



# Ferndale Primary and Nursery School

## Progression of Skills - History

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Historical Knowledge</b>	<p>'All about me'- my life history Baby to now timeline (chronology) Understand there is a past and a future Learning about dinosaurs &amp; the woolly mammoth (ice age), fossils and rocks (pictorial timeline) Traditional tales: jack and the beanstalk, three billy goats gruff, Little red hen, three little pigs, Hansel &amp; Gretel Other related stories: fossils tell of a long time ago, we went to find a woolly mammoth, the dinosaur diary</p>	<p><b>*Great Fire of London</b> <b>*Scott of the Antarctic (link geog)</b> <b>*Local Study - Changes within living history</b></p>	<p><b>*Walter Tull</b> <b>*Ibn Battuta- compare aspects of life in different places comparing explorers Scott of Antarctic to Ibn Battuta</b> <b>*Mary Anning</b> <b>*Gunpowder plot</b></p>	<p><b>*Stone Age to Iron Age</b> <b>*Ancient Egypt</b> <b>*Local study - Ferndale</b></p>	<p><b>*The Roman Empire and its Impact on Britain (towards end of topic focus on withdrawal from Britain - link to next topic)</b> <b>*Anglo Saxons and Scots (up to Viking invasion)</b> <b>*Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p>	<p><b>*Aspect of British history beyond 1066</b> <b>Swindon/STEAM - Brunel and the railways</b> <b>Aspect of British history beyond 1066: *The Tudors - the changing power of monarchs</b> <b>*Study of Non-European civilisation - Maya</b> <b>*Minor Focus- Achievements of the earliest civilisations - an overview of where and when the first civilisations appeared e.g. ancient Sumar</b></p>	<p><b>*Aspect of British history beyond 1066: WWII</b> <b>include Battle of Britain as well as Blitz (Local Link - Harold Starr is a Swindon Battle of Britain squadron leader - see Swindon Heritage magazine Summer 2015. Vickers factory built the Spitfire used in Battle of Britain- BoB)</b>  <b>*Ancient Greece - Greek life, achievements and impact on the western world</b></p>



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Chronology		<ul style="list-style-type: none"> <li>• Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago'</li> <li>• Realises that images from nursery rhymes are not from nowadays by reference e.g: clothes</li> <li>• Grasps that simple stories have a beginning, a middle and an end by correctly sequencing three episodes of a simple fiction story/rhyme.</li> <li>• Uses simple timelines to sequence processes, events and objects within their own experience e.g. I was a baby, then a toddler then a child and went to school.</li> <li>• More confident in use of terms 'old' and 'new'.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses terms 'then' and 'now' correctly and the term 'the past'.</li> <li>• Understands that the world was different in the olden days.</li> <li>• Can sequence within clock and to some extent in calendar time. E.g. when Bonfire Night occurs.</li> <li>• Can sequence parts of more complex story where action takes place over a long period of time, e.g: Mary Anning's life can be divided into phases</li> <li>• Realises that we use dates to describe events in time e.g. 1605 the gunpowder plot</li> <li>• Can use phrases such as 'over 300 years ago' in their writing (not necessarily because they grasp what that interval of time means)</li> <li>• Can use appropriate phrases e.g. in Victorian times.</li> <li>• The more able can describe relative lengths of time e.g. when Walter Tull went to war compared to his life before as a professional football player.</li> </ul>	<ul style="list-style-type: none"> <li>• Can confidently spot major anachronisms from most periods studied when compared with today;</li> <li>• Can sequence events in simple narrative e.g. Howard Carter's life</li> <li>• Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification;</li> <li>• Can talk about three periods of time e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s;</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk about the past in terms of periods e.g. Egyptian, Roman;</li> <li>• Realises that Ancient means thousands of years ago;</li> <li>• Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings;</li> <li>• Can use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses more sophisticated time markers within, as well as between 2 periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 years</li> <li>• Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life</li> <li>• Can successfully match simple iconic images to each of the periods studied e.g. the development of the railways locally or the Tudor period</li> </ul>	<ul style="list-style-type: none"> <li>• Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted</li> <li>• Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of WW2 in September 39, Phoney war, Blitz</li> <li>• Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Victorian architecture.</li> </ul>
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Characteristic features of the period		<ul style="list-style-type: none"> <li>• Children can see how life must have been different in the past because the nursery rhymes show wells for water etc</li> <li>• Here the main concept is then and now. Spotting key differences e.g. house during the Great fire of London compared to now.</li> <li>• Can confidently identify old and new toys, and can match pictures of people they think would have played with the toys in the past using old photographs.</li> <li>• Can describe how features of life today, such as clothing and travel are different from olden times e.g. when Scott of Antarctic explored.</li> </ul>	<ul style="list-style-type: none"> <li>• The key concept of Year 2 is change. Whenever pupils study a theme, e.g. homes, they should be comparing not just 'then' and 'now' but 'then' with another 'then', e.g. lives during WW1</li> <li>• Can offer reasons why simple changes occur e.g. why jobs today may differ from those when Ibn Battuta was an explorer</li> <li>• Another major feature is the depth of period detail children include in their answers.</li> <li>• Can also see that not everyone in the past had the same experience e.g. soldiers during WW1 vs officers had a very different experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in Ancient Egypt. They are secure in understanding the main differences between today and the period being studied</li> <li>• Children show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies. They tend to describe rather than explain and tend to speak about the society as if everyone felt the same</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand that people in the past had a range of different ways of looking at their world and can explain ideas</li> <li>• Children can explain beliefs and attitudes in terms of why people 2 might have had those ideas. Show real sense of period in an abstract way</li> <li>• Children understand that people's experiences varied depending on status e.g. they understand that women's position in Roman society. They know about the importance of slave culture to that society.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can make links between different features of a society to make sense of the world lived in by people in the past</li> <li>• Children describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.</li> <li>• Children understand that people's experiences varied depending on status e.g. they understand that women's position in Greek society was very different in Athens and Sparta. They know about the importance of slave culture to that society. Also, children grasp that people's experience of being evacuated in World War Two often depended on their prior experience</li> <li>• Children grasp that people's experience of being evacuated in World War Two often depended on their prior experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Children describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society</li> <li>• Children understand that people's experiences varied depending on status e.g. they understand that women's position in Greek society was very different in Athens and Sparta. They know about the importance of slave culture to that society. Also, children grasp that people's experience of being evacuated in World War Two often depended on their prior experience</li> <li>• Children grasp that people's experience of being evacuated in World War Two often depended on their prior experience.</li> </ul>
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<p><b>Cause and Consequence</b></p>		<ul style="list-style-type: none"> <li>• Can explain why one character in a simple story took the action he or she did. This may be a nursery rhyme, but children should be able to offer a valid reason possibly using the word 'because'.</li> <li>• Can explain why they took the action they did when discussing 'myself'</li> <li>• Can give a simple reason why a real person acted as they did in a historical situation e.g. Why did people not take the threat of fire seriously. Many children will be able to give more than one reason if the context is simple enough, e.g. 'the fire spread because the houses were made of wood and because they were close together'.</li> <li>• Can give simple consequences of somebody's actions, e.g. 'because of the exploring Scott of Antarctic did, people learnt more about the polar regions'.</li> </ul>	<ul style="list-style-type: none"> <li>• Can give clear explanation of an important event, offering two or three reasons why an event took place e.g. Guy Fawkes was angry at the king. The more-able pupils will look at more indirect reasons e.g. The plotters did not break into the Houses of parliament. They actually took out a lease on the under croft and had legal access.</li> <li>• Children may know more reasons than they give in their explanations</li> <li>• Can give a few reasons for more complex human actions, e.g. why someone might want to do something for the first time</li> <li>• Children's understanding of consequence may lag a little behind that of cause but still expect them to give two main effects of the Great Fire (e.g. 'houses were built of stone or brick, the streets were wider and straighter')</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Tutankhamun believed in an afterlife</li> <li>• Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Moving from two causes to realising that you need to give several causes to explain some events</li> <li>• Children move away from simply listing to trying to give a little detail about each cause;</li> <li>• Realises that events usually happen for a combination of reasons, even though there is still some element of listing e.g. Romans invaded Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Starts to genuinely explain rather than list but may dwell on one cause at expense of others but it is real attempt to explain not just describe</li> <li>• Explains an event using simple form of classification e.g. to do with money or religion</li> <li>• Children see consequences in terms of immediate and longer-term effects and can see that people were affected differently</li> <li>• Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action e.g. break with Rome as more than simply Henry wanting to re-marry.</li> </ul>	<ul style="list-style-type: none"> <li>• Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. why WW2 started and the government's appeasement during WW2</li> <li>• Explain an event with reference to abstract ideas such as long and short-term or events building up</li> <li>• Starts to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think</li> <li>• By the end of the key stage some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way.</li> </ul>
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<p><b>Organisation and communication</b></p>	<ul style="list-style-type: none"> <li>• Can talk about pictures of themselves using appropriate vocabulary, eg: 'when I was a baby'</li> <li>• Will write simple captions - writing elementary sentences to describe, e.g. an old toy</li> <li>• Can label simple drawings of bakery artefacts and items in a typical home during this period</li> <li>• Can write a few captions, possibly using connectives, to show the sequence of events that took place during GFOL</li> <li>• Can write simple sentences describing an event, e.g. Scott's expedition.</li> <li>• Can orally retell the main episodes of famous past events e.g. the GFOL, in the correct sequence and write captions.</li> </ul>	<ul style="list-style-type: none"> <li>• Make increasing use of period specific vocabulary, e.g. shillings</li> <li>• Retell a complicated story in a simple, structured way, using temporal markers e.g. after the war, when she was a young girl</li> <li>• Can explain why the Great Fire spread so quickly using phrases such as 'another reason was' and 'also' which connect the various ideas</li> <li>• More use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in 1666', 'in Victorian times', 'when my Grandad was a boy'.</li> <li>• Make increasing use of subject-specific precise vocabulary, e.g. timber-framed buildings, thatch during the Great Fire.</li> </ul>	<ul style="list-style-type: none"> <li>• Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations;</li> <li>• Answers contain some simple period-specific references</li> <li>• Writes in simple and accurate, sequenced, sentences when narrating what happened in the past</li> <li>• Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to sustain an answer, providing some supporting evidence; Ideas are beginning to have some shape, though not yet structured in paragraphs;</li> <li>• Can use appropriate ways of communicating their understanding. Answers are structured and provide supporting evidence for statements made;</li> <li>• Able to see two sides of a question and can offer arguments on both sides.</li> </ul>	<ul style="list-style-type: none"> <li>• Answers are relevant to the question set</li> <li>• Widespread use of period specific detail to make the work more convincing and authentic;</li> <li>• When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to make subtle distinctions within a period being studied, and realises danger of overgeneralizing;</li> <li>• Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</li> <li>• Answers are relevant to the question set.</li> </ul>
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Interpretations		<p>Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories.</p> <ul style="list-style-type: none"> <li>• Children know that a video of a popular story may give a different version of events from the story they have just heard, simply by noting differences in how a character is shown.</li> <li>• Begin to understand that we have different views of familiar events e.g. first day at school. We cannot always remember what happened in the past.</li> <li>• Can see that there are several versions of a nursery rhyme by comparing pictures, e.g. London's burning, spotting the differences between them.</li> <li>• Can see that there are different versions of real historical situations e.g. different written, spoken and pictorial versions of Scott's story.</li> </ul>	<p>Can spot differences between versions e.g. they see that pictures in books vary in how they depict details.</p> <ul style="list-style-type: none"> <li>• Can see that not all written accounts in the library books give exactly the same reasons for something, e.g. why the Great Fire spread so quickly.</li> <li>• Understand that people can disagree about what happened in the past without one of them being wrong. This is an important idea.</li> <li>• Understands that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events e.g. the sinking of the Titanic.</li> <li>• Understands that grandparents' recollections of their childhood seaside holidays might vary.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. version of a Stone age story</li> <li>• Children give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation.</li> </ul>	<ul style="list-style-type: none"> <li>• Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.</li> <li>• Children realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery by Yorvik.</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about Maya was written with a different purpose and audience in mind</li> <li>• Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows Henry VIII just to want to break from Rome.</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.</li> <li>• Children grasp that interpretations might differ depending on the aspect that people are looking at; views of the ancient Greeks might be more positive if looking at benefits of democracy and empire, and more negative if looking at child labour or slavery.</li> </ul>
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Enquiry	<ul style="list-style-type: none"> <li>• Can find an answer to a question by looking at a simple picture e.g. of a nursery rhyme - which of these lights did Wee Willie Winkie carry?</li> <li>• Can say whether a picture is of a baby or a toddler and explain why.</li> <li>• Can point to familiar images in pictures of themselves and their family</li> <li>• Can describe the main features of an artefact.</li> <li>• Can explain how we know what we were like when we were younger e.g. photos, video, parents or grandparents telling stories.</li> <li>• Can make deductions about artefacts, spotting clues to talk about, for example: how obvious domestic items connected with baking would have been used, possibly through simple role play</li> <li>• Can use information from two simple sources to find information e.g. why did fire spread so quickly? E.g. wooden houses.</li> </ul>	<ul style="list-style-type: none"> <li>• Can find answers to questions about objects by looking in books.</li> <li>• Realise that we can find out about a person's life by using a range of sources, such as letters</li> <li>• Can ask simple questions of the teacher in the role of an historical character e.g. Mary Anning</li> <li>• Can draw simple conclusions about their own lives and others around them by reference to clues in evidence e.g. 'I know this is a picture is me when I was three because there are three candles on the cake'</li> <li>• Children are able to gather ideas from a few simple sources when building up their understanding e.g. of why the Great Fire spread so quickly</li> <li>• Children spot the differences between sources and conclude the most common view.</li> </ul>	<ul style="list-style-type: none"> <li>• Children extract simple information from text/pictures/objects showing basic comprehension</li> <li>• Children make simple deductions about what text means based on what is included e.g. the child in the photograph is working so it must have been hard for children in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Children start combining information from more than one source e.g. letters, compared with video, oral evidence</li> <li>• Children start cross-referencing information to see if other sources agree, rather than taking everything on face value</li> <li>• Children see that some sources are more useful than others and can explain why</li> <li>• Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders.</li> </ul>	<ul style="list-style-type: none"> <li>• Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as 'We cannot tell for sure... Most evidence suggests.'</li> <li>• Can consider the worthiness of a source by reference to what is known about the topic. e.g. this does not fit in with the picture of the subject I know therefore e.g. this portrait of Elizabeth makes her seem far younger than she would have looked age 67. This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?</li> </ul>	<ul style="list-style-type: none"> <li>• Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as 'We cannot tell for sure... Most evidence suggests.'</li> <li>• Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced without prompting. 'How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?'</li> </ul>
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Change and continuity				<ul style="list-style-type: none"> <li>• Sees simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age</li> <li>• Progresses to recognise changes over shorter period e.g. between Old Stone Age and New Stone Age and between the Bronze Age and the Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles</li> <li>• Sees that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled</li> <li>• Grasps that change can happen quite quickly and can be reversed e.g. struggle between the Saxons and Vikings.</li> </ul>	<ul style="list-style-type: none"> <li>• Some changes are called a revolution because of the scale and widespread nature</li> <li>• Some changes are relative slow others happen very rapidly e.g. population growth and balance of rural and urban population in Victorian times</li> <li>• Not all change is welcomed by everyone e.g. Victorian railways. There are winners and losers e.g. factory owners and to workers.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands what is meant by a turning point e.g. Battle of Britain in context of World War Two</li> <li>• Some changes are much more significant than others e.g. democracy in ancient Greek times</li> <li>• Sees that some changes lead to others e.g. inventions in transport led to significant changes in the invasion of the Luftwaffe and invention of the spitfire in the BoB.</li> </ul>
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