a more accurate understanding</li> <li>Recognise that sources can contradict each other</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources explaining their difference</li> <li>Use a range of sources of evidence (including from the library &amp; internet) to deduce information about the past</li> <li>Select suitable sources of information, giving reasons for choice</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources and the importance of both</li> <li>Understand how knowledge of the past is constructed from a range of sources; understand that no single source of evidence gives the full answer to questions</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past</li> <li>Understand how evidence is used to make historical claims through an enquiry: devise historically valid questions about change, cause, similarity and difference</li> </ul>
<p><b>CHRONOLOGICAL UNDERSTANDING</b></p> <p><b>Golden Threads:</b></p> <p><b>Family Life Power &amp; Invasion Invention &amp; Technology</b></p>	<p><b>ELG:</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"> <li>Sequence events in own life, including through photographs</li> <li>Sequence artefacts or events from distinctly different periods of time</li> <li>Match objects to people of different ages</li> <li>Label timelines with words/phrases such as 'past', 'present', 'older' and 'newer'</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts, events &amp; historical figures on a timeline; add labels with words</li> <li>Describe memories of key events in own lives</li> <li>Use words/phrases to describe the passing of time, such as 'a long time ago', 'recently', 'when my grand/parents (carers) were children', 'years', 'decades' &amp; 'centuries'</li> </ul>	<ul style="list-style-type: none"> <li>Use dates and terms related to the period of historical study</li> <li>Use words/phrases to communicate about events appropriately, such as 'dates', 'time period', 'era', 'change' and 'chronology/chronological'</li> <li>Place key dates, events and historical figures on a timeline with labels</li> </ul>	<ul style="list-style-type: none"> <li>Place a range of events from period of time studied on a time line including those that overlap</li> <li>Use appropriate historical vocabulary related to the period being studied</li> <li>Understand more complex terms to support a timeline, such as AD/BC and CE (common era)</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Make comparisons between different times in the past</li> <li>Use dates and terms accurately in describing past events</li> </ul>	<ul style="list-style-type: none"> <li>Place current historical periods being studied on time line in relation to other eras studied previously</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line</li> <li>Identify connections, contrasts and trends over time</li> </ul>
<p><b>KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST</b></p>	<p><b>THE WORLD</b></p> <ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the similarities and difference between past and present in their own and others' lives</li> </ul>	<ul style="list-style-type: none"> <li>Identify differences between ways of life at a different time compared to now</li> <li>Describe significant historical people, places and events</li> </ul>	<ul style="list-style-type: none"> <li>Describe the everyday lives of people in time studied and compare to life today</li> <li>Identify and explain reasons for people's actions; understand why people may have acted in a certain way</li> </ul>	<ul style="list-style-type: none"> <li>Identify key features and events of time studied and identify links</li> <li>Describe the social, ethnic, cultural or religious diversity of past society</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</li> </ul>	<ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>Find out about beliefs, behavior and</li> </ul>

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<p><b>Golden Threads:</b></p> <p><b>Family Life Power &amp; Invasion Invention &amp; Technology</b></p>	<p>they live or the natural world.</p> <ul style="list-style-type: none"> <li>○ Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>○ Talks about why things happen and how things work.</li> <li>○ Developing an understanding of growth, decay and changes over time.</li> <li>○ Shows care and concern for living things and the environment.</li> <li>○ Looks closely at similarities, differences, patterns and change.</li> </ul>	<ul style="list-style-type: none"> <li>○ Know and recount episodes from parts of stories about the past</li> <li>○ <b>Describe a past historical event</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Recognise why people did things, why events happened and what happened as a result</li> <li>○ Show an understanding of a nation's significant event in its history</li> </ul>	<ul style="list-style-type: none"> <li>○ Describe characteristic features of the past, including ideas, beliefs, attitudes &amp; the experiences of men, women &amp; children</li> </ul>	<ul style="list-style-type: none"> <li>○ Offer a reasonable explanation for some events: suggest causes &amp; consequences of main events/changes during a period in history</li> <li>○ Give a broad overview of what life was like in Britain during a particular time period</li> </ul>	<ul style="list-style-type: none"> <li>○ Compare an aspect of life with the same aspect in another period</li> <li>○ Compare some of the times studied with those of other areas of interest around the world</li> <li>○ Identify continuity and change in the history of the locality of the school</li> </ul>	<p>characteristics of people, recognising that not everyone shares the same views and feelings</p> <ul style="list-style-type: none"> <li>○ Examine causes and effects of significant historical events and the impact on people at that time</li> <li>○ Identify periods of rapid change in history and contrast them with times of relatively little change; explain cause &amp; effect of events selecting evidence to support</li> </ul>
<p><b>PRESENTING, ORGANISING AND COMMUNICATING</b></p> <p><b>Golden Threads:</b></p> <p><b>Family Life Power &amp; Invasion Invention &amp; Technology</b></p>	<p><b>ELG:</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p>	<ul style="list-style-type: none"> <li>○ talk, write and draw about things from the past;</li> <li>○ use drama/role play to communicate their knowledge about the past.</li> </ul>	<ul style="list-style-type: none"> <li>○ show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li> <li>○ talk, write and draw about things from the past;</li> <li>○ use historical vocabulary to retell simple stories about the past;</li> <li>○ use drama/role play to communicate their knowledge about the past.</li> </ul>	<ul style="list-style-type: none"> <li>○ use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li>○ present, communicate and organise ideas about the past using models, drama role play and different genres of writing, including letters, recounts, poems, adverts, diaries, posters and guides;</li> <li>○ start to present ideas based on their own research about a studied period.</li> </ul>	<ul style="list-style-type: none"> <li>○ Recall, select and organise historical information referring to a source used</li> <li>○ Communicate knowledge and understanding through use of English, maths &amp; computing skills</li> <li>○ Use appropriate historical terms to present information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>○ know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li>○ Recall, select and organise historical information referring to a range of sources</li> <li>○ Communicate knowledge and understanding through English, maths &amp; computing skills</li> <li>○ Use original ways to present information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>○ Select and organise information to produce structured work, making appropriate use of dates and terms</li> <li>○ Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>○ Use English, maths and computing skills to an exceptional standard in order to communicate information about the past</li> </ul>