



Progression of Skills from Year R to Year 6 - History

King's Academy College Park uses the 2014 Primary National Curriculum and the Early Years Foundation Stage Curriculum on which to base our own schools' Curriculum Progression.

Please see our documents on Curriculum Development, Cultural Capital and the Curriculum Statement for each subject.

The 2014 Primary National Curriculum aims are to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

EYFS

The Early Years Foundation Stage Curriculum states that educational programmes must include activities and experiences:

- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment



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Strands	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Abstract historical terms	Terms related to time such as old & new, then & now, before, yesterday, today, tomorrow.	Remembrance War Parliament Government	Monarch Education Reform Origin Consequence	Settlement Tribe Invasion Ancient Civilisation Society, culture	Empire/Emperor Republic Tribe invasion Conquer Medieval Fortification	Invasion, Monarch/Monarchy Execution Society, Class	Invention/Inventor Industry Communication Colony Commonwealth Culture, Evacuation Ally, Occupation Prisoner, Dictator
Investigations	Personal history e.g. when I was little ... Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past.	Observe or handle evidence to ask simple questions about the past.(Toys)	Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. <i>Choose and select evidence and say how it can be used to help us find out about the past.</i>	Use a range of primary and secondary sources to find out about the past. Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation or relevant historical information. Regularly address and sometimes devise own questions to find answers about the past.	Use a range of primary and secondary sources to find out about the past. Gather more detail from sources such as maps to build up a clearer picture of the past. Regularly address and sometimes devise own questions to find answers about the past. <i>Begin to undertake their own research.</i>	Recognise when they are using primary and secondary sources of information to investigate the past. Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;	Select relevant sections of information to address historically valid Evacuation Ally, Occupation Prisoner, Dictator questions and construct detailed, informed responses Investigate their own lines of enquiry by posing historically valid questions to answer.



Chronology	<p>Explain own knowledge & understanding related to change (of self). Compare and contrast characters from stories, including figures from the past.</p>	<p>Sequence pictures from different periods.</p> <p>Sequence artefacts and events that are close together in time.</p>	<p>Sequence pictures from different periods.</p> <p>Order dates from earliest to latest on simple timelines.</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p>	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>Accurately use dates and terms to describe historical events;</p> <p>Understand and describe in some detail the main changes to an aspect in a period in history;</p>	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>Accurately use dates and terms to describe historical events;</p> <p>Understand how some historical events/periods occurred concurrently in different locations.</p>



<p>Interpretations</p>	<p>Begin to hear vocabulary such as 'in the past', 'a long time ago'. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Observe and use pictures, photographs and artefacts to find out about the past. (Toys) Start to compare two versions of a past event (Space)</p>	<p>Start to use stories and accounts to distinguish between fact and fiction. Understand that there are different types of evidence and sources that can be used to help represent the past.</p>	<p>Look at more than two versions of the same event or story in history and identify differences. To learn about primary and secondary sources</p>	<p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability; Look at more than two versions of the same event or story in history and identify differences. Investigate different accounts of historical events and begin to explain the reasons why the accounts may be different.</p>	<p>Find and analyse a wide range of evidence about the past; To identify when using a primary or secondary source and begin to identify its impact on reliability Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. To start to consider different ways of checking the accuracy of interpretations of the past;</p>	<p>Show an awareness of the concept of propaganda; Know that people in the past represent events or ideas in a way that may be to persuade others; Begin to evaluate the usefulness of different sources.</p>
<p>Knowledge and understanding of events, people and the past</p>	<p>Talk about members of their immediate family and community Name and describe people who are familiar to them Compare and contrast characters from stories including figures from</p>	<p>Recognise some similarities and differences between the past and present. Know and recount episodes from stories and significant events in history. Describe significant</p>	<p>Identify similarities and differences between ways of life in different periods. Understand that there are reasons why people in the past acted as they did.</p>	<p>Note key changes over a period of time and be able to give reasons for those changes; Find out about the everyday lives of people in time studied compared with our life today;</p>	<p>Find out about the everyday lives of people in time studied compared with our life today. Explain how people and events in the past have influenced life today;</p>	<p>Identify and note connections, contrasts and trends over time in the everyday lives of people; Use appropriate historical terms such as culture, religious, social, economic and political when</p>	<p>Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; Examine causes and results of great events and the impact these had on people;</p>



	the past	individuals from the past.		<p>Explain how people and events in the past have influenced life today;</p> <p>Identify key features, aspects and events of the time studied;</p>	<p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>describing the past</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>
<p>Presenting, organising and communicating</p> <p>(Outcomes/assessment)</p>	<p>Comment on images of familiar situations in the past</p>	<p>Show an understanding of historical terms</p> <p>Talk, write and draw about things from the past</p> <p>Use historical vocabulary to retell simple stories about the past</p> <p>Use drama/role play to communicate their ideas</p>	<p>Show an understanding of historical terms</p> <p>Talk, write and draw about things from the past</p> <p>Use historical vocabulary to retell simple stories about the past</p> <p>Use drama/role play to communicate their ideas</p>	<p>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</p> <p>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.</p> <p>Start to present ideas based on their own research about a studied period.</p>	<p>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</p> <p>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.</p> <p>Start to present ideas based on their own research about a studied period.</p>	<p>Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p> <p>Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p> <p>Plan and present a self-directed project or research about the studied period.</p>	<p>Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p> <p>Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p> <p>Plan and present a self-directed project or research about the studied period.</p>



GLOSSARY

Artefact - an object made by humans, especially one from the past that is studied by archaeologists.

Chronological - arranged in the order that things happened.

Civilisation - a society or culture at a particular time in history.

Democracy - government of a country by representatives elected by the whole people.

Dictatorship - a ruler who has unlimited power.

Empire - a group of countries controlled by one person or government.

Evidence - anything that gives people reason to believe something.

Government - the group of people who are in charge of the public affairs of the country.

Invasion - attacking and entering a country etc.

Monarchy - country ruled by monarch.

Parliament - the assembly that makes a country's laws.

Peasant - a person who belongs to a farming community, especially in poor areas of the world.

Revolution - a rebellion that overthrows the government.