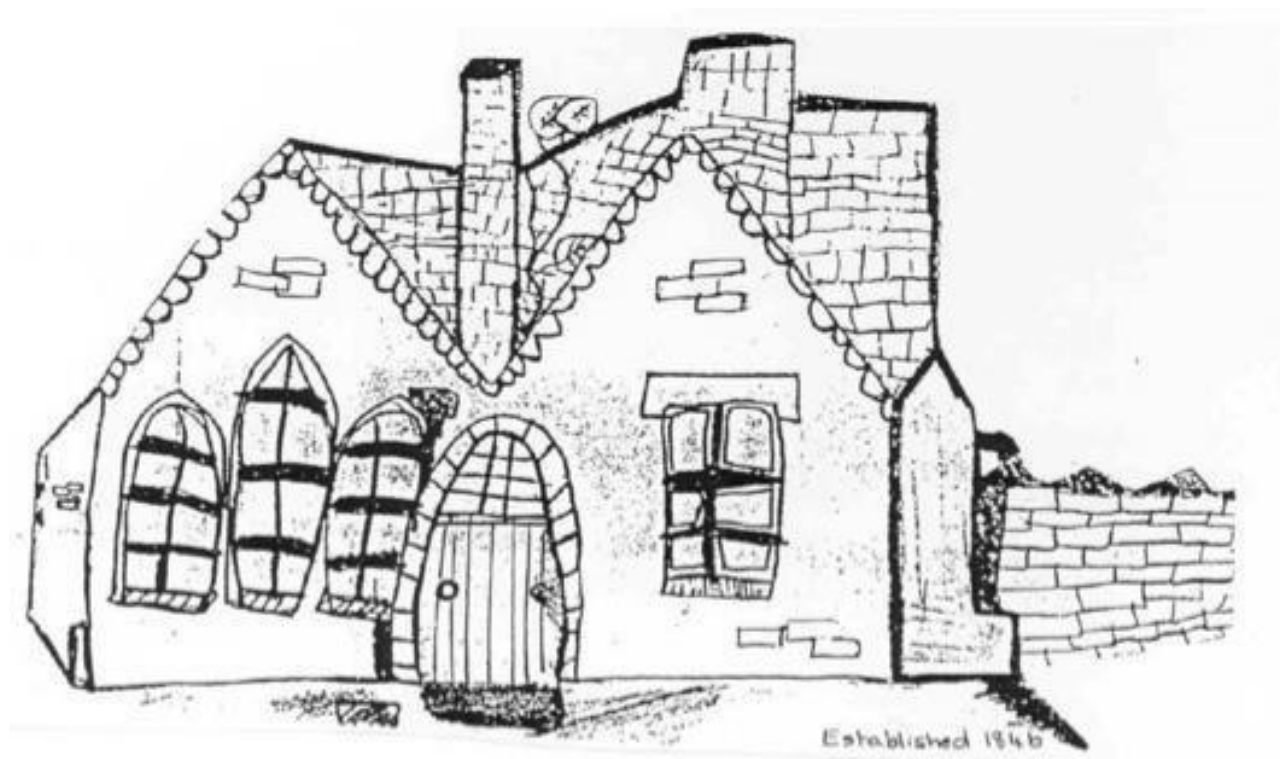




History Progression and Skills Map



Our curriculum is driven by our Christian Vision and values, the culture and diversity of our local. National and global community.

‘Fullness of life for all, through working together with the love of Christ.’

At Quinton Church Primary School, we believe that everyone should have life in all its fullness. Therefore, our aim is for everyone to be part of our **Christian community** where everyone is happy, safe and supported, feels **loved** and demonstrates kindness; understands **justice** and shows fairness to all; and receives high quality education and is empowered to live life to the full (John 10:10).

We are not only inspired by John 10:10, but by Micah 6:8, which shows us how to live life in all its fullness.

‘The LORD has told us what is good. What he requires of us is this: to do what is just, to show constant love, and to live in humble fellowship with our God.’

Be kind, be fair, be thankful.

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PROGRESSION of SKILLS MAP – History at Quinton Church Primary School

National Curriculum Outcomes		
EYFS	Key Stage 1	Key Stage 2
<p><u>Understanding the World</u> ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • significant historical events, people and places in their own locality. 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain’s settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> * Sequence events in their life. * Sequence photos from different periods in their life. * Describe memories of key events in their lives. 	<ul style="list-style-type: none"> * Sequence events in their life. * Sequence photos from different periods in their life. * Describe memories of key events in their lives. * Match objects to people of different ages. * Sequence artefacts closer together in time. 	<ul style="list-style-type: none"> * Place the time studies on a timeline. * Sequence several events or artefacts. * Use dates and terms related to the topic and the passing of time. 	<ul style="list-style-type: none"> * Place events from the period studied on a timeline. * Use terms relating to the period and begin to use date events. * Understand more complex terms e.g. AD. 	<ul style="list-style-type: none"> * Use relevant terms and period labels. * Place current study on a timeline in relation to other studies. * Sequence up to ten events on a timeline. 	<ul style="list-style-type: none"> * Know and sequence key events of time studied. * Relate current studies to previous study. * Make comparisons between different times in the past. * Use relevant date and terms. * Sequence events on a timeline.
Range and depth of historical knowledge		<ul style="list-style-type: none"> * Explore why people did things in the past. * Find out about people and events in other times. * Explore and develop empathy and understanding. 	<ul style="list-style-type: none"> * Sequence artefacts and explain similarities/differences. * Explore why people did things in the past. * Find out about people and events in other times. * Explore and develop empathy and understanding. 	<ul style="list-style-type: none"> * Find out about everyday lives of people in times studied and compare to our lives today. * Identify reasons for and results of people's actions. * Understand why someone may have wanted to do something. Identify key features and events. 	<ul style="list-style-type: none"> * Use evidence to reconstruct life in time studied. * Identify key features and events. * Look for links and effects in time studied. * Offer reasonable explanation for some events. 	<ul style="list-style-type: none"> * Compare life in early and late times studied. * Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. * Know key dates, characters and events of time studied. 	<ul style="list-style-type: none"> * Study different aspects of lives of different people and the differences between men and women. * Examine causes and results of great events and the impact on people. * Compare an aspect of life with the same aspect in another period. * Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings.

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Interpretations of history		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> * Use stories to encourage children to distinguish between fact and fiction. * Compare pictures or photographs of people and events from the past. 	<ul style="list-style-type: none"> * Use stories to encourage children to distinguish between fact and fiction. * Compare two versions of the past. * Compare adults talking about the past- how reliable are memories. 	<ul style="list-style-type: none"> * Identify and give reasons for different ways in which the past is represented. * Distinguish between different sources- compare different versions of the same story. * Look at representations of the period-museum, cartoons etc. 	<ul style="list-style-type: none"> * Identify and give reasons for different ways in which the past is represented. * Look at evidence available. * Begin to evaluate the usefulness of different sources. 	<ul style="list-style-type: none"> * Offer some reasons for different versions of events. * Link sources and work out how conclusions are arrived at. * Be aware that different evidence will lead to different conclusions. 	<ul style="list-style-type: none"> * Compare accounts of events from different sources. * Consider ways of checking the accuracy of interpretations- fact or fiction and opinion. * Confidently research topics, independently.
Historical enquiry		<ul style="list-style-type: none"> * Distinguish between old and new. * Develop vocabulary related to type of 'source' and evidence. * Use questioning- why, what, who, how, where. * Use a timeline of events. 	<ul style="list-style-type: none"> * Sort artefacts 'then and 'now'. * Sequence collections from different periods- similarities and differences. * Use a source- handle, question, observe, sketch. * Use questioning- why, what, who, how, where. * Use timeline of events. 	<ul style="list-style-type: none"> * Use a range of sources to find out about a period. * Observe small details- artefacts, pictures. * Select and record information relevant to the study. * Begin to use the library, Internet for research. * Ask a variety of questions to further their own understanding. 	<ul style="list-style-type: none"> * Use the library, Internet for research. * Use evidence to build up a picture of a past event. * Choose relevant material to present a picture of one aspect of life in past times. * Ask a variety of questions when offered an explanation. 	<ul style="list-style-type: none"> * Begin to use primary and secondary sources. * Select relevant information. * Use a range of sources to find out about aspects of past times. * Bring together knowledge gathered from several sources in a fluent manner. 	<ul style="list-style-type: none"> * Use evidence to build up a picture of life in time studied. * Recognise primary and secondary sources. * Use a range of sources to find out about aspects of past times. * Suggest omissions and the means of finding out.

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Organisation and communication		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> * Discussion * Pictures drawn by the children. * Drama/Role play * Models * Writing. * Timeline 	<ul style="list-style-type: none"> * Annotated photographs * Drama/Role play * Models * Writing. * Timelines. * Class interactive/working display. 	<ul style="list-style-type: none"> * Communicate knowledge and understanding in a variety of ways: discussions, pictures, writing, annotations, drama, models. * Know the period in which the study is set. * Display findings in a variety of ways. 	<ul style="list-style-type: none"> * Communicate knowledge and understanding in a variety of ways- discussions, pictures, writing, annotations, drama, models. * Select data and organise it to answer historical questions. * Work independently and in groups. 	<ul style="list-style-type: none"> * Fit events into a display sorted by topic time. * Use appropriate terms, matching dates to people and events. * Record and communicate knowledge in different forms. * Use a variety of ways to communicate knowledge and understanding including extended writing. 	<ul style="list-style-type: none"> * Work independently and in groups showing initiative. * Plan and carry out individual investigations.
Use of ICT		<ul style="list-style-type: none"> * Use of television, Internet, iPad to explore historical issues. * Use of interactive whiteboard to model finding out and locating information. * Begin to present their Work. 	<ul style="list-style-type: none"> * Use of television, Internet, iPad to explore historical issues. * Use of interactive whiteboard to model finding out and locating information. * Begin to present their work and appreciate the value of ICT to enhance and refine it's quality. 	Across key stage 2: <ul style="list-style-type: none"> * Find out things from a variety of sources, selecting and synthesising the information to meet their needs and develop an ability to question accuracy, bias and plausibility. * Develop their ideas using ICT tools to emend and refine their work and enhance its quality and accuracy. * Exchange and share information, both directly and through electronic media. * Review, modify and evaluate their work, reflecting critically on its quality as it progresses 			

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