

Terling Church of England Primary School
Progression of Skills and Knowledge for History

Flourish and shine in all that we do
“Those who are wise will shine like the brightness of heavens”
Daniel 12:3

History Intent

At Terling Primary School, we intend for our children to gain:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes.
- The ability to understand the complexity of people’s lives, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time and/or locality.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others’ views using detailed, appropriate and accurate historical events derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle 1	All about me	Wonderful me I need a hero Around the world in 63 days		Stone age to Iron age Magic and mayhem Tour of Terling		Wings Eureka! Myans Macbeth Tremendous Terling	
Cycle 2		Marvellous me Frozen Kingdom Travel and Transport Times through Terling		Awesome Egyptians Swords and Sandals Tudors		Ancient Greeks Out of the world The Vikings	
Historical knowledge of people, events, situations and developments; historical terms	<p>Understanding the World</p> <p><u>Past and Present</u> <u>ELG</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> •Talk about the lives of the people around them and their roles in society • Know 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 	<ul style="list-style-type: none"> - use historical vocabulary to describe the past - know about some significant people and key/special events within living memory and beyond - explain some of the things that significant people did in the past 	<ul style="list-style-type: none"> - use an increasing range of historical vocabulary to describe the past - know about characteristic features, significant people events, situations and developments in the past - explain some of the things that significant people did in the past 	<ul style="list-style-type: none"> - use historical vocabulary to describe the periods studied, events and people being studied - know about and understand characteristic features and significant people, events, situations and developments from the periods studied - explain the key features of people's lives or key features of events 	<ul style="list-style-type: none"> - use historical vocabulary to describe the periods, events and people being studied - know about and understand characteristic features and significant people, events, situations and developments of the period being studied - use factual knowledge to explain the key features of people's lives or key features of events 	<ul style="list-style-type: none"> - use a range of historical vocabulary to describe the periods, events and people being studied - know about and understand the characteristic features and significant people, events, situations and developments of the period being studied - use factual knowledge to describe key features and different aspects of people's lives, past societies and periods, making connections between them 	<ul style="list-style-type: none"> - use a wide range of historical vocabulary to describe the periods, events and people being studied - know about, understand and describe the characteristic features and significant people, events, situations and developments of the period being studied - use factual knowledge to describe and begin to elaborate on past societies, periods and events, making connections between them
Chronology		<ul style="list-style-type: none"> - sequence events and artefacts into chronological order - use some common words and phrases relating to the passing of time: 'before', 'after', 'then' 'now' 	<ul style="list-style-type: none"> - sequence events, photographs and artefacts into chronological order within closer time boundaries - use an increasing range of: common words and phrases relating to the passing of time: 'past', 'present' 	<ul style="list-style-type: none"> - recall and place some events into periods of time on a timeline - recognise that the past can be split into different periods of time and use the correct period labels for the periods studied - order, place, and locate the periods studied on a timeline 	<ul style="list-style-type: none"> - begin to date historical periods and events - use the correct period labels for the periods studied - map events, dates, people and changes studied into the correct period on a timeline - use an increasing range of common words and phrases 	<ul style="list-style-type: none"> - date historical periods and events - match dates to centuries (e.g. know that 1665 is in the 17th century) - use the correct period labels for the periods studied - know where to place periods in history that are studied in relation to 	<ul style="list-style-type: none"> - use dates to order, place and locate on a timeline: historical periods; events within historical periods; people and changes that are/have been studied - use the correct period labels for the periods studied - recall and place a range of relevant

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				- use an increasing range of common words and phrases relating to the passing of time: 'modern', 'ancient', 'period', 'BCE', 'CE'	relating to the passing of time	other known periods of history - recall and place some relevant dates and events into the correct period on a timeline - map areas of study into the correct period on a timeline - use a range of historical vocabulary relating to the passing of time	dates and events on a timeline - map areas of study on a timeline in relation to other studies - use a wide range of historical vocabulary relating to the passing of time
Similarities and differences		describe some of the similarities and differences between people 'then' and 'now'	identify similarities and differences between events and ways of life of people in the past and events and people in the present	compare different time periods describing similarities and differences between them (social, cultural, religious and ethnic diversity)	use factual knowledge to describe the similarities and differences between periods of time (social, cultural, religious and ethnic diversity)	compare an aspect of life across the period studied and identify similarities and differences with modern times and other periods that have been studied	compare an aspect of life/a trend across the period studied and identify similarities and differences with modern times and other periods that have been studied
Continuity and change		recount changes within living memory (and beyond)	recount changes within living memory and beyond	begin to describe and make links between main events, situations and changes within and across different periods	describe and make links between main events, situations and changes within and across different periods	begin to identify change and continuity within and across periods	identify and explain change and continuity within and across periods
Cause and consequence		understand some of the reasons why people did things in the past and what happened as a result	explain some of the reasons why people did things, why events happened and what happened as a result	explain some of the reasons for and impact of the main events and people's actions	examine and summarise the main reasons for and impact of historical events, situations and changes	examine, describe and summarise the reasons for and effects of historical events, situations and changes in the period studied	begin to use evidence to hypothesise about the reasons for historical events, situations and the actions of individuals - identify and describe the effects of historical events, situations and changes in the periods and societies studied

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Historical enquiry		<ul style="list-style-type: none"> - ask and answer relevant questions about: events within living memory (and beyond); sources; artefacts - understand some ways we find out about the past - handle, describe and make observations about a range of sources - sort artefacts into 'then' and 'now' and make simple comparisons - begin to analyse simple sources 	<ul style="list-style-type: none"> - ask and answer questions about: events beyond living memory; a range of sources - understand some ways we find out about the past - handle, observe and describe a range of sources to find out about the past - begin to discuss the effectiveness of some historical sources - begin to collect and use some relevant material to develop a picture of a past event - analyse simple sources e.g. photographs or pictures of people or events in the past 	<ul style="list-style-type: none"> - ask and answer a range of questions about: the periods being studied, a wide range of sources - identify different sources of information to find out about the past and begin to explain the differences between them - select and record useful information about events, people and changes from a range of relevant material - begin to evaluate the usefulness of sources of information by talking about the advantages and disadvantages of using them - analyse a historical source to find out about events, people or places 	<ul style="list-style-type: none"> - ask and answer a range of questions about: the periods being studied, a wide range of sources - use a range of relevant material to develop a picture of a past event - begin to evaluate the usefulness of sources of information by talking about the advantages and disadvantages of using them - analyse different sources of information to find out about events, people and changes 	<ul style="list-style-type: none"> - ask and answer a range of questions about: the periods being studied and hypothesise about the possible answers - begin to recognise and interpret primary and secondary sources to find out about an aspect of the past - evaluate the usefulness of a range of primary and secondary sources - begin to use more than one source of information to generalise about an aspect of the past - analyse information from primary and secondary sources to find out about an aspect of the past 	<ul style="list-style-type: none"> - ask and answer a range of questions about: the periods being studied and hypothesise about the possible answers - recognise and interpret primary and secondary sources to find out about an aspect of the past - begin to generalise about an aspect of the past using a range of sources, suggesting omissions and the means of finding out missing information - evaluate the usefulness of primary and secondary sources and begin to consider how conclusions were arrived at - analyse a range of primary and secondary sources to find out about an aspect of the past
Historical interpretation		<ul style="list-style-type: none"> - begin to identify different ways in which the past is represented e.g. stories, tapestry, pictures 	<ul style="list-style-type: none"> - identify some ways in which the past is represented e.g. paintings, maps - know that there are different opinions about events in the past 	<ul style="list-style-type: none"> - identify a range of ways in which the past is represented - know that understanding of the past changes over time as new evidence is discovered 	<ul style="list-style-type: none"> - identify a range of ways in which the past is represented - know that there are different interpretations about people and events from the past 	<ul style="list-style-type: none"> - show some understanding that aspects of the past have been represented and interpreted in different ways - compare and contrast different accounts of historical events from the period studied 	<ul style="list-style-type: none"> - appreciate that aspects of the past have been represented and interpreted in different ways, and begin to give the reasons for this