









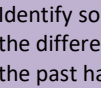


















# Learning in History Skills Progression -Year 1 to Year 6





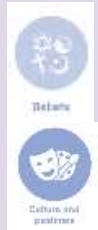















## Aims of the National Curriculum

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long term timescales.

	Y1	Y2	Y3	Y4	Y5	Y6
NC Programme of Study	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes within living memory</li> <li>• Events beyond living memory</li> <li>• Lives of significant individuals in the past</li> <li>• Significant historic events, people and places in their own locality.</li> </ul>		<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. They should instruct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A local history study</li> </ul>			
Subject Knowledge	<p>Show awareness of the history of St Joseph's Catholic School.</p> <p>Have an understanding of local historical people that are significant to the</p>	<p>Can identify the importance of Guy Fawkes and the gunpowder plot.</p> <p>Study the sacrifices made by people in Sutton Coldfield during World War I.</p>	<p>Understand changes in Britain from the Stone Age to the Iron Age</p> <p>Can recall facts about early settlers in Britain.</p> 	<p>Understand how Christianity spread across Europe and came to Britain. (Romans).</p> <p>Local History. Identifying Roman influences in the surrounding the local area. Understand the local significance of St John Henry Newman.</p>	<p>Can understand the local importance of St Chad and making links with Anglo Saxon Britain.</p> <p>Can understand the importance of Tamworth as the capital of Mercia in Anglo-Saxon Britain.</p>	<p>Understand the key events in the Catholic Church and development of Catholic Schools in England and Wales.</p> <p>Identify the changes in Sutton Coldfield during Tudor times.</p>

		<p>school including Bishop Vesey.</p>  	<p>Understand the chronological events of the Great Fire of London</p>    		<p>Local History Understand the history of the local area and the Victorian influences.</p> <p>The Victorians</p>  	<p>Compare the influence of Chocolate with the Mayan civilisation and the Christian values beliefs of the Cadbury founders.</p>    	  <p>Can identify key events in the Egyptian era. Understand the local significance of Bishop Walsh</p>  
<p>Progression in Learning skills</p>	<p><b>To investigate and interpret the past</b></p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as What was it like for people/ What happened? How long ago?</p> <p>Can identify the differences between primary and secondary sources</p> 	<p>Identify some of the different ways the past has been represented.</p> <p>Use artefacts from primary and secondary sources to find out about the past.</p> 	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts differ.</p> <p>Suggest causes of some of the main events and changes in history.</p>  	<p>Suggest suitable sources of evidence for historical enquires to answer questions about the past.</p> <p>Use a range of sources of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Explaining some of the reasons why there are different accounts of a historical event.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> 	<p>Use sources of evidence to deduce information about the past.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Understand the need to use a wide range of information when analysing a historical event or change.</p> 	<p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of propaganda and how historians must understand the social context of evidence studied. Evaluate the reliability of sources about a historical event or change.</p> 

<p><b>To build an overview of world history</b></p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> 	<p>Describe, with detail to dates, historical events</p> <p>Recognise that there are reasons why people in the past acted as they did</p> 	<p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world. (Bronze age Britain and Sumerians).</p> 	<p>Describe the social, ethnic, cultural or religious diversity of the past society.</p> <p>Describe characteristic features of the past, including ideas and beliefs, attitudes and experiences of men, women and children.</p> 	<p>Build upon growing knowledge about significant people and events that have shaped our nation socially, culturally and through religious diversity.</p> <p>Begin to understand how some political and religious circumstances that prevail today may be linked to past events.</p> 	<p>Give a broad overview of life in Britain from medieval until Stuart times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Look at history from different cultural perspectives.</p> <p>Understand how some social and economic circumstances that prevail today may be linked to past events.</p> 
<p><b>To understand chronology</b></p>	<p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as past, present, older and newer.</p> 	<p>Recount changes that have occurred in their own lives.</p> <p>Use dates where appropriate.</p> 	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this on a time line.</p> <p>Use dates and terms to describe events.</p> 	<p>Use dates and terms to describe the chronology of events accurately.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events with some accuracy.</p> 	<p>Describe the main changes in a period of history</p> <p>Understand the concepts of continuity and change over time, representing them on a time line with evidence.</p> <p>Use dates and terms to describe events accurately.</p> 	<p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them on a time line with a range of evidence.</p> <p>Use dates and terms to describe events accurately.</p> 

	<p><b>To communicate historically</b></p>	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children.</p> <p>Show an understanding of the concept of nation and nation's history</p> 	<p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace.</p> 	<p>Use appropriate historical vocabulary to communicate, including: dates, time period and era.</p> <p>To begin to use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> 	<p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> 	<p>Use appropriate historical vocabulary to communicate from previous year groups and also : chronology, continuity, change, century, decade.</p> <p>Use literacy, numeracy and computing skills to a high standard in order to communicate information about the past.</p> 	<p>Use appropriate historical vocabulary to communicate from previous year groups including: legacy and impact.</p> <p>To use original ways to present information and ideas using literacy, numeracy and computing skills.</p> <p>To become fluent in the use of historical vocabulary.</p> 
<p><b>Support transition to Bishop Walsh</b></p>	<p>Understand the reliability of historical sources Be familiar with debating the reasons why an event happened and the different consequences of an event</p>						

Every child has the right to an education. (Article 28) Education must develop every child's personality, talents and abilities to the full. (Article 29) .Every child has the right to reliable information from a variety of sources. (Article 17)