



## Progression of Skills - HISTORY



### Intent

Humanities at Holly Lodge provides all children with a rich variety of cross-curricular opportunity and experience to discover the historian and geographer in themselves. We aim to ignite their curiosity and passion to understand their place in the world. Through our teaching, we endeavour to help the children see the opportunities their world holds for them, by understanding it better, seeing how it has changed and appreciating their role in its sustainability. We place emphasis on the progressive development of skills, such as geographical fieldwork and historical enquiry, and challenge children to ask and answer significant in-depth questions. Children at Holly Lodge are encouraged to think critically, weigh evidence, sift arguments and develop good perspective and judgement. We endeavour to help children understand the world is complex and dynamic, challenge them to recognise their place in it and empower them to make a positive contribution to its future.

### Implementation

Humanities at Holly Lodge underpin many of our cross-curricular themes. Teachers strive to make links between humanities learning and other subjects to allow pupils to gain an understanding of the wider context of their learning. Each theme begins with an elicitation exercise to identify existing knowledge and encourage pupils to share areas of interest and possible enquiry.

In EYFS, learning is focused on the children and their families so that they begin to understand the chronology of time and its relevance to them. In KS1, the children are introduced to landmark events and diverse, significant historical figures. We aim to foster an enquiring mind in our children, encouraging them to take their learning further and begin to question the relevance of their learning and the impact that these events or people have had on their own lives. Throughout Key Stage 2, the teaching and learning of History follows a chronology beginning with the Ancient Civilisations and culminating with World War II. Children are encouraged to develop their understanding of historical sources and to question their reliability. Throughout both Key Stages, knowledge and skills are revisited to give context to new learning.

Our learning is further enriched by creative and immersive experience days, such as Stone Age Day. In addition to this, we visit sites of historical interest and welcome visitors into our school to share historical artefacts, enabling the children to piece together the past.



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### Impact

We will measure the impact through a range of strategies, including: monitoring, assessment, elicitation, pupil voice and questioning.

We aim for the children who leave Holly Lodge:

- To be keen historians who are curious about the world around them.
- Having progressed through a range of methods of enquiry, investigation and analysis to help them find out and deepen their understanding of historical concepts.
- Knowing and understanding the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day.
- Knowing how people's lives have shaped our nation and how Britain has influenced and been influenced by the wider world.
- Understanding historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and draw contrasts.



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### Chronological Understanding

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Remembers and talks about significant events in their own life.</p> <p>Recognises and talks about special times or events for family and friends.</p> <p>Enjoys joining in with family customs and routines.</p> <p><b>ELG</b> Children talk about past and present events in their own lives and in the lives of their family.</p>	<p>Describe things that happened to themselves and other people in the past.</p> <p>Understand the difference between things that happened in the past and the present.</p> <p>Order a set of events or objects.</p> <p>Use a simple timeline to place important events.</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Recount changes in their own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale given.</p> <p>Use a timeline to place important events.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events, historical figures and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events, historical figures, movements and dates on a timeline.</p> <p>Understand and describe the main changes in a period in history.</p>	<p>Order significant events, historical figures, movements and dates on a timeline with increasing accuracy.</p> <p>Understand how some historical events/ periods occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</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><u>Key Vocab</u> yesterday, last week, at the weekend, this morning, last night, last year, past, present</p>	<p><u>Key Vocab</u> in order, a long time ago, recently, when my parents/carers, grandparents were children, modern, earliest, latest, future, timeline,</p>	<p><u>Key Vocab</u> Chronological order, dates, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime,</p>	<p><u>Key Vocab</u> millennium, decade, ancient, era, period, BCE (Before Common Era), ACE (After Common Era), BC (Before Christ), CE (Common Era), AD</p>	<p><u>Key Vocab</u></p>	<p><u>Key Vocab</u></p>	<p><u>Key Vocab</u> legacy</p>



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			(Anno Domini), pre-history, change,			
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## Progression of Skills - HISTORY



### Knowledge and Understanding of Events, People and Changes in the Past

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Remembers and talks about significant events in their own life.</p> <p>Recognises and talks about special times or events for family and friends.</p> <p>Enjoys joining in with family customs and routines.</p> <p><b>ELG</b> Children talk about past and present events in their own lives and in the lives of their family.</p>	<p>Recall some facts about people/events before living memory.</p> <p>Say why people may have acted the way they did.</p>	<p>Recognise some similarities and differences between the past and the present.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Know and recount episodes from stories and significant events in history.</p> <p>Understand that there are reasons why people in the past acted as they did.</p> <p>Describe significant individuals from the past.</p>	<p>Identify the key features, aspects and events of the time studied.</p> <p>Describe similarities and differences between people, events and artefacts in the time studied.</p> <p>Find out about the everyday lives of people in the time studied, compared with our life today.</p>	<p>Know key dates, characters and events of the time studied.</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Note key changes over a period of time and be able to give reasons for those changes.</p> <p>Explain how people and events in the past have influenced life today.</p>	<p>Know key dates, characters and events of the time studied.</p> <p>Study the different aspects of life of different groups of people.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Explain how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies (e.g. religion, houses, society, technology.)</p>	<p>Know key dates, characters and events of the time studied.</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives, beliefs and behaviours of people.</p> <p>Examine the causes and results of significant events and the impact these had on people.</p> <p>Explain how historical events studied affect life today and may influence the future.</p>
<p style="text-align: center;"><u>Key Vocab</u></p> <p>Remember, memory, special time, celebration,</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>Grandparents' time, events,</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>Impact, sequence, when grandparents were young, when I was young, similarity, difference,</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>Sources, importance, impact, change, oral history, archaeology</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>Historical argument continuity, Religious differences, Shape our lives Way of life</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>Advanced Developments</p>	<p style="text-align: center;"><u>Key Vocab</u></p> <p>culture, religious, social, economic and political</p>



## Progression of Skills - HISTORY



### Interpretations of History

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Remembers and talks about significant events in their own life.</p> <p>Recognises and talks about special times or events for family and friends.</p> <p>Enjoys joining in with family customs and routines.</p> <p><b>ELG</b> Children talk about past and present events in their own lives and in the lives of their family.</p>	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)</p>	<p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Start to compare two versions of a past event.</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p>	<p>Explore the idea that there are different accounts of history.</p> <p>Distinguish between different sources and evaluate their usefulness.</p>	<p>Look at different versions of the same event or story in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Compare accounts of events from different sources and give reasons why there may be different accounts of history.</p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p>	<p>Analyse and evaluate evidence to choose the most reliable forms.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past.</p>
<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>	<u>Key Vocab</u>
Object Photograph Picture	Artefact Famous	Eye-witness Evidence Research Source Opinion Fact	first hand evidence, second hand evidence, Excavate, Finding skills Historian Historical information Picture of the past Point of view	Accurate Aspect Availability Historical argument biased impact consequences continuity	Hypothesis Interpretation Propaganda Omits Reliable	Continuity Interpretations Ambiguous Consequences Major influence Persuade View point



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### Historical Enquiry Skills

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Remembers and talks about significant events in their own life.</p> <p>Recognises and talks about special times or events for family and friends.</p> <p>Enjoys joining in with family customs and routines.</p> <p><b>ELG</b> <b>Children talk about past and present events in their own lives and in the lives of their family.</b></p>	<p>Identify different ways in which the past is represented.</p> <p>Look at pictures and objects from the past and ask questions i.e. "Which things are old and which are new?", "What were they used for?" or "What were people doing?"</p> <p>Use their observations to try to find answers to simple questions about the past.</p>	<p>Observe or handle evidence to ask simple questions about the past.</p> <p>Observe or handle evidence to find answers to simple questions about the past.</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p>	<p>Use a range of evidence (e.g. documents, printed sources, the internet, pictures, photographs, music, artefacts, historic buildings, visits) as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Select and record information relevant to the study.</p>	<p>Use a range of evidence (e.g. documents, printed sources, the Internet, pictures, photographs, music, artefacts, historic buildings, visits) to collect evidence about the past.</p> <p>Use this evidence to build up a picture of a past event.</p> <p>Ask a variety of questions.</p> <p>Begin to undertake their own research.</p>	<p>Use a wide range of evidence (e.g. documents, printed sources, the Internet, pictures, photographs, music, artefacts, historic buildings, visits) to collect evidence about the past.</p> <p>Begin to recognise primary and secondary sources.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Use a wide range of evidence (e.g. documents, printed sources, the Internet, pictures, photographs, music, artefacts, historic buildings, visits) to collect evidence about the past.</p> <p>Recognise primary and secondary sources.</p> <p>Bring knowledge gathering from several sources together to address historically valid questions and construct detailed, informed responses.</p> <p>Suggest omissions and the means of finding out.</p> <p>Investigate own lines of enquiry by posing historically valid questions to answer.</p>



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<u>Key Vocab</u> how, why, because, find out, I wonder what/if/when/why?	<u>Key Vocab</u> questions, history, artefacts, objects, historians, investigate	<u>Key Vocab</u> sources, evidence, collect, opinion, research, sources of information,	<u>Key Vocab</u> Documents	<u>Key Vocab</u> range	<u>Key Vocab</u> Primary Secondary reliable	<u>Key Vocab</u> omission
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### Organisation and Communication Skills

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Remembers and talks about significant events in their own life.</p> <p>Recognises and talks about special times or events for family and friends.</p> <p>Enjoys joining in with family customs and routines.</p> <p><b>ELG</b> Children talk about past and present events in their own lives and in the lives of their family.</p>	<p>Sort events or objects into groups (i.e. then and now.)</p> <p>Use timelines to order events or objects.</p> <p>Talk, write and draw about things from the past.</p> <p>Tell stories about the past, using historical vocabulary.</p>	<p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p> <p>Use historical vocabulary to retell simple stories about the past.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, roleplay, storytelling and using ICT.</p>	<p>Present, communicate and organise ideas about the past using models, drawing, drama role play and different genres of writing, including letters, recounts, poems, adverts, diaries, posters and guides;</p> <p>Work independently and in groups.</p>	<p>Start to present ideas based on their own research about a studied period, in a variety of ways, including the use of ICT and data handling.</p> <p>Work independently and in groups.</p> <p>Use and understand appropriate historical vocabulary, related to the topic, to communicate information.</p>	<p>Plan and present a self-directed project or research about the studied period.</p> <p>Record and communicate knowledge in different forms.</p> <p>Work independently and in groups, showing initiative.</p> <p>Use appropriate historical terms, matching dates to people and events.</p>	<p>Plan and present a self-directed project or research about the studied period.</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>Know and show a good understanding of historical vocabulary including abstract terms such as <i>democracy, civilisation, social, political, economic, cultural, religious.</i></p>



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<u>Key Vocab</u>	<u>Key Vocab</u> Photograph, Similar, important, simple, different, artefact.	<u>Key Vocab</u>	<u>Key Vocab</u> Significance, this suggests, could be, effects, importance	<u>Key Vocab</u> Point of view Recent history	<u>Key Vocab</u> Comparison Accurate Specific features Democracy	<u>Key Vocab</u> Summarise Viewpoint Significant Persuade
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## Progression of Skills - HISTORY



### Areas of Study

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>'This is me' (Changes within their lives - an understanding of past and present)</p>	<p>How toys have advanced over the years.</p> <p>Shops now and in the past.</p> <p>The Seaside now and in the past.</p>	<p>The study of a significant person in the past - Florence Nightingale and Mary Seacole and their impact on nursing today.</p> <p>The study of early flight and Samuel Cody as a significant historical event, person and place in our own locality.</p> <p>A study of the Great Fire of London (including the life of Samuel Pepys as a comparison of how life was in 1666 compared to today)</p> <p>The Aztecs</p>	<p>Changes in Britain from the Stone Age to the Iron age (technology, religion, art and culture, including visit by Portals of the Past for Stone Age Day)</p> <p>An in-depth study of the achievements of the earliest civilisations - Ancient Egypt - including Egyptian Day</p> <p>The Roman empire and its impact on Britain. An investigation into how the Romans changed Britain. Similarities and differences to modern day.</p>	<p>Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p> <p>Inventions in the past and their impact on the world today (including the study of a famous inventor)</p> <p>Crime and punishment through time</p>	<p>A study of Kings and Queens of England (Tudor focus)</p> <p>The Moon landing as a significant historical event</p> <p>Transport changes over time</p> <p>History of the Olympics (changes in sport over time)</p> <p>The study of a significant individual - Shakespeare.</p>	<p>The Vikings</p> <p>A study of World War II as a significant turning point in British history (research into why the war started. How did the war impact Britain?)</p>