



Elton Primary School

History Skills Progression Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Notes

- Disciplinary knowledge - how we gain knowledge about history.
- Substantive knowledge - key facts and sticky knowledge that we gain from disciplinary knowledge.

Concepts/Threads

Our whole school threads are visited in each year group through knowledge in planning:
 These are things that we will revisit during our history curriculum from KS1 to KS2 when they fit into the appropriate topic. E.g. power can be looked at in Romans, Ancient Greeks, Vikings and Anglo-Saxons and WW2.

- power
- trade

Our whole school concepts are visited in each year group through knowledge in planning:

- continuity and change
- similarity and difference
- cause and consequence (effect)
 - significance
 - evidence
- chronological understanding
 - interpretation
 - diversity

Taken from the historical association:

* 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:				
5a. Continuity and change in and between periods	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change • Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> • Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> • Describe / make links between main events, situations and changes within and across different periods/societies 	<ul style="list-style-type: none"> • Identify and explain change and continuity within and across periods
5b. Cause and consequence	<ul style="list-style-type: none"> • Question why things happen and give explanations 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> • Analyse / explain reasons for, and results of, historical events, situations, changes
5c. Similarity / Difference within a period/situation (diversity)	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> • Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> • Describe social, cultural, religious and ethnic diversity in Britain & the wider world 	<ul style="list-style-type: none"> • Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
5d. Significance of events / people	<ul style="list-style-type: none"> • Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> • Talk about who was important eg in a simple historical account 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations 	<ul style="list-style-type: none"> • Consider/explain the significance of events, people and developments in their context and in the present.

Types of historical skills:

Colour code relates to skills below:
Chronological knowledge/understanding
Historical terminology
Historical enquiry - using evidence/communicating.

Interpretations of history						
Nursery	<p>Begin to make sense of their own life story Show interest in different occupations</p> <p>I can sequence pictures of my own life in chronological order I can discuss significant events from the recent past I can sequence events in my own life I can make comparisons between my life and that of others</p>	<p>Continue to develop positive attitudes about the differences between people</p> <p>I can use stories and pictures to tell me about life in other countries I can identify similarities and differences using pictures and stories I can use various sources to identify similarities and differences in this country and others</p>		<p>Continue to develop positive attitudes about the differences between people</p> <p>I can use stories and pictures to tell me about life in other countries I can identify similarities and differences using pictures and stories I can use various sources to identify similarities and differences in this country and others</p>		
Reception	<p>Talk about the lives of people around them and their role in society</p> <p>I can discuss significant events from the recent past I can sequence pictures of my own life in chronological order I can sequence events in my own life</p>	<p>What is your favourite celebration? Know some similarities and differences between different cultural</p> <p>I can talk about events that have happened I am beginning to find out about the past by asking questions I can ask questions to find out about the past</p>				<p>Know some similarities and differences between things in the past and now. How have a changed since I was a baby?</p> <p>I can talk about events that have happened I am beginning to find out about the past by asking questions I can ask questions to find out about the past I can sequence pictures of my own life in chronological order I can sequence events in my own life</p>
Year 1				<p>Changes within living memory</p> <p>How stories have changed. What household items and toys did your grandparents/great grandparents have?</p> <ul style="list-style-type: none"> - Choose and use parts of stories and other sources to show understanding - Ask and answer questions -Understand some ways we find out about the past - Use a wide vocabulary of everyday historical terms -Develop an awareness of the past 	<p>Lives of significant others - compare aspects of lives of Christopher Columbus and Neil Armstrong.</p> <ul style="list-style-type: none"> - Identify different ways in which the past is represented - Use a wide vocabulary of everyday historical terms -Know where all people/events studied fit into a chronological framework - Ask and answer questions 	

				<ul style="list-style-type: none"> - Use common words and phrases relating to the passing of time -Identify similarities / differences between periods - Identify different ways in which the past is represented 		
Year 2		<p>Events beyond living memory – Gunpowder plot 1605/ link with Bonfire night.</p> <ul style="list-style-type: none"> -Know where all people/events studied fit into a chronological framework -Develop an awareness of the past - Ask and answer questions -Understand some ways we find out about the past - Choose and use parts of stories and other sources to show understanding - Use a wide vocabulary of everyday historical terms 	<p>In depth study of Great fire of London.</p> <ul style="list-style-type: none"> -Know where all people/events studied fit into a chronological framework -Develop an awareness of the past - Ask and answer questions -Understand some ways we find out about the past - Choose and use parts of stories and other sources to show understanding - Use a wide vocabulary of everyday historical terms - Identify different ways in which the past is represented 	<p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> -Identify similarities / differences between periods -Know where all people/events studied fit into a chronological framework -Identify similarities / differences between periods - Ask and answer questions -Understand some ways we find out about the past - Ask and answer questions - Use a wide vocabulary of everyday historical terms 		
Year 3			<p>Old stone age to new stone age.</p> <p>Develop the appropriate use of historical terms</p> <ul style="list-style-type: none"> -Continue to develop chronologically secure knowledge of history -Establish clear narratives within and across periods studied -Note connections, contrasts and trends over time 	<p>Bronze and iron age</p> <ul style="list-style-type: none"> -Develop the appropriate use of historical terms -Continue to develop chronologically secure knowledge of history -Establish clear narratives within and across periods studied -Note connections, contrasts and trends over time -Regularly address and sometimes devise historically valid questions 	<p>The achievements of the earliest civilisations (Sumer, Indus, Egypt, Shang Dynasty) and common themes.</p> <ul style="list-style-type: none"> -Develop the appropriate use of historical terms -Continue to develop chronologically secure knowledge of history -Regularly address and sometimes devise historically valid questions 	<p>In depth study of Ancient Egypt.</p> <ul style="list-style-type: none"> -Develop the appropriate use of historical terms -Continue to develop chronologically secure knowledge of history -Note connections, contrasts and trends over time -Regularly address and sometimes devise historically valid questions -Understand how knowledge of the past is constructed from a range of sources

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Year 4		<p>Ancient Greece- A study of Greek life and achievements and their influence on the western world.</p> <ul style="list-style-type: none"> -Develop the appropriate use of historical terms -Continue to develop chronologically secure knowledge of history -Note connections, contrasts and trends over time -Regularly address and sometimes devise historically valid questions -Understand how knowledge of the past is constructed from a range of sources 	<p>The Roman Empire and the impact on Britain.</p> <ul style="list-style-type: none"> -Understand that different versions of the past may exist, giving some reasons for this -Develop the appropriate use of historical terms -Continue to develop chronologically secure knowledge of history -Note connections, contrasts and trends over time -Regularly address and sometimes devise historically valid questions -Understand how knowledge of the past is constructed from a range of sources -Construct informed responses by... <ul style="list-style-type: none"> - ...selecting and organising relevant historical information 			<p>LESSON - Iron age hill forts (link to mountains), what they did before the Roman Empire? Scandinavia Europe (it is mainly made up of mountains)</p> <ul style="list-style-type: none"> -Develop the appropriate use of historical terms -Regularly address and sometimes devise historically valid questions
Year 5			<p>Anglo Saxons and The Vikings - Who were they/come from/who came first/influence on our world today</p> <ul style="list-style-type: none"> -Understand that different versions of the past may exist, giving some reasons for this 	<p>Anglo Saxons and The Vikings - Who were they/come from/who came first/influence on our world today</p> <ul style="list-style-type: none"> -Understand that different versions of the past may exist, giving some reasons for this -Develop the appropriate use of historical terms 	<p>Mayans (non-European society providing contrast with British History -Link back to Anglo-Saxons - contrast with what was happening in 900 - Anglo-Saxon struggle.</p> <ul style="list-style-type: none"> -Understand that different versions of the past may exist, giving some reasons for this 	<p>Mayans (non-European society providing contrast with British History -Link back to Anglo-Saxons -contrast with what was happening in 900 - Anglo-Saxon struggle.</p> <ul style="list-style-type: none"> -Understand that different versions of the past may exist, giving some reasons for this -Develop the appropriate use of historical terms

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Year 6	<p>British history beyond 1066 - WW2 - link with Remembrance in November. Timeline and look at the long arc of time. -WW2 Battle of Britain and the Blitz</p> <ul style="list-style-type: none"> -Understand that different versions of the past may exist, giving some reasons for this -Develop the appropriate use of historical terms -Continue to develop chronologically secure knowledge of history -Establish clear narratives within and across periods studied -Note connections, contrasts and trends over time 	<p>2/3 weeks - continue WW2 unit</p> <ul style="list-style-type: none"> -Understand that different versions of the past may exist, giving some reasons for this -Develop the appropriate use of historical terms -Continue to develop chronologically secure knowledge of history -Establish clear narratives within and across periods studied -Note connections, contrasts and trends over time -Regularly address and sometimes devise historically valid questions -Understand how knowledge of the past is constructed from a range of sources -Construct informed responses by... 				

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