



# Bonneygrove Primary School

## History - Skills Progression

<p><b>EYFS</b></p>	<p>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>	
<p><b>Skill</b></p>	<p><b>Key Stage 1</b></p>	<p><b>Key Stage 2</b></p>
<p><b>1. Chronological Knowledge and Understanding</b></p>	<ul style="list-style-type: none"> <li>Children will be aware of the past and use common words and phrases that relate to time: before, after, since; some may begin to have an awareness of the concepts of past and present;</li> <li>People and events can be fit into a chronological framework whether through a timeline or sequencing events;</li> <li>Similarities and differences between periods.</li> </ul>	<ul style="list-style-type: none"> <li>Children will continue to develop a chronologically secure knowledge of history;</li> <li>Establish clear narratives within and across periods studies – for example, recognising similarities, differences, influence and significance between Ancient Egypt, Rome, Anglo-Saxons, Vikings and Normans;</li> <li>Children will note connections, contrasts and trends over time: one connection may be the idea of ‘worship’ and religion or the difference between crime and punishment; trends could include the concept of monarchy and the power attached to it.</li> </ul>
<p><b>2. Historical Terms</b></p>	<ul style="list-style-type: none"> <li>Children should use a wide vocabulary of everyday historical terms such as ‘investigate’, ‘sources’ or ‘artefacts’.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the appropriate use of historical terms such as: ‘empire’, ‘parliament’ and ‘monarchy’ as well as historical concepts (see below) including: ‘primary and secondary sources’, ‘change and continuity’, ‘cause and consequence’ and ‘similarity, difference and significance’</li> </ul>
<p><b>3. Historical Enquiry, Using Evidence and Communicating Ideas</b></p>	<ul style="list-style-type: none"> <li>Ask and answer questions;</li> <li>Understand some ways we find out about the past: sources, objects, diaries, letters;</li> <li>Choose and use parts of stories and other sources to show understanding of concepts – perhaps linking diaries to Samuel Peeps.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions;</li> <li>Understand how knowledge of the past is constructed from a range of sources: primary <i>and</i> secondary – historians and history in the public can influence our knowledge a lot;</li> <li>Construct informed responses by selecting and organising relevant historical information from primary and secondary sources <i>and</i> your own knowledge.</li> </ul>
<p><b>4. Interpretations of History</b></p>	<ul style="list-style-type: none"> <li>Identify different ways in which the past is represented e.g. through toys, pictures, diaries and books.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that different versions of the past may exist, giving some reason for this e.g. historians write history, they may use different evidence <i>and/or</i> come to different conclusions.</li> </ul>

Key Concepts:	Key Stage 1	Key Stage 2
<b>Continuity and change in and between periods</b>	<ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life at different times, for example, how holiday destinations are different now compared to the Victorian times because we have aeroplanes.</li> </ul>	<ul style="list-style-type: none"> <li>Describe or make links between events, situations and changes within and across different periods and societies: the idea of crime and punishment, for example, still exists today but the way we 'punish' law-breakers is very different.</li> </ul>
<b>Cause and consequence</b>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result: as mentioned above, we go on holiday abroad because we have aeroplanes but the Victorians only had steam trains or boats so were limited.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for, and results of, historical events, situations and changes – understanding that one event may lead to many other events, the Second World War, for example, led to evacuation, rationing and some improved status for women.</li> </ul>
<b>Similarity, difference and themes within a period or situation</b>	<ul style="list-style-type: none"> <li>Make simple observations about different types of people, events and beliefs within a society – Samuel Peeps wore different clothes to us, for example.</li> </ul>	<ul style="list-style-type: none"> <li>Describe social, cultural, religious and ethnic diversity in Britain and the wider world: the Romans, Vikings and French all invaded Britain at different times – some would have settled here and had families, so Britain always has been a very diverse, multicultural country.</li> </ul>
<b>Significance of events and people</b>	<ul style="list-style-type: none"> <li>Talk about who was important e.g. in a simple historical account, this could include Rosa Parks because she stood up for what she believed in: racial equality.</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations – World War II was a significant event, for example, because it changed the structures of society such as class divisions and the ways women were viewed and treated.</li> </ul>