

## South Avenue Primary School

### History Progression of Skills



<b>History Curriculum Intent</b>	<p>At South Avenue Primary School, our aim in history is to offer teaching and learning opportunities that are logical, broad and balanced. From this teaching and learning, we aspire to ignite children’s passion and excitement for learning that in turn develops a strong understanding of the world in which we live. The teaching of History at South Avenue Primary School focuses on the development of three key skills: Chronological Understanding, Knowledge and Interpretation and Historical Enquiry. These key skills are taught from Reception and are developed, as well as expanded on, throughout the children’s primary education. For example by the end of Year 6 children will be able to hypothesise and critique historical sources from the past.</p> <p>At South Avenue our approach to teaching history focuses on building strong foundations year on year. This gives the children an understanding of historical timelines, thereby enabling them to make links between different periods in history i.e. how houses have developed. As a result, this develops children’s observation and debating skills as they progress from Reception to Year 6.</p> <p>Throughout their school journey, we aspire for the children to apply their historical skills in order to empathise with the past. They will build an understanding of the way in which people lived their lives, and how the world has been shaped from key events and people from our past. Throughout their journey at South Avenue Primary School, children will experience and study a number of key periods from our past.</p> <p>From early on, children are taught how to connect and make historical comparisons through artefacts, experience days and travel to local and national historical monuments. Children are then able to engage with history by asking investigative questions leading to a secure understanding of the past and what the world has learnt from it.</p> <p>In order to support all children to access the history curriculum a wide range of inclusive approaches are undertaken, including the pre-teaching of vocabulary and make readily available on tables and displays, use of visual aids and differentiated activities along with exposure to experiences and artefacts. We also provide challenge questioning to extend the learning able pupils.</p>						
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

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<p><b>Chronological Understanding</b></p>	<p>Children can talk about events in their own lives. Children use words such as 'old' and 'new'. Children enjoy stories from a range of settings including those set in the past.</p>	<p>Children can put up to three objects in chronological order (recent history). Children use words and phrases like: old, new and a long time ago. Children are able to talk about things that happened when they were little. Children know that some objects belonged to the past. Children can recognise when a story is set in the past and can also retell a familiar story set in the past.</p>	<p>Children can use words and phrases like: before I was born, when I was younger. Children use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. Children use the words 'past' and 'present' accurately. Children use a range of phrases to describe the past. Children sequence a set of events in chronological order and give reasons for their order</p>	<p>Children can describe events and periods using the words: BC, AD, decade, ancient and century. Children can describe events from the past using dates when things happened. Children can use a timeline within a specific time in history to set out the order things may have happened. Children can use their mathematical knowledge to work out how long ago events would have happened.</p>	<p>Children can plot recent history on a timeline using centuries. Children can they place periods of history on a timeline showing periods of time. Children can use their mathematical skills to round up time differences into centuries and decades.</p>	<p>Children can they use dates and historical language in their work. Children can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. Children can they use their mathematical skills to work out exact time scales and differences as need be.</p>	<p>Children can they say where a period of history fits on a timeline. Children can they place a specific event on a timeline by decade. Children can they place features of historical events and people from past societies and periods in a chronological framework.</p>
<p><b>Knowledge and Interpretation</b></p>	<p>Children can talk about and recall some events and characters from stories and books that are set in the past. Children begin to ask questions about events in the past.</p>	<p>Children appreciate that some famous people have helped our lives be better today. Children recognise that we celebrate certain events,</p>	<p>Children can recount the life of someone famous from Britain who lived in the past and how they made positive changes. Children are able to explain</p>	<p>Children appreciate that early Britains would not have communicated or have eaten as we do and can begin to picture what life would have</p>	<p>Children can they explain how events from the past have helped shape our lives. Children can appreciate that wars have</p>	<p>Children can they describe historical events from the different period/s they are studying/have studied. Children can they make</p>	<p>Children can they summarise the main events from a specific period in history, explaining the order in which key events happened.</p>

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		<p>such as bonfire night, because of what happened many years ago. Children begin to understand that we have a queen who rules us and that Britain has had a king or queen for many years . Children begin to identify the main differences between old and new objects.</p>	<p>why Britain has a special history by naming some famous events and famous people. Children can explain how their local area was different in the past. Children can recount some interesting facts from an historical event. Children can give examples of things that are different in their life from that of their grandparents when they were young.</p>	<p>been like for the early settlers. Children can recognise that Britain has been invaded by several different groups over time. Children can suggest why certain events happened as they did in history and why certain people acted as they did in history.</p>	<p>happened from a very long time ago and are often associated with invasion, conquering or religious differences. Children know that people who lived in the past cooked and travelled differently and used different weapons from ours. Children can recognise that the lives of wealthy people were very different from those of poor people. Children can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p>	<p>comparisons between historical periods; explaining things that have changed and things which have stayed the same. Children can explain the role that Britain has had in spreading Christian values across the world. Children can begin to appreciate that how we make decisions has been through a Parliament for some time. Children can appreciate that significant events in history have helped shape the country we have today.</p>	<p>Children can they summarise how Britain has had a major influence on world history. Children can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. Children can they describe features of historical events and people from past societies and periods they have studied. Children can they recognise and describe differences and similarities/ changes and continuity between different periods of history.</p>
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<b>Historical Enquiry</b>	Children talk about events in the past and notice differences and similarities between the past and the present.	Children ask and answer questions about old and new objects, can spot them in a picture and can answer questions about them. Children can give a plausible explanation about what an object was used for in the past.	Children can find out something about the past by talking to an older person. Children can research the life of a famous Briton from the past using different resources to help them. Children can research a famous event and why it has been happening for some time. Children can research the life of someone who used to live in their area using the Internet and other sources to find out about them	Children recognise the part that archaeologists and historians have played in helping us understand more about the past. Children can use a range of sources of evidence to answer and ask questions. Children use various sources to piece together information about a period in history, to research a specific event from the past and then record their findings. Children are able to recall historical information and compare and contrast time periods in history.	Children can they research two versions of an event and say how they differ. Children can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. Children can they give more than one reason to support an historical argument. Children can communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.	Children can test out a hypothesis in order to answer a question. Children can appreciate how historical artefacts have helped us understand more about British lives in the present and past.	Children can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. Children can identify and explain their understanding of propaganda. Children can they describe a key event from Britain's past using a range of evidence from different sources.
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