**History** 

**Progression of skills**

Our Aims:  **At Tenterden Primary Federation, the delivery of a creative History curriculum encourages children to understand their place in the world and how past events have influenced our lives today. The curriculum aims to provide children with a chronologically secure knowledge and understanding of British and world history. In addition, children will learn about significant historical events in their local area and compare these to the wider world.**

**History involves far more than the learning of facts. Children are encouraged to ask perceptive questions and to develop skills of enquiry, analysis, interpretation and problem-solving. The past comes to life through the delivery of a broad and balanced curriculum which is creative, engaging and, where possible, cross-curricular.**

**Our aim is that our children will leave Tenterden Primary Federation inquisitive, knowledgeable and ready for further exploration.**

|  |  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| 1a | Chronology:  Chronological knowledge and understanding | Talk about past and present events in their own lives and in the lives of family members.  Sequence familiar events eg how to get ready for bed. | Tell the difference between the past and present in their own and other people’s lives.  Put some events or people studied into chronological order. | Say whether a story is set now or in the past.  Use timelines to place people/events studied in order with some awareness of the scale of the time in between each event. | Name and date significant events studied and place on a timeline.  Understand that timelines can be divided into BCE (Before Christian Era) and AD/CE (Christian Era). | Name and date significant events studied and place on a timeline with increasing accuracy. | Use timelines to place and sequence local, national and international events.  Sequence British historical periods.  Use timelines to illustrate changes and developments in culture, technology, religion and society. | Use timelines to place events, periods and cultural movements from around the world.  Establish clear narratives, supported by timelines where appropriate, within and across periods studied. |
| 1b | Chronology:  Characteristic features of periods | Describe main story settings, events and principal characters. | Begin to identify and recount some details of events or people from the past. | Recount the main events from a significant event in history. | Note connections, contrasts and trends over time. | Note connections, contrasts and trends over time. | Note connections, contrasts and trends over time, using key periods studied as reference points. | Note connections, contrasts and trends over time, using key periods as reference points. |
| 2 | Historical terms | Use everyday language related to time *eg now, then, before, after, day, week, year.* | Old, new, young, days, months, years, before, after. | Recently, before then, now, later, after that. | Decade, century, BC/BCE, AD/CE. | Era, period, development, change. | Continuity, contrast, Anglo-Saxon, Medieval, Tudor, Stuart, Georgian, Victorian, 20th century, modern, Ancient Egypt. | Make accurate use of a full range of historical terms. |
| 3a | Historical enquiry: Using evidence | Be curious about people and shows interest in stories.  Answer “how” and “why” questions in response to stories or events.  Explain knowledge and understanding and asks appropriate questions.  Know that information can be retrieved from books and computers. | Find answers to simple questions about the past from sources of information eg pictures, stories.  Know that we can find information about the past from different places and give some examples.    Look carefully at books, pictures and objects to find information about the past. | Ask and answer questions such as “How long ago did… happen?” or “What do you think it was like for…?”  Understand some of the ways we find out about the past eg from books, the internet, artefacts and buildings, personal accounts, photos etc.  Use information from historical pictures, written accounts, artefacts, buildings etc to describe the past.  Choose and use parts of stories and other sources to show understanding of the concepts in section 5. | Use written sources, the internet, pictures, photos, music, artefacts, historic buildings, visits and visitors to collect information about the past. | | | |
| Ask and answer questions such as “How did people…?”, “What did people do that for?”  Choose sources of evidence from a given selection to help answer questions. | Ask and answer historical enquiry questions, showing understanding that there might be more than one answer.  Understand the difference between primary and secondary sources of evidence.  Choose sources of evidence to answer questions. | Ask and suggest possible alternative answers to historical enquiry questions.  Choose reliable sources of evidence to answer questions. | Regularly address and sometimes devise historically valid questions relating to the key concepts in section 5.  Understand how knowledge of the past is constructed from a range of sources.  Evaluate the usefulness and accuracy of different sources of evidence and use them accordingly.  Form own opinion about historical events from a range of sources. |
| 3b | Historical enquiry:  Communicating ideas. | Record, using marks they can interpret and explain.  Communicate own ideas through drawing, role play and discussion. | Communicate knowledge and understanding about the past in different ways eg role play, drawing, talking, writing. | Write simple recounts and stories about the past.  Draw labelled diagrams to tell others about people, events or objects from the past. | Present findings about the past using speech, writing, IT, drama and drawing skills.  Discuss different ways of presenting information for different purposes. | Present findings about the past using speech, writing, data handling, IT, drama and drawing skills.  Discuss the most appropriate way to present specific information. | With some guidance, choose the most relevant information to present.  Choose the most appropriate way to present specific information. | Construct informed responses by selecting and organising relevant historical information.  Use a range of methods of presenting information (eg written explanation, table or chart, diagram) selecting the most appropriate method for each different task. |
| 4 | Interpretations of history |  | Find the differences in two different pictures of the same event or in two different versions of a story. | Identify things which are the same or different in two sources about the same event eg two different pictures of the same event. | Look at two accounts of the same event and identify differences. Suggest why there might be these differences. | Look at different versions of the same event and give evidence-based reasons for why there are differences. | Identify the differences between accounts of the same event and give reasons why they are different based on knowledge of the wider situation.  Know that people (now and in the past) can represent events or ideas in ways that persuade others. | Understand that different versions of the past may exist.  Suggest accurate reasons for how/why aspects of the past have been represented and interpreted in different ways including propaganda, misinformation, opinion etc. |
| 5a | Continuity and change | Look closely at similarities, differences, patterns and change.  Develop understanding of growth, decay and changes over time. | Identify something that has changed and something that has stayed the same between a period in the past and now. | Identify something that changed and something that stayed the same between two different historical periods. | Describe changes that occurred within a historical period studied and note aspects that did not change. | Describe changes that occurred within and across historical periods studied and note aspects that did not change. | Compare different times within and across periods identifying things which changed and things which did not. | Compare and make links between main events, situations and changes within and across different periods and societies. |
| 5b | Cause and consequence | Question why things happen and give explanations. | Suggest some reasons why people did things or why events happened. | Recognise why people did things, why events happened and what happened as a result. | Identify and giver reasons for an historical change or event. | Identify and give reasons for and results of an historical event or change. | Identify and give reasons for and results of historical events, situations and changes. | Identify and give reasons for and results of historical events, situations and changes, including impact on life today. |
| 5c | Similarity and difference *(diversity)* | Know about similarities and differences between themselves and others, among families, communities and traditions. | Note some ways that people or events in a particular period were the same or different. | Make simple observations about different types of people, events or beliefs within a society. | Describe similarities and differences between people, events or beliefs during periods studied. | Identify some social, religious, cultural and ethnic similarities and differences between people during periods studied. | Identify some social, religious, cultural and ethnic similarities and differences between people in Britain and the wider world. | Describe social, religious, cultural and ethnic diversity in Britain and the wider world. |
| 5d | Significance | Recognise and describe special times or events for family or friends. | Talk about who was important. | Talk or write about which people or events were important. | Identify historically significant people and events in situations. | | Identify historically significant people and events in situations, explaining why they are significant. | |