

History skills progression map for Gorse Hill Primary School

	Historical chronology	Historical concepts	Historical interpretation	Historical enquiry	Historical communication
What the NC says:	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.	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. To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.	To think critically, weigh evidence, sift arguments, and develop perspective and judgement. To discern how and why contrasting arguments and interpretations of the past have been constructed. To gain historical perspective by placing their growing knowledge into different contexts. To understand 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.	To inspire pupils' curiosity to know more about the past and ask perceptive questions. To frame historically-valid questions To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.	To create their own structured accounts, including written narratives and analyses. To use appropriate historical words and phrases relating to the passing of time. To gain and deploy a historically grounded understanding of abstract terms.
<u>KS1</u>					
Y1 Toys Significant events, people and places in our locality. Y2 Great Fire of London and other events. Explorers	-I know where the people and events I have studied fit on a basic timeline. -I can tell you a few similarities and differences between ways of life at different times. -I can name a few people in the past who have contributed to national and international achievements. -I can put a few objects/ events in order.	-I can identify similarities and differences between different times. -I can tell you about some of the people or events from my work -I can give more than one cause of an event and give a reason why people in the past acted as they did. -I am able to reflect on the significance of what I have learnt about the past.	-I have developed an awareness of the past and can comment on what or how I found things out. -I understand some of the ways in which we find out about the past. -I can tell you a few ways how the past has been presented or described. -I understand the importance of basing my ideas on evidence -I am developing the skills of presenting an idea and raising questions about the past.	-I can analyse artefacts -I ask questions. -I think how I might find out answers -I am developing skills to study history by hypothesising, questioning and investigating -I can choose and use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied.	-I use common words & phrases relating to passing of time -I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using everyday historical terms. -I can recount stories accurately and explain why some people and events were important.

<u>LKS2</u>					
<p>Y3 Stone Age to Iron Age</p> <p>Overview of all 4 ancient civilisations and an in depth study of the Egyptians.</p> <p>Y4 Ancient Greeks</p> <p>Romans</p>	<p>-I can understand that the past is divided into differently named periods of time and use some dates to explain British, local, world history.</p> <p>-I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions e.g. BC, BCE & AD.</p> <p>-I can put artefacts or information in chronological order.</p>	<p>-I can give a few reasons for and the results of the main events and changes of a time studied.</p> <p>-I can make a few connections and contrasts e.g. change, cause, similarity, difference, and significance.</p> <p>-I can tell you a range of similarities/ differences between different times in the past in periods covered so far.</p>	<p>-I can describe how the past can be represented or interpreted in a few different ways.</p>	<p>-I can answer and sometimes devise my own historically valid questions.</p> <p>-I can use one or more sources of information to help me answer questions about the past in sentences.</p>	<p>-I can present recalled or selected information in a variety of ways using specialist terms.</p> <p>-I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.</p> <p>-I am beginning to use place value in the context of timelines.</p>
<u>UKS2</u>					
<p>Y5 Anglo-Saxons and Vikings</p> <p>The Maya</p> <p>Y6 World War II</p> <p>Crime and Punishment</p>	<p>-I show a chronically secure knowledge and understanding of local, national and global history.</p> <p>-I can tell the story of events within and across the time periods I have studied.</p> <p>-I can identify specific changes within and across different periods over a long arc of development.</p> <p>-I can describe connections, contrasts and trends over short and longer time periods.</p>	<p>-I understand change and continuity.</p> <p>-I devise questions about change, cause, similarity, difference and significance of people or events in a wider context.</p> <p>-I understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.</p> <p>-I can discuss trends over time</p> <p>-I can see the relationship between different periods and the legacy or impacts for me and my identity.</p>	<p>-I can explain that the past can be represented or interpreted in many different ways.</p> <p>-I am aware of different views about people and events studied and can give some reasons why different versions of the past exist.</p> <p>-I evaluate and carefully select from a range of historical sources to find relevant historical information.</p> <p>-I consider different viewpoints or think about bias or anachronism.</p>	<p>-I can answer and devise my own historically valid questions.</p> <p>-I can evaluate a range of historical sources</p> <p>-I make perceptive deductions about the reliability of sources</p> <p>-I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.</p>	<p>-I construct informed responses by thoughtfully selecting and organising of relevant historical information.</p> <p>-I can use key historical terms accurately e.g. century, decade.</p> <p>-I make pertinent and valid comparisons between periods.</p> <p>-I confidently use/apply mathematical skills when placing events in chronological order, using place value, negative numbers. etc.</p>