

Progression of Skills

History



Askern Littlemoor Infant Academy

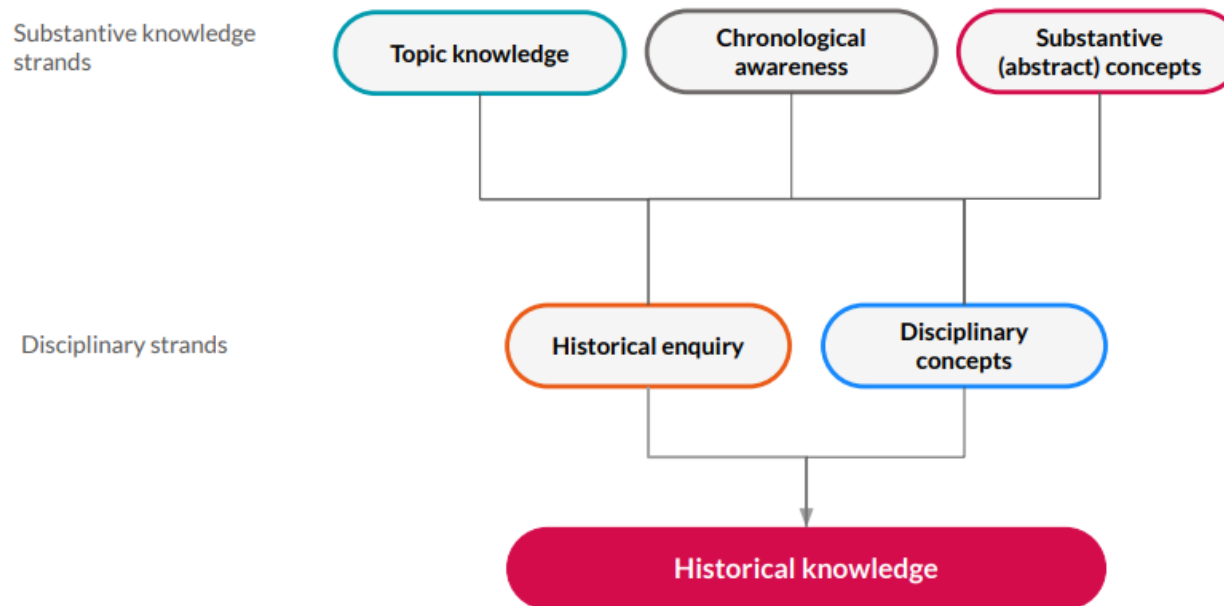
Subject Progression of skills and knowledge

History

Progression of Skills

History

The History Progression of skills and knowledge gives an overview of the skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the National curriculum. Topic knowledge is covered in each of the units, helping pupils to understand the period being studied, however this knowledge is not necessarily progressive and the need to memorise this knowledge may not extend beyond the topic in question. It has not been included in this document for this reason. Topic knowledge (or 'fingertip knowledge' as it is referred to in the Ofsted research review series: history) does have an important role in history learning however as it enables pupils to develop their Chronological awareness and understanding of Substantive concepts in different contexts. The scheme of work is organised to reflect the fact that 'knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.' (Ofsted research review series: History, 2021)



How is the History scheme of work organised?

Substantive knowledge strands

Topic knowledge

Gaining a rich knowledge of the current topic, time period, society or event being studied.

This knowledge is not included on the progression document because it is not always progressive. It is, however, important in widening pupils' Chronological awareness and understanding of **Substantive (abstract) concepts**.

Chronological awareness

Understanding language related to chronology
Building a mental timeline of the chronological order of periods

Developing awareness of general features of periods

Knowing particular dates and events

Substantive (abstract) concepts

Power (monarchy, government and empire)

Invasion, settlement and migration

Civilisation (social and cultural)

Tax and trade

Beliefs

Achievements and follies of mankind

Disciplinary strands

Disciplinary concepts

Change and continuity
Similarities and differences
Cause and consequence
Historical significance
Sources of evidence
Historical interpretations

Historical enquiry

Posing a historical question
Gathering, organising and evaluating evidence
Interpreting findings, analysing and making connections
Evaluating and drawing conclusions
Communicating findings

Progression of Skills

History

Chronological Awareness

Chronological Awareness					
EYFS		Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Beginning to sequence events when describing them (e.g. daily routines, events in a story)</p> <p>Recognising that some stories are set a long time ago.</p> <p>Recognising significant dates for them (birthday).</p> <p>Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”)</p> <p>Recounting activities that happened in their past using photos as a prompt.</p>	<p>To know that someone’s age is the time since they were born.</p> <p>To know that they started life as a baby but have since grown and changed.</p> <p>To know that some people are older than others.</p> <p>To know that parents are older than children and grandparents are older than parents.</p> <p>To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year).</p>	<p>Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).</p> <p>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p> <p>Sequencing three or four artefacts/photographs from different periods of time.</p> <p>Placing events on a simple timeline.</p> <p>Recording on a timeline a sequence of historical stories heard orally.</p>	<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at ‘now’ on a timeline then look back.</p> <p>To know that ‘the past’ is events that have already happened.</p> <p>To know that ‘the present’ is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know that beyond living memory is more than 100 years ago.</p>	<p>Sequencing up to six photographs, focusing on the intervals between events.</p> <p>Placing events on a timeline, building on times studied in Year 1.</p> <p>Beginning to recognise how long each event lasted.</p> <p>Knowing where people/events studied fit into a chronological framework.</p>	<p>To know that events in history may last different amounts of time.</p> <p>To know a decade is ten years.</p>
Vocabulary					
Sequence, Order, Routine		Event, future, memory, past, present, Timeline		(beyond) living memory (3), history, lifetime, period	

Progression of Skills

History

Substantive (abstract) concepts			
	EYFS	Year 1	Year 2
Power (Monarchy, government and empire)	To know that in fairytales kings/queens are usually important, powerful people who rule over others	N/A	To know that a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that Britain was organised into kingdoms and these were governed by monarchs.
Achievements and follies of mankind	To recognise some interests and achievements from their own lives and the lives of their families and friends.	To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) To know some achievements and discoveries of significant individuals (e.g. explorers).	To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel). To know the legacy and contribution of some inventions (e.g. flight). To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).
Vocabulary			
	Order, routine, sequence, past, present, long ago	Explorer, war	King, monarchy, power, queen, ruler, discovery, inventor,

Progression of Skills

History

Disciplinary concepts						
	EYFS		Year 1		Year 2	
Change and continuity	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	Being aware of changes that happen throughout the year (e.g. seasons, nature).	To know that the environment around us changes as time passes.	Being aware that some things have changed and some have stayed the same in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new.	To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time.	Recognising some things which have changed/ stayed the same as the past. Identifying simple reasons for changes.	To know that daily life has changed over time but that there are some similarities to life today.

Progression of Skills

History

Cause and consequence	Skills Experiencing cause and effect in play.	Knowledge N/A	Skills Asking why things happen and beginning to explain why with support	Knowledge To know that everyday objects have changed as new materials have been invented.	Skills Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result.	Knowledge To know that changes may come about because of improvements in technology.

Progression of Skills

History

Similarities and differences	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<p>Beginning to recognise similarities and differences between the past and today.</p> <p>Using photographs and stories to compare the past with the present day.</p>	N/A	Beginning to look for similarities and differences over time in their own lives.	<p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know some similarities and differences between the past and their own lives.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p>	<p>Identifying similarities and difference between ways of life at different times.</p> <p>Finding out about people, events and beliefs in society.</p> <p>Making comparisons with their own lives.</p>	To know that there are explanations for similarities and differences between children’s lives now and in the past.

Progression of Skills

History

Historical significance	<p>Skills</p> <p>Recalling special people in their own lives.</p>	<p>Knowledge</p> <p>To know the names of people that are significant to their own lives.</p>	<p>Skills</p> <p>Recalling special events in their own lives</p>	<p>Knowledge</p> <p>To know that some people and events are considered more 'special' or significant than others.</p>	<p>Skills</p> <p>Discussing who was important in a historical event.</p>	<p>Knowledge</p> <p>To know that some events are more significant than others</p> <p>To know the impact of a historical event on society.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p>
Sources of evidence	<p>Skills</p> <p>Using stories and non-fiction books to find out about life in the past.</p>	<p>Knowledge</p> <p>To know that stories and books can tell us about the past.</p>	<p>Skills</p> <p>Using artefacts, photographs and visits to museums to answer simple questions about the past.</p> <p>Finding answers to simple questions about the past using sources (e.g. artefacts).</p> <p>Sorting artefacts from then and now.</p>	<p>Knowledge</p> <p>To know that photographs can tell us about the past.</p> <p>To know that we can find out about the past by asking people who were there</p> <p>To know that artefacts can tell us about the past.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p>	<p>Skills</p> <p>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts (see above).</p>	<p>Knowledge</p> <p>To know that we can find out about how places have changed by looking at maps.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>

Progression of Skills

History

Historical interpretations	Skills Recognising that different members of the class may notice different things in photographs from the past.	Knowledge To begin to know that some photographs and drawings represent the past.	Skills Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts	Knowledge To know that the past can be represented in photographs	Skills Discussing who was important in a historical event.	Knowledge To know that the past is represented in different ways
	Vocabulary					
	Order, routine, sequence, past, present, long ago	Artefact, change, clues, different, similar,	Evidence, conclusion, historian, source			

Progression of Skills

History

Historical Enquiry

	EYFS	Year 1	Year 2
Posing Historical Questions	<p>Skills</p> <p>Asking questions about the differences they can see in photographs or images (in stories) that represent the past.</p>	<p>Skills</p> <p>Asking how and why questions based on stories, events and people.</p> <p>Asking questions about sources of evidence (e.g. artefacts).</p>	<p>Skills</p> <p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically-valid questions.</p>
Gathering, organising and evaluating evidence	<p>Skills</p> <p>Making simple observations about the past from photographs and images.</p>	<p>Skills</p> <p>Using sources of information, such as artefacts, to answer questions.</p> <p>Drawing out information from sources.</p> <p>Making simple observations about the past from a source.</p>	<p>Skills</p> <p>Understanding how we use books and sources to find out about the past.</p> <p>Using a source to answer questions about the past.</p> <p>Evaluating the usefulness of sources to a historical enquiry.</p> <p>Selecting information from a source to answer a question.</p> <p>Identifying a primary source.</p>

Progression of Skills

History

Interpreting findings, analysing and making connections	<p>Skills</p> <p>N/A</p>	<p>Skills</p> <p>Interpreting evidence by making simple deductions.</p> <p>Making simple inferences and deductions from sources of evidence.</p> <p>Describing the main features of concrete evidence of the past or historical evidence.</p>	<p>Skills</p> <p>Making links and connections across a unit of study.</p> <p>Selecting and using sections of sources to illustrate and support answers.</p>
Evaluating and drawing conclusions	<p>Skills</p> <p>Deciding whether photographs or images (e.g. from stories) depict the past.</p>	<p>Skills</p> <p>Drawing simple conclusions to answer a question.</p>	<p>Skills</p> <p>Making simple conclusions about a question using evidence to support.</p>
Communicating Findings	<p>Skills</p> <p>Communicating findings by pointing to images and using simple language to explain their thoughts.</p>	<p>Skills</p> <p>Communicating findings through discussion and timelines with physical objects/ pictures.</p> <p>Using vocabulary such as - old, new, long time ago.</p> <p>Discussing and writing about past events or stories in narrative or dramatic forms.</p> <p>Expressing a personal response to a historical story or event.</p>	<p>Skills</p> <p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p>

Progression of Skills

History

Vocabulary		
	Photographs, books, questions,	Event, future, memory, past, present, timeline (beyond) living memory, history, lifetime, period, date, chronological