

King Ina Church of England Academy

History Progression of Skills

Our curriculum approach to English reflects our vision statement:
Within our secure Christian environment, our vision is to develop healthy, happy, motivated learners who aspire to achieve their full potential and who look to the future with confidence.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Knowledge						
<p>Can they talk about the lives of the people around them?</p> <p>Can they talk about how they are connected to people around them?</p>	<p>Can they sequence events in their life?</p> <p>Can they sequence 3 or 4 artefacts from distinctly different periods of time?</p> <p>Can they recount parts of stories about the past?</p> <p>Can they match objects to people of different ages?</p>	<p>Can they sequence artefacts closer together in time?</p> <p>Can they sequence photographs which show change e.g. from different periods of their life?</p> <p>Can they describe memories of key events in their lives and others?</p> <p>Can they recognise why people did things, why events happened and what happened as a result?</p>	<p>Can they place the time studied on a time line?</p> <p>Can they use dates and terms related to the study unit and passing of time?</p> <p>Can they sequence several events or artefacts?</p> <p>Can they understand more complex terms e.g. BC/AD?</p> <p>Can they understand why people may have wanted to do something and identify reasons for and results of people's actions?</p>	<p>Can they place events from the period studied on a time line?</p> <p>Can they use terms related to the period and begin to date events?</p> <p>Can they use evidence to reconstruct life in the time studies?</p> <p>Can they identify key features and events of time studied?</p> <p>Can they offer a reasonable explanation for some events?</p>	<p>Can they sequence and explain key events of time studied?</p> <p>Can they use relevant terms and period labels?</p> <p>Can they make comparisons between different times in the past?</p> <p>Can they explain the different aspects of different people? E.g. between men and women</p> <p>Can they examine causes and results of great events and the impact on people?</p>	<p>Can they place current study on a time line in relation to other studies?</p> <p>Do they know key dates, characters and events of time studied?</p> <p>Can they use relevant dates and terms?</p> <p>Can they sequence up to 10 events on a time line?</p> <p>Can they find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings?</p> <p>Can they compare beliefs and behaviour with another time studied?</p> <p>Can they write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation?</p>
Historical Enquiry						
<p>Can they start to describe some similarities and differences between things in the past and now?</p> <p>Can they identify how their experiences link to what has been read in class?</p>	<p>Can they use sources of information e.g. artefacts to find answers to simple questions about the past?</p> <p>Can they start to discuss whether adult memories are reliable sources?</p>	<p>Can they use a source to answer simple questions about the past?</p> <p>Can they discuss how a source helps them make observations about the past?</p>	<p>Can they use a range of sources to find out about a period?</p> <p>Can they observe and discuss small details in artefacts or pictures?</p> <p>Can they select which information is most relevant to the period they are studying?</p> <p>Can they begin to use reference books and the internet for research?</p>	<p>Can they use evidence to build up a picture of a past event?</p> <p>Can they choose relevant material to present a picture of one aspect of life in the past?</p> <p>Can they ask a variety of questions about a period of time?</p> <p>Can they use reference books and the internet for research?</p>	<p>Can they begin to identify primary and secondary sources of information?</p> <p>Can they use evidence to build up a picture of a past event?</p> <p>Can they select relevant sections of information?</p> <p>Can they source their own reference books in the library and use the internet for research with increasing confidence?</p>	<p>Can they recognise primary and secondary sources of information?</p> <p>Can they use a range of sources to find out about an aspect of a period of time?</p> <p>Can they suggest omissions and means of finding missing information?</p> <p>Can they bring knowledge from several sources together to form a fluent account?</p>
Historical Concepts						
<p>Can they begin to talk about the past through the settings, characters and events in stories?</p>	<p>Can they recognise the difference between past and present in their own lives and others' lives?</p> <p>Can they tell the difference between fact and fictional stories?</p> <p>Can they compare how reliable adults talking about their past memories are?</p>	<p>Can they identify differences between ways of life at different times?</p> <p>Can they compare two versions of a past event?</p> <p>Can they compare pictures of people or events in the past?</p> <p>Can they discuss the reliability of photos/accounts/stories?</p>	<p>Can they make comparisons with our life today?</p> <p>Can they identify and give reasons for different ways in which the past is represented?</p> <p>Can they distinguish between different sources – compare different versions of the same story?</p> <p>Can they look at representations of the period e.g. cartoons, paintings?</p>	<p>Can they look for links and effects in time studied?</p> <p>Can they look at the evidence available?</p> <p>Can they begin to evaluate the usefulness of different sources?</p> <p>Can they use text books and historical knowledge?</p>	<p>Can they compare accounts of events from different sources – fact or fiction?</p> <p>Can they compare life in the early and late 'times' studied?</p> <p>Can they compare an aspect of life with the same aspect in another period?</p> <p>Can they offer some reasons for different versions of events?</p>	<p>Can they link sources and work out how conclusions were arrived at?</p> <p>Can they consider ways of checking the accuracy of interpretations – fact or fiction and opinion?</p> <p>Can they show an awareness that different evidence will lead to different conclusions?</p> <p>Can they confidently use the library and internet for research?</p>
Organisation & Communication						
	<p>Communicate their knowledge through: -</p> <ul style="list-style-type: none"> Discussion Drawing pictures Drama/role play Making models Writing Using ICT 			<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding</p>		<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>

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Vocabulary						
Old New First Next Ago Past Present Memory Lifetime Parent Grandparent Great Grandparent Clue	Yesterday Today Tomorrow Same Different Change Locality Artefact Chronological Period Famous Historical King Queen Rule Difference Important Significant Photograph Portrait Recent Inventions Stuarts Diary Opinion Pioneer	Important Event Era Time Order Sequence Monarch King Queen Parliament Reliability Research Source Britain Briton Crimea War Dispute Era religious differences Treason Traitor Evidence Expert	Chronological Significant Power Development Compare Contrast Influence BC (Before Christ) AD (Anno Domini / in the year of our Lord) Ancient Civilisation Conquer conquest Invaders Invasion Settlers Settlement Representation Cause Consequence Monument Hill forts Revolt Colony Effects Continuity First hand evidence Second hand evidence Eye witness Emperor Empire Sacrifice Gods/Goddesses Saxons Stone Age	Innovation Legacy Conquer Consequence Invasion Monarchy Social Structure accurate aspect advanced availability dictated historical argument impact point of view version Democracy Resistance Legacy Myths and legends Kingdoms Reputation Achievements Conversion Pharaoh	Rise and Fall Exploration Hierarchy Bias Prejudice Oppression Empire Rebellion Retreat Continuity Influence Primary evidence Secondary evidence Execution Natives Diversity	Ideologies (Political, Religious and cultural) Cultural Context Birthright Advocate Democracy Interpretation Commemorate advancements British Empire continuity interpretations major influence multi-cultural mono-cultural persuade propaganda societies summarise viewpoint world history anachronism Recruit Trenches Alliance Morale Biased Motive