Hamilton Academy

History: progression of skills

Purpose of study: A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study

Our curriculum is building on the skills learned in our Early Years

Understanding the World

ELG: Past and Present

- 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

SKILLS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CHRONOLOGICAL KNOWLEDGE/ UNDERSTANDING	• Develop an awareness of the past in the world around them, including those from living memory • Sequence events or objects in chronological order • Identify and describe similarities / differences	• Develop a wider awareness of people and events in the past from the wider world • Use of time lines to understand where the period of study fits in with previous learning • sequence events from a	• Place the time studied on a time line • Sequence events or artefacts • Use dates related to the passing of time	• Place events from period studied on a timeline • Use terms related to the period and begin to date events • Begin to understand more complex terms e.g.BCE/AD	• Place current study on time line in relation to other studies • Use relevant terms and periods labels • Relate current studies to previous studies • Make comparisons	• Place current study on a timeline in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a timeline • Make comparisons

	between periods	key historical event beyond living memory • Describe key events from a historical event from beyond living memory			between different times in history	between different times in history, noting connections/contrasts and trends over time
	YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
RANGE AND DEPTH OF HISTORICAL KNOWLEDGE	• Use a range of sources to find out characteristic features of the past • Begin to use a vocabulary of everyday historical terms	• Find out about important people and events in other times • Describe key events from a historical event from beyond living memory	• Find out about everyday lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have had to do something • Begin to develop an understanding of an ancient civilization (Indus Valley Civilisation)	• Use evidence to reconstruct life in time studied • Identify key features and events • Look for links and effects in time studied • Offer a reasonable explanation for some events • Study change through the lives of significant individuals (Boudicca)	• Study different aspects of life of different people – differences between men and women • Examine causes and results of great events and their impact on people • Compare life in early and later times studied • Compare an aspect of life with the same aspect in another period • Study an ancient civilization in detail (Ancient Greeks)	• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views • Compare beliefs and behaviours with another period studied • Write an explanation of a past event in terms of cause and effect, using evidence to support their explanation • To know key dates, characters and events of the time studied • Compare and contrast ancient civilizations
	YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
INTERPRETATIONS OF HISTORY	• Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	• Compare pictures or photographs of people or events in the past • To begin to be able to identify different ways to represent the past	• Identify and give reasons for different ways in which the past is represented • Distinguish between different sources and evaluate their usefulness • Look at representations of the period – museum, cartoons etc	• Look at the evidence available • Begin to evaluate the usefulness of different sources	• Compare accounts of events from different sources. Fact or fiction • Offer some reasons for different versions of events	• Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact/fiction or opinion? • Understand that different versions of the past may exist and reasons for this
	YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
HISTORICAL ENQUIRY - USING EVIDENCE	• Understand some ways we find out about the past - use as wide a range of sources as possible • To ask and answer questions related to different sources and objects	• Use a source to ask questions: why, what, who, how • To begin to understand where to ask questions and find answers • Compare similarities and differences between objects from the past and compare them with today • Discuss the effectiveness	• 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, e-learning for research • ask and answer questions	• Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library/e-learning for research	• Begin to identify primary and secondary sources • Use evidence to build up a picture of life in time studied • Select relevant sections of information • Confident use of library, e-learning, research.	• Recognise primary and secondary resources • Use a range of sources to find out about an aspect of the past • Construct and devise historically valid questions • Gather knowledge from several sources together in a fluent account

		of sources				
	YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
ORGANISATION AND COMMUNICATION	• Timelines, sequential pictures • Drawing • Writing (reports, labelling, simple recount)	• Class display/ museum annotated pictures from period studied • Write reports on a key historical event	• Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama	• Know the period in which the study is set • Display findings in a variety of ways • Work independently and in groups	• Communicate and display findings in a variety of ways • – including presentation and debate (Richard III debate) • Work independently and in groups to present historical information	• Build independent research • Use a variety of ways to communicate knowledge and understanding including extended writing • Plan and carry out individual investigations