



HISTORY ESSENTIAL SKILLS Y1-Y6:

	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
Historical Aspect.	End of Y1 expectations	End of Y2 expectations	End of Y3 expectations	End of Y4 expectations	End of Y5 expectations	End of Y6 expectations
Historical Enquiry	Use simple source material such as photographs to answer questions about an event beyond the child's living memory.	Build a 'bigger picture' of a historical period, using a range of source material such as photographs, visits, artefacts.	Choose the most important source material for a given task, showing awareness of a range of sources. Such as witness accounts, video footage, photographs.	Use a range of source materials to answer questions about the past which go beyond simple observations.	Describe how different types of evidence tell us different things about the past, such as royal portraits versus descriptions and understand why contrasting arguments and interpretations occur.	Acknowledge different points of view expressed and why these are important in understanding and interpreting history.
Recognise Similarities and differences.	Begin to describe similarities and differences between historical artefacts and pictures. (Toys past and present, fossils)	Describe how their own life is different from past generations of their own family. (Transport, communication, local community)	Describe how their own lives are similar or different to children living in past times. (Ancient Greece life, children living in the Stone-Iron Age, Children living in Pompeii)	Compare two periods of history, identify the similarities and differences between them. (Compare the Viking times-present. Roman times – present)	Make connections between two periods of history, to begin to develop a historical perspective. (Changes in social history , such as crime and punishment from the Tudors to present)	Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective. (How changing power of Monarchs effected and influenced the next and how it effects the present. How war has shaped the way we live today)

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Vocabulary	To use simple vocabulary to describe the passing of time, such as now, then, long ago, before and after. Along with topic specific vocabulary taken from Cornerstones ILPs.	To use further terms associated with the past, such as year, decade and century. Along with topic specific vocabulary taken from Cornerstones ILPs.	To use appropriate historical vocabulary to describe key features of a time period. Such as, words ending in -Caster derive from the Roman era. Words ending in -by derive from the Vikings. Along with topic specific vocabulary taken from Cornerstones ILPs.	To begin to use and understand the abstract terms such as empire, civilisation, parliament, peasantry, and heptarchy.	To make appropriate use of historical terms in discussion and understand there concepts. Such as; local, regional, national and international. Along with topic specific vocabulary taken from Cornerstones ILPs.	To use in context and understand terms relating to different types of history. Such as; cultural, political, economic, military, religious and social. All types contribute to history as a whole. Along with topic specific vocabulary taken from Cornerstones ILPs.
Chronology	Begin to order artefacts and pictures from significantly different time periods. Homes and toys topics	Order events in a period of history studied and begin to recall the dates of important festivals or celebrations. Transport – first types of transports, first aeroplane flight, first female pilot,	Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time. Use timelines for children to relate as to when these periods of time occur within a larger time scale. Such as when did the Stone age occur in relation to the Romans and the present.	Place different periods of time on a timeline and remember key historical facts and some dates from a period studied. Such as the Viking invasion in 793 and the death of Edward the Confessor in 1066	Independently Place historical events or changes on a timeline. Remembering key historical facts from a period studied. Such as; the marriages of Henry VIII and the happenings of Anne Boleyn.	Create from memory a timeline from dates/details/eras showing knowledge of how to check for accuracy.
Significant Individuals	Sequence the story of a historical figure.	Use the stories of famous historical figures to compare	Explain how a significant figure of a	Explain how a significant historical figure contributed to	Explain how a significant individual or	Describe how their own lives have been influenced by

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	<p>Such as Guy Fawkes, Samuel Pepys, Mary Anning.</p>	<p>aspects of life in different times. Such as Christopher Columbus, Bessie Raiche, The Wright Brothers.</p>	<p>period influenced change.</p>	<p>national and international achievements in a variety of eras. Such as; Athelstan – first king of England Julius Caesar – Emperor of Rome.</p>	<p>movement has influence the wider world. Such as; King Henry VIII, breaking away from the Catholic church and began 'The church of England'.</p>	<p>a significant individual or movement.</p>
Local History	<p>Describe, in simple terms, the importance of a local place or landmark. Such as Conisbrough Castle, St Peter's Church, the Well in Wellgate, the Cenotaph.</p>	<p>Describe how people, places and events in their own locality have changed over time. Such as Conisbrough Village and how it has changed. The miners that lived here.</p>	<p>Describe how national changes affected their locality. Maybe...such as Local shops/farms that have closed due to larger stores</p>	<p>Describe the impact of international events such as war on the local area.</p>	<p>Use a range of local history resources to describe how an event such as the Black Death affected a local town or village.</p>	<p>Suggest and research information sources required to present an in-depth study on a local town or city. Such as; Local-Cadeby pit disaster, coal mining closing, miners strikes in the 1980s. City- Sheffield steel forge masters. Industry, Education – universities.</p>

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<p>Continuity and change</p>	<p>Compare own life and interests now with their babyhood. Memory box ILP – changes in toys, homes, food, their own size and abilities.</p>	<p>Describe changes in the local area during their own lifetime and that of their parents and grandparents.</p>	<p>Describe some of the main changes in Britain, resulting from an event. Such as; war, invasion,</p>	<p>Explain the impact of a historical figure on life in Britain. Such as; Alfred the Great Athelstan Edward the confessor Julius Caesar Emperor Claudius Boudicca</p>	<p>Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.</p>	<p>Provide reasons for and outcomes of, the main events and changes in historical periods. Showing factual knowledge of aspects of Britain and the wider world. Such as; the reason for and the outcome of WWII. The changes with the changing of power Monarchs and the outcomes.</p>
<p>Cause and consequence</p>	<p>Describe, in simple terms, why a significant individual acted in the way they did. Such as; Guy Fawkes, Mary Anning, Sir Walter Scott – choosing to base the Ivanhoe story around Conisbrough Castle.</p>	<p>Beginning to understand cause and effect by looking at a significant individual's actions and what happened as a result. Such as Christopher Columbus, Alexander Graham Bell, The Wright Brothers. Ted Hughes.</p>	<p>Express an opinion on whether a person or event had a positive or negative impact on life in Britain. Such as Stone Henge and its impact on Britain.</p>	<p>Explain that an event can have more than one cause. Such as; the Viking era coming to an end and the Norman Conquest beginning. The Roman invasion on Britain.</p>	<p>Explain why people acted as they did. Such as Henry VIII married many times, many reasons but to get an heir. Why Howard Carter opened Tutankhamun's tomb.</p>	<p>Describe the positive or negative impact a period of History can have on a society. Such as; the impact of WWII, the mining industry closing locally</p>

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<p>Historical questions</p>	<p>Ask and respond to simple questions about the past, using sources of information.</p>	<p>Ask and answer questions about a range of historical sources.</p>	<p>Suggest useful research questions</p>	<p>Ask and answer more complex questions through independent research</p>	<p>Follow independent lines of enquiry and make informed responses based on this, backed by evidence.</p>	<p>Independently investigate a complex historical research question. Which could be based on a local study.</p>
<p>Recording</p>	<p>Retell a story or significant event from their own past.</p>	<p>Show increased knowledge and understanding of events beyond living memory through simple recordings such as drawings and text.</p>	<p>Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people. Such as Stone Henge, Ancient Greece and the Gods – start of the Olympics.</p>	<p>Choose the best way to record a range of historical information, giving reason for their choice. Such as non-chronological report based on Roman life,</p>	<p>Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions. Such as; A Description of King Henry VIII and his wife Anne Bolelyn. A diary of the her life leading to her beheading.</p>	<p>Select, organise, summarise and present relevant information from a wide range of sources in the most effective way for a given purpose. Such as; life for an evacuee, diary of Anne Frank Victorian life.</p>