CRAWSHAWBOOTH PRIMARY SCHOOL

HISTORY - PROGRESSION IN SKILLS

Eyfs		Year 1 and 2	Year 3 and 4	Year 5 and 6
<u>Understanding the World</u> <u>Past and Present</u> Talk about the lives of people around them and their roles in society. Show 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.	**Chronology**	Recognise the distinction between past and present. ▪ Identify *some* similarities and differences between their own present and aspects of the past. ▪ Place *a few* events and objects in order by using common phrases to show the passing of time (*old, new/young, days* and *months).* ▪ Recognise the distinction between present and past in their own and other people's lives. ▪ Identify some similarities and differences between ways of life in different periods.	▪ Use specialist dates and terms, and place topics studied into different periods (*century, decade, Roman, Egyptian, BC, AD…).* ▪ Make *some* links between and across periods, such as the differences between clothes, food, buildings or transport. ▪ Identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.	▪ Sequence events and periods through the use of appropriate terms relating to the passing of time *(empire, civilisation, parliament, peasantry...).* ▪ Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (*propaganda, bias, primary source, secondary source, reliability...).* ▪ Analyse connections, trends and contrasts over time.
	Events, people and changes	▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to *parts* of stories, and features of events.	▪ Understand *some* of the ways in which people's lives have shaped this nation. ▪ Describe how Britain has influenced and been influenced by the wider world.	Understand significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies;

		▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. ▪ Use simple stories and other sources to show that they know and understand key features of events.	▪ Understand some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.	achievements and follies of mankind. ▪ Gain historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. ▪ Establish a narrative showing connections and trends within and across periods of study. ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. ▪ Present a clear narrative within and across periods that notes connections, contrasts and trends over time
	Communication	▪ Understand and use simple historical concepts such as now/then and same/different. ▪ To show what they know and understand about the past in different ways *(speaking, role-play, drawing and writing).* ▪ Understand historical concepts and use them to make simple connections and draw contrasts.	▪ Use dates and terms with increasing accuracy ▪ Discuss different ways of presenting information for different purposes/ audiences ▪ Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills. ▪ Use dates and terms correctly. ▪ Discuss most appropriate way to present information, realising that it is for an audience. ▪ Use subject specific words such as monarch, settlement, invader.	▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. ▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
