



Fern Hill History Skills Progression

NC REFERENCE S	Historical Skills		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 6 + MAGT	
KS1: H1 KS2: H1 KS2: H8	<p>Chronology</p> <p>KS1: H1: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>H2: significant historical events, people and places in their own locality.</p> <p>H3: events beyond living memory that are significant nationally or globally</p> <p>KS2: H1: changes in Britain from the Stone Age to the Iron Age</p> <p>H8: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	T	<p>Find out about past and present events relevant to their own lives or those of their families.</p> <p>Children talk about past, present event in their own lives and the lives of family members.</p>	<p>Place events and objects in living memory in chronological order.</p> <p>Uses simple timelines to sequence processes, events and objects within their own experience, e.g. stages of washday, something very old, old and new</p>	<p>Know where people and events they study fit chronologically.</p> <p>Can sequence parts of more complex story where action takes place over a long period of time, e.g.: realises that Florence's life can be divided into phases –before she went into nursing, when she was at the Crimea, the long period afterwards.</p>	<p>Place events from British, local and world history in chronological order and begin to see history as different periods of time.</p> <p>Can sequence events in simple narrative e.g. Tut's life.</p>	<p>Place events from British, local and world history in chronological order recognising that the past can be divided into different periods of time.</p> <p>Can use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt</p>	<p>Begin to develop a secure knowledge of where events, people and changes fit across the periods of time they study.</p> <p>Uses more sophisticated time markers within, as well as between periods.</p>	<p>Have a secure knowledge of where events, people and changes fit across the periods of time they study and identify characteristic features of those times.</p>	<p>Recognise and describe the different experiences, ideas, beliefs and attitudes of men, women and children in past societies.</p>	
KS1: H4 KS2: H1-H9	<p>Significant People</p>		<p>Linked to children's interests.</p>	<p>Queen Elizabeth Henry VIII Neil Armstrong Tim Peake</p>	<p>Florence Nightingale Mary Seacole Samuel Pepys Queen Victoria</p>	<p>Tutankhamun Boudicca</p>					
KS1: H1 KS2: H8	<p>Communication</p> <p>KS1: H1: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>KS2: H8: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		<p>Encourage children to tell each other what they have found out.</p>	<p>Use simple vocabulary relating to the passing of time such as <i>before, after, past, present, then and now</i>.</p> <p>Can talk about pictures of themselves using appropriate vocabulary, eg: 'when I was a baby...'</p> <p>Can orally tell and write simple sentences about an historical event.</p>	<p>Use a range of terms connected to the passing of time, e.g. <i>twenty years ago</i>.</p> <p>Retell a complicated story in a simple, structured way, using temporal markers e.g. after the war, when she was a young girl.</p> <p>Can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times.</p>	<p>Use dates and vocabulary relating to the passing of time, e.g. <i>ancient, modern, BC, AD, century and decades</i>.</p> <p>Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings</p>	<p>Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted.</p>	<p>Make appropriate use of dates and terms.</p> <p>Widespread use of period specific detail to make the work more convincing and authentic.</p>	<p>Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz</p>	<p>Pupils use provisional and tentative language, to express uncertainty e.g. <i>perhaps, may, might, some people think</i>.</p>	
KS1: H4 KS2: H1-H9	<p>Similarity & difference</p> <p>KS1: H4 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>KS2 links to NC references when studying similarity and difference.</p>		<p>Begin to identify new and old, e.g. toys from the past and modern day.</p>	<p>Identify differences and similarities between past and present.</p> <p>Spot significant differences, eg: what classrooms and lessons were like then and now. Children can see how life must have been different in the past because the nursery rhymes show kettles without plugs, wells for water.</p>	<p>Identify differences and similarities between ways of life in different periods, i.e. change within a period.</p> <p>Offer reasons why simple changes occur, eg: why school and toys today might be considered more enjoyable than those 100 years ago and vice versa.</p>	<p>Understand the main similarities and differences between today and the period being studied.</p> <p>Understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in Ancient Egypt.</p>	<p>Children show an understanding of the main ideas associated with that society e.g. explain</p>	<p>Describe characteristic features of past societies and periods, e.g. match simple iconic images to a specific period.</p> <p>Recognise that history takes many forms (<i>cultural, economic, military, political, religious and social</i>)</p>	<p>Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture.</p>	<p>Describe change and continuity and identify trends.</p>	
KS1: H1	<p>Cause & consequence</p> <p>KS1: H1: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>		<p>Can give a simple reason why a real person acted as they did or why an event happened,</p>	<p>Identify reasons why people did things and why events happened.</p> <p>e.g. 'the Great Fire spread because the houses were made of wood and because they were close together'</p>	<p>Begin to give reasons for and results of the main events and changes.</p> <p>Sees that events have more than one cause and can explain slightly more complex events.</p>	<p>Begin to realise that several causes can explain some events; not simple listing, trying to give a little detail about each cause.</p>	<p>Describe reasons for and results of historical events and changes.</p> <p>Begin to organise and prioritise causes and consequences, e.g. short and long-term causes.</p>	<p>Begin to make links and identify trends between events, situations and changes, e.g. one cause might be linked to another making the event much more likely to happen e.g. why the Armada sailed linking religion and exploration.</p>	<p>Make links and connections between local, regional, national and international history, and between different forms of history such as social, economic and political history.</p>		

All KS1 H1-H4 KS2 H1-H9	Enquiry KS1 links to all NC references KS2 links to all NC references when studying a specific period	H	Explore changes from past to present events relevant to their own lives or those of their families.	Ask and answer simple questions about the past which are relevant.	Ask and answer simple questions about the past using evidence from their enquiry.	Respond to historical questions about change, cause, similarity and difference using evidence to support answers.	Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence.	Respond to and sometimes devise relevant historical questions about change, cause, similarity, difference and significance using a range of evidence to support answers.	Devise relevant historical questions about change, cause, similarity, difference and significance using a range of evidence to support answers.	Begin to suggest enquiry questions when investigating historical problems and issues.
All KS1 H1-H4 KS2 H1-H9	Evidence KS1 links to all NC references KS2 links to all NC references when studying a specific period.		Find out about their local area, knowing what they like and dislike about it	Make simple observations from historical sources, e.g. find answers to questions about objects by looking in books. Distinguish between fact and fiction.	Use a range of historical sources to find out about the past, e.g. stories, eye-witness accounts, photographs, pictures, artefacts, visits to museums.	Use a range of sources, including ICT-based sources, e.g. documents, CD-ROMS, databases, music, and historic buildings and begin to cross reference. Identify the provenance of a source (using WWW questions – who wrote /made it, when, where?)	Begin to raise questions about the reliability of a source.	Select, combine and cross reference information from historical sources to support an historical enquiry. Begin to consider how the provenance (origin) of a source impacts on what it says and its reliability.	Consider the worthiness of a source by reference to what is known about the topic.	Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced without prompting.
All KS1 H1-H4 KS2 H1-H9	Communication KS1 links to all NC references KS2 links to all NC references when studying a specific period.		Encourage children to tell each other what they have found out, to speculate on future findings or to describe their experiences	Communicate ideas using simple sentences. Can explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories.	Begin to select and organise information drawing simple conclusions. Communicate ideas using some relevant vocabulary and detail, e.g. <i>monarch, invasion, settlement, age.</i>	Select, organise and record information relevant to the enquiry. Communicate ideas in a variety of ways, including in paragraphs and diagrams.	When using sources - will use phrases such as, <i>We cannot tell for sure because.. Most evidence suggests...</i>	Construct informed responses, thoughtfully selecting and organising historical information. Communicate ideas in a variety of ways, including writing at length.	Communicate reliability e.g. <i>This does not fit in with the picture of the subject I know therefore... e.g. This portrait of Elizabeth makes her seem far younger than she would have looked age 67. We need to know who produced it and why. Who was the audience?</i>	Evaluate sources, e.g. 'How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children.
KS1 H2: H3 H4 KS2 H8	Significance & interpretation KS1 H2: significant historical events, people and places in their own locality. H3: events beyond living memory that are significant nationally or globally H4 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods KS2 H8: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	H	Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories.	See the past represented in different ways. Begin to understand that we have different views of familiar events and spot the differences between those versions.	Identify some of the different ways the past is represented, e.g. <i>reconstructions, TV programmes and fictional stories.</i> Know that not everyone in the past lived in the same way. Understand that people can disagree about what happened in the past without one of them being wrong. This is an important idea.	Identify a range of different ways in which the past is represented, e.g. films, plays, museum displays, fictional and non-fictional stories. Understand that people create different versions of the past for different audiences and therefore might give a different emphasis	Understand that some interpretations might be more accurate and reliable than others. Children can explain beliefs and attitudes in terms of why people might have had those ideas.	Give reasons for different interpretations of the past, considering how they reflect the circumstances in which they are made, the evidence available and the intentions of those who make them, e.g. <i>writers, historians, film-makers.</i>	Begin to recognise why some events, people and changes might be judged as more historically significant than others. Understand that people's experiences varied depending on status.	Describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.