

History: Progression of skills KS1 – Year 1

Year 1 National Curriculum objectives: In this unit, children will be taught to:	
<p><u>KS1 Areas of study</u></p> <ul style="list-style-type: none"> Homes throughout history. <i>(What did a home have in time of Queen Victoria that we don't have now? Servants, outdoor toilets, coal fires, stables, etc. What do we have that didn't exist 100 years ago? TVs, garages, cars, internet, central heating, hot water).</i> 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. <i>(Compare current queen and Queen Victoria for example – royalty topic)</i> Significant historical events, people and places in their own locality. <i>(Building of Alexandra Palace, change in park over the years, opening of tube station).</i> 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects Use a timeline to place important events. Use words and phrases such as: <i>now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</i>
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> Recall some facts about people/events before living memory Say why people may have acted the way they did. 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past.
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Identify different ways in which the past is represented. <i>(Different sources, e.g drawing, writing, photo, film. Use term 'sources. Discuss e.g. why 100 year old photos were sepia or films silent).</i> Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" <i>(Sort items from Victorian and modern homes, identify different types of job e.g. chimney sweep/lamplighter vs computer repairer, mechanic).</i> Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. <i>(Find real objects if possible, i.e. fire bellows, stove-heated iron, carpet beater – can ask families to bring in).</i> 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past.

Year 2 National Curriculum objectives: In this unit, children will be taught to:

- **The local area – Muswell Hill over time.**
- **London (The Great Fire)**
- **Transport**

• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

(Changes in firefighting – C17th and now. Use Emma Adam's book as a starting point)

• Events beyond living memory that are significant nationally or globally.

(Great Fire of London – how did it change the city? When did the Tube open? What effect did that have on people, e.g living further from their work? History of transport in London before the Tube.)

• 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.

(Past and present Londoners e.g. Samuel Pepys and a contemporary writer e.g. Michael Rosen. How are their lives different? E.g. one writes on a computer, goes on TV, makes YouTube videos, the other published his diary in print as a way to be famous. What can we tell about Pepys' C17th life from his diary (Can use Emma Adam's book as a starting point).)

• Significant historical events, people and places in their own locality.

What was Muswell Hill like at the time of the Great Fire? How have London's boundaries changed? Can compare historical and modern maps.)

Chronological understanding

- Understand and use the words past and present when telling others about an event.
- Recount changes in my own life over time.
- Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given.
- Use a timeline to place important events.

Knowledge and understanding of events, people and changes in the past

• Use information to describe the past.

(Justify explanations using information from historical sources, e.g. I know that Samuel Pepys was scared because he said... Link to reading objectives.) Draw conclusions from a range of sources, e.g. primary sources (written – Pepys' diary; material – archaeological objects) and secondary ones (history books written more recently).

• Describe the differences between then and now.

(If there was a fire now....but then...)

Historical interpretation

- Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.

<ul style="list-style-type: none"> • Look at evidence to give and explain reasons why people in the past may have acted in the way they did. • Recount the main events from a significant event in history. <p><i>(Link with English – 1st person recounts, inferring feelings, and Reading - sequencing events.)</i></p>	
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Ask questions about the past. • <i>(An excellent cold task for the start of a unit, then revisit questions later. Would they ask any different questions now? Can they answer their initial questions?)</i> • Use a wide range of information to answer questions. 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.

Year 3 National Curriculum objectives: In this unit, children will be taught to:

- Year 3 Areas of study:**
- Changes in Britain from the Stone Age to the Iron Age
 - The Roman Empire
 - The coast throughout history – peoples’ changing relationships with the sea.

- Chronological understanding**
- Understand that a timeline can be divided into BCE and CE
(Maths connection here – negative numbers)
 - Use a timeline to place historical events in chronological order.
 - Describe dates of and order significant events from the period studied.

- Knowledge and understanding of events, people and changes in the past**
- Use evidence to describe the culture and leisure activities from the past.
 - Use evidence to describe the clothes, way of life and actions of people in the past.
 - Use evidence to describe buildings and their uses of people from the past
(Romans – look at written sources, e.g. Pliny describing trip to the seaside, artistic representations e.g. paintings, mosaics, archaeological finds, use of buildings e.g. Colosseum – people watching gladiator fights, clothing. Stone Age – look at cave paintings, tools etc. Look at limitations of sources, e.g. why do we know more about the Romans than the people of the Stone Age? Challenge fictional representations, e.g. Ugg. Do we actually know that Stone Age people looked or behaved like this? Coast – what do we know about the use of the sea e.g. 200 years ago compared to now? I.e. it was the main travel route, more people made a living from fishing, people did not take holidays like we do now).

- Historical interpretation**
- Explore the idea that there are different accounts of history.

- Historical enquiry**
- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.
(Take trips, e.g. St. Albans to expose children to a wide range of historical sources and material culture. Use real written primary sources e.g. Pliny for Pompeii, Roman plays, in child-friendly language. Can compare and contrast different representations of Boudicca, e.g. ancient written descriptions, more recent paintings.)
 - Ask questions and find answers about the past.
(Work on formulating a ‘good question’, i.e. relevant, focused, related to evidence.)

- Organisation and communication**
- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Year 4 National Curriculum objectives: In this unit, children will be taught to:

Year 4 Areas of study:

- Ancient Egypt
- Another aspect of African history - this year, recent history of South Africa (Journey to Jo’Burg).

Chronological understanding

- Order significant events and dates on a timeline.
- Describe the main changes in a period in history.
- Understand that a timeline can be divided into BCE (Before the Common Era) and CE (Common Era).
- Understand that BCE dates count down to the year 1, but CE dates count up from 1.

Knowledge and understanding of events, people and changes in the past

- Use evidence to describe what was important to people from the past.
(Egypt – look at funeral/burial traditions and material culture e.g. jewellery.
- Use evidence to describe and contrast the lives of rich and poor people in the past.
(South Africa – can use recorded testimony/eyewitness accounts of life under apartheid. Here rich/poor often overlaps with white/black – although stress that this wasn’t always the case and isn’t inevitable. Contrast experiences of different South African people in 1970s/80 and now. Egypt – compare lives of Pharaoh, official, farmer and slave. Use tomb paintings, e.g. Nebamun as evidence for lives of the elite. What evidence do we have about slaves or even farmers? Very little as they lacked the money or education to represent themselves, so we only know about them in relation to the wealthy.)
- Describe similarities and differences between people, events and artefacts studied.
(Identify some things that e.g. Egyptians or apartheid-era South Africans had in common, e.g. religion).
- Describe how some of the things I have studied from the past affect/influence life today. *(Life in contemporary South Africa and legacy of apartheid era, Nelson Mandela).*

Historical interpretation

- Look at different versions of the same event in history and identify differences.
- Know that people in the past represent events or ideas in a way that persuades others.

Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.
(<http://www.aamarchives.org/> for South Africa; visit British Museum/Petrie Museum for Egypt. BBC videos.)

Organisation and communication

- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

<ul style="list-style-type: none">• Ask questions and find answers about the past. <i>(Use http://www.bbc.co.uk/history/interactive/games/pyramid_challenge/index_embed.shtml to structure 'How to Build a Pyramid' project.)</i>	
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Year 5 National Curriculum objectives: In this unit, children will be taught to:

Year 5 Areas of study:

- Ancient Greece (Classical Athens and Sparta).
- Jewish societies of the Greek world (Hellenistic) – Chanukah.
- Medieval Spain, the historical Sephardi experience and the Alhambra Decree (at Pesach).

Chronological understanding

- Understand that a timeline can be divided into BCE (Before the Common Era) and CE (Common Era) and understand the origins of these terms as well as their Christian equivalents (BC and AD).
- Understand that BCE dates count down to the year 1, but CE dates count up from 1.
- Order significant events, movements and dates on a timeline.
- Describe approximate intervals of time, i.e. the Romans ruled Britain approx.. 1,800 years ago.
- Describe the main changes in a period in history.

Knowledge and understanding of events, people and changes in the past

- Choose reliable sources of information to find out about the past.
(Understand that not all secondary sources are as reliable as others; understand that secondary sources still need primary sources as evidence. All sources, primary and secondary, have been written, produced or interpreted by someone, so represent their viewpoint. Historical figures had their own ideas and biases so may have represented events etc in their own particular ways or to make themselves look more impressive. Children should understand the difference between fiction, e.g. The Odyssey and the lived historical past, e.g. using Xenophon as evidence for the lives of slaves and understand why particular sources were created).
- Give own reasons why changes may have occurred, backed up by evidence.
- Describe similarities and differences between some people, events and artefacts studied.
- Describe how historical events studied affect/influence life today.
(Festival of Chanukah; look at Sephardi emigration from Spain and founding new communities, e.g. Amsterdam; modern Sephardi life in Israel and diaspora.)
- Make links between some of the features of past societies. (e.g. religion, houses, society, technology. *(Similarities between Classical Athens and life in Hellenistic Jewish societies, e.g. language, literature, sport, Greek religion).*)

Historical interpretation

- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.
- Give reasons why there may be different accounts of history.
- Evaluate evidence to choose the most reliable forms.

Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
(British Museum, John Soanes Museum – can contrast the two), Jewish Museum, Bevis Marks synagogue, British Library Sacred Texts workshop).
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
(Discuss whether one source is more reliable than another. Discuss whether even unreliable sources are useful as a record of people's ideas. Is one type of source, e.g. artefacts, written primary sources, fiction, more or less reliable than another? Why do we know more about some people's lives than others?)
- Investigate own lines of enquiry by posing questions to answer.
Is it always possible to answer every question about the past?

Organisation and communication

- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
- Plan and present a self-directed project or research about the studied period.

Year 6 National Curriculum objectives: In this unit, children will be taught:

Year 6 Areas of study:

WW2 – the Home Front and Kindertransport.
The land of Israel pre-1948 (First aliyot)
Biographies – People who have worked for justice.
British democracy and the political system.

Chronological understanding

- Order significant events, movements and dates on a timeline.
- Identify and compare changes within and across different periods.
- Understand how some historical events occurred concurrently in different locations

Knowledge and understanding of events, people and changes in the past

- Choose reliable sources of information to find out about the past.
Which sources are available to use when studying C20th history? Is this an advantage in comparison to other historical periods? What do we have from early-mid C20th that we wouldn't have now – personal correspondances. What can propaganda tell us about the government's ideas?)
- Give reasons why changes may have occurred, backed up by evidence.
How did wartime affect daily life? Compare life before/during WW2. Why did people try to emigrate to land of Israel pre-1947? Look at Herzl's speeches and start of Zionist movement. What were the differences between life in countries of origin and in pre-state Israel?)
- Describe similarities and differences between some people, events and artefacts studied.
- Describe how some of the things studied from the past affect/influence life today.
- Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

Historical interpretation

- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Understand that propaganda is itself excellent evidence for what governments etc wanted to communicate even if not factually correct.
- Evaluate evidence to choose the most reliable forms for the investigation.
- Know that people both in the past have a point of view and that this can affect interpretation.
- Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
WW2 – use film, personal testimonies, archival material, music, written sources. Aliyah – use personal testimonies, digital archives.
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
How might two different people answer the same question? What

Organisation and communication

- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
- Plan and present a self-directed project or research about the studied period.

would affect their answers? Link to Jewish Care topic – personal testimonies.

- Investigate own lines of enquiry by posing questions to answer.