

Great Ellingham and Rocklands Primary Schools

History Skills Progression Map



Historical Interpretations				
Pre-School	EYFS	KS1	Lower KS2	Upper KS2
	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> Identify different ways in which the past is represented. Start to compare two versions of a past event; Observe and use pictures, photographs and artefacts to find out about the past; Start to use stories or accounts to distinguish between fact and fiction; Explain that there are different types of evidence and sources that can be used to help represent the past. 	<ul style="list-style-type: none"> Look at more than two versions of the same event or story in history and identify differences; Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<ul style="list-style-type: none"> Find and analyse a wide range of evidence about the past; Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; Consider different ways of checking the accuracy of interpretations of the past; Start to understand the difference between primary and secondary evidence and the impact of this on reliability; Show an awareness of the concept of propaganda; Know that people in the past represent events or ideas in a way that may be to persuade others; Begin to evaluate the usefulness of different sources.

Historical Investigations				
Pre-School	EYFS	KS1	Lower KS2	Upper KS2
		<ul style="list-style-type: none"> Ask and answer questions, using other sources to show that they know and understand key features of events. Observe or handle evidence to ask simple questions about the past; Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; Choose and select evidence and say how it can be used to find out about the past. 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Use a range of sources to find out about the past; Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Gather more detail from sources such as maps to build up a clearer picture of the past; Regularly address and sometimes devise own questions to find answers about the past; Begin to undertake their own research. 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Recognise when they are using primary and secondary sources of information to investigate the past; Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; Select relevant sections of information to address historically valid questions and construct detailed, informed responses; Investigate their own lines of enquiry by posing historically valid questions to answer.



Chronological Understanding				
Pre-School	EYFS	KS1	Lower KS2	Upper KS2
<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. 		<ul style="list-style-type: none"> Sequence artefacts and events that are close together in time; Order dates from earliest to latest on simple timelines; Sequence pictures from different periods; Describe memories and changes that have happened in their own lives; Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after, to show the passing of time. 	<ul style="list-style-type: none"> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<ul style="list-style-type: none"> Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Accurately use dates and terms to describe historical events; Describe in some detail the main changes to an aspect in a period in history;

Knowledge and Understanding of Events, People and Changes in the Past				
Pre-School	EYFS	KS1	Lower KS2	Upper KS2
	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society 	<ul style="list-style-type: none"> Recognise some similarities and differences between the past and the present; Identify similarities and differences between ways of life in different periods; Recount episodes from stories and significant events in history; Understand that there are reasons why people in the past acted as they did; Describe significant individuals from the past. 	<ul style="list-style-type: none"> Note key changes over a period of time and be able to give reasons for those changes; Find out about the everyday lives of people in time studied compared with our life today; Explain how people and events in the past have influenced life today; Identify key features, aspects and events of the time studied; Describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<ul style="list-style-type: none"> Identify and note connections, contrasts and trends over time in the everyday lives of people; Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.



Presenting, Organising and Communicating				
Pre-School	EYFS	KS1	Lower KS2	Upper KS2
		<ul style="list-style-type: none"> Talk, write and draw about things from the past; Use historical vocabulary to retell simple stories about the past; Use drama/role play to communicate their knowledge about the past. 	<ul style="list-style-type: none"> Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; Start to present ideas based on their own research about a studied period. 	<ul style="list-style-type: none"> Show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; Plan and present a self-directed project or research about the studied period.

Actions

- Develop detail based upon revised Long Term Plan
- Split into year groups where feasible
- History Subject Leader to review
- Add Year 7 curriculum.
- Work with local pre-school and secondary schools to ensure accuracy of related information.

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