

Progression of Skills in History

Our Aims:

At Barrington, it is our aim to ensure the teaching of historical knowledge, concepts and skills are part of a broad and balanced curriculum, based on the skills of:

- Investigating and interpreting the past.
- Building an overview of world history.
- Understanding chronology
- Communicating historically.

In order to deepen their skills as historians, pupils will be shown a variety of artefacts and sources and asked about how they help us to interpret the past. They will be taught how to view evidence with a critical eye and to draw their own conclusions about historical events with an increasing level of independence as they move throughout their school career. Children are encouraged to identify connections, contrasts and trends over time: establishing clear narratives within and across the periods they study.

Children will learn about a wide range of historical periods and of significant people throughout British history and World history, including localised studies of areas around Barrington, Shepreth and Cambridge.

The vocabulary children use to discuss history will be built on each year so that by the time they leave Barrington Primary School they will have a secure and extensive knowledge to allow them to communicate effectively as historians.

	EYFS	Year 1/2		Year 3	Year 4	Year 5	Year 6
Knowledge		Pupils should be taught about: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally • 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 Y1 – Own history, Shackleton, Juame Forcade(explorers), Sir David Attenborough /Dame Ellen McArthur Local study: Edie Widdowson Y2 – Florence Nightingale, Samuel Peyps, Fire of London, Explorers (Christopher Columbus) Livingstone and Neil Armstrong, The sinking of the Titanic and Grace Darling.		Pupils should be taught about: • changes in Britain from the Stone Age to the Iron Age • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt • a local history study	• 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; The Shang Dynasty of Ancient China; the Roman Empire and its impact on Britain • Britain’s settlement by Anglo-Saxons and Scots a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	Pupils should be taught about: • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	• a local history study • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Chronological understanding	Children talk about past and present events in their own lives and in the lives of family members. Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’	- Sequence events in their life - Sequence 3 or 4 artefacts from distinctly different periods of time - Match objects to people of different ages	- Sequence artefacts closer together in time - check with reference book - Sequence photographs etc. from different periods of their life - Describe memories of key events in lives	- Place the time studied on a time line - Use dates and terms related to the study unit and passing of time - Sequence several events or artefacts	- Place events from period studied on time line - Use terms related to the period and begin to date events - Understand more complex terms eg BC/AD	- Know and sequence key events of time studied - Use relevant terms and period labels - Make comparisons between different times in the past	- Place current study on time line in relation to other studies - Use relevant dates and terms - Sequence up to 10 events on a time line
	For instance: Begin to use <i>common words and phrases relating to the passing of time</i>	<i>For instance:</i> <i>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</i> <i>Show where places, people and events fit into a broad chronological framework</i> <i>Begin to use dates</i>			<i>For instance:</i> <i>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</i> <i>Put events, people, places and artefacts on a time-line</i> <i>Use correct terminology to describe events in the past e.g. settlement, invasion, ancient, ancestors</i>		<i>For instance:</i> <i>As Year 3/4, and</i> <i>Use greater depth and range of knowledge</i>
Range and depth of historical knowledge	- Begin to make sense of their own life-story and family’s history. - Understand the key features of the life cycle of a plant and an animal. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.	- Recognise the difference between past and present in their own and others lives - They know and recount episodes from stories about the past	- Recognise why people did things, why events happened and what happened as a result - Identify differences between ways of life at different times	- Find out about everyday lives of people in time studied - Compare with our life today - Identify reasons for and results of people's actions - Understand why people may have wanted to do something	- Use evidence to reconstruct life in time studied - Identify key features and events of time studied - Look for links and effects in time studied - Offer a reasonable explanation for some events	- Study different aspects of different people - differences between men and women - Examine causes and results of great events and the impact on people - Compare life in early and late 'times' studied - Compare an aspect of life with the same aspect in another period	- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - Compare beliefs and behaviour with another time studied - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation - Know key dates, characters and events of time studied

	Past and Present - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	<i>For instance:</i> - Recognise why people did things - Recognise why some events happened - Recognise what happened as a result of people's actions or events - Identify similarities and differences between ways of life in different periods, including their own lives - Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why		<i>For instance:</i> - Identify and give reasons for historical events, situations and changes - Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual - Identify and begin to describe historically significant people and events in situations		<i>For instance:</i> - Begin to offer explanations about why people in the past acted as they did - Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual - Give reasons why some events, people or developments are seen as more significant than others	
Interpretations of history	- Understand the past through settings, characters and events encountered in books read in class and storytelling. - Use stories to encourage children to distinguish between fact and fiction	- Use stories to encourage children to distinguish between fact and fiction - Compare adults talking about the past – how reliable are their memories?	- Compare 2 versions of a past event - Compare pictures or photographs of people or events in the past - Discuss reliability of photos/accounts/stories	- Identify and give reasons for different ways in which the past is represented - Distinguish between different sources – compare different versions of the same story - Look at representations of the period – museum, cartoons etc	- Look at the evidence available - Begin to evaluate the usefulness of different sources - Use text books and historical knowledge	- Compare accounts of events from different sources – fact or fiction - Offer some reasons for different versions of events	- Link sources and work out how conclusions were arrived at - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion - Be aware that different evidence will lead to different conclusions - Confidently use the library and internet for research
		<i>For instance</i> Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays		<i>For instance</i> Be aware that different versions of the past may exist and begin to suggest reasons for this		<i>For instance,</i> Understand that the past is represented and interpreted in different ways and give reasons for this	
Historical enquiry	Use pictures and artefacts to provoke discussion about the past.	Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)	Use a source – observe or handle sources to answer questions about the past based on simple observations.	- Use a range of sources to find out about a period - Observe small details – artefacts, pictures - Select and record information relevant to the study - Begin to use the library and internet for research	- Use evidence to build up a picture of a past event - Choose relevant material to present a picture of one aspect of life in time past - Ask a variety of questions - Use the library and internet for research	- Begin to identify primary and secondary sources - Use evidence to build up a picture of a past event - Select relevant sections of information - Use the library and internet for research with increasing confidence	- Recognise primary and secondary sources - Use a range of sources to find out about an aspect of time past - Suggest omissions and the means of finding out - Bring knowledge gathered from several sources together in a fluent account
		<i>For instance:</i> - Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? - Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites - Choose and use parts of stories and other sources to show understanding of events - Communicate understanding of the past in a variety of ways		<i>For instance:</i> - Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance - Suggest where we might find answers to questions considering a range of sources - Understand that knowledge about the past is constructed from a variety of sources - Construct and organise		<i>For instance:</i> - Devise, ask and answer more complex questions about the past, considering key concepts in history - Select sources independently and give reasons for choices - Analyse a range of source material to promote evidence about the past - Construct and organise response by selecting and organising relevant historical data	

Organisation and communication	Communication – speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...			- Recall, select and organise historical information - Communicate their knowledge and understanding.		Select and organise information to produce structured work, making appropriate use of dates and terms.
Vocabulary	<i>Yesterday, today, next week, last week, a long time ago, recently, when my were younger, years,</i>	<i>a long time ago, recently, when my were younger, years, decades, centuries</i>		<i>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</i>		<i>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</i>	
Suggested Focus enquiries	For instance: What can you see.... Is this the same as... My... is the same..., My Is difference...	<i>For instance: I'm making History History on my doorstep – where shall we go? Who / what made my corner of the world special long ago?</i>	<i>For instance: Who was here before me? To bravely go! - Explorers and adventurers Who made history? Happy holidays now and then</i>	<i>For instance: Stone age to Iron age – Who was here before me? Early civilisation –why are there pyramids in Ancient Egypt?</i>	<i>For instance: Why did the Ancient Romans march through Durham?</i>	<i>For instance: What happened to Britain when the Romans left? How vicious were the Vikings?</i>	<i>For instance : What did the Ancient Greeks do for us? Who was making history in faraway places? A magnificent millennium – how did Britain change between 1000 – 2000?</i>
Links to local history and cultural heritage			<i>The Barrington Hippo Prehistoric evidence from Barrington quarry Ichthyosaurus Local Museums</i>	<i>Ickneild Way – used since Stone age Bronze age enclosure and ring ditch – Barrington Iron age remains – Edix Hill Local Museums</i>	<i>Edix Hill Anglo Saxon burial ground Foxton Roman Villa Local Museums</i>	<i>Edix Hill Anglo Saxon burial ground Local Museums</i>	<i>Local Museums</i>

Assessment opportunities	Books about the past, change – Once there were giants. Peepo, The very hungry caterpillar, Naughty Bus	Shackleton Explores Major Glad, Major Dizzy					
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