

Senacre Wood Primary- History Disciplinary Knowledge Skills Progression

EYFS Areas of Study

Understanding the World – People and Communities

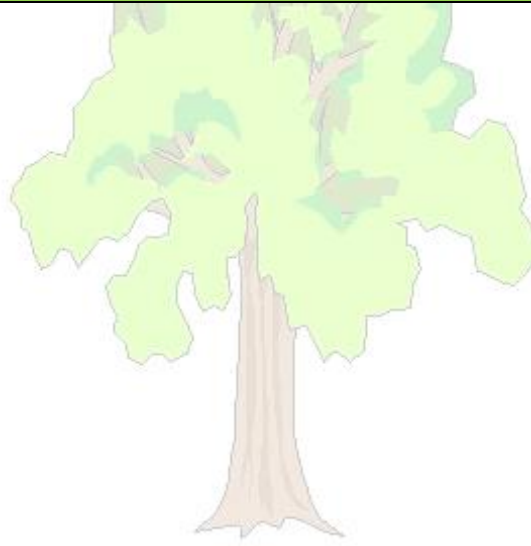
ELG: Children talk about past and present events in their own lives and in the lives of their family members.

- Skills progression: Pupils verbalise events within living memory and memories or accounts of those close to them. They can answer questions about basic past and present events, and some will be able to transfer this knowledge to their drawing and writing.

The World

ELG: Look closely at similarities, differences, pattern and change.

Skills progression: Pupils identify differences and changes between past and present photographs of themselves, others or objects. In relation to the world and seasonal changes, and changes to our school environment, they can discuss changes over time to landscapes.



National Curriculum Aim		Y1	Y2	Y3	Y4	Y5	Y6
Chronological Understanding	know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day	I can use common words and phrases relating to the passing of time. I can sequence events within living history. I can sequence events of a key historical person.	I can sequence events using dates	I can place the times studied on a timeline I can use the language BC and AD	I can create a timeline of Britain for the time periods covered.	I can place current study on a timeline in relation to other studies	I can create a detailed timeline of the time periods covered.
Knowledge and understanding of people, events and changes in the past	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	I can recall some facts about people and events before my living memory.	I can describe life in the past. I can discuss why events in history were important. I can recount the main events from a significant event in history.	I can describe everyday lives of people in time studied I can describe how some of the things I have studied affect life today.	I can use evidence to develop a broad understanding of an ancient civilisation I can look for links and effects in times studied.	I can describe similarities and differences between people, events and artefacts studied. I can describe how historical events influence life today. I can study and compare aspects of life for different people.	I can examine causes and results of great events and the impact it had on people. I can make links between some of the features of past societies. I can compare beliefs and behaviours with another period studied.
Historical Interpretation	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	I can use information to describe similarities and differences between then and now.	I can recognise why some events happened. I can discuss important people and places linked to my history topics.	I can discuss continuity and change during, and between, the times periods covered. I can ask questions about artefacts and research to find the answers.	I can identify and discuss the results of historical events and changes. I can use historical artefacts to develop my understanding of the past and to pose historical questions.	I can appreciate the significance of historical events and give reasons why some events are more significant I can devise historical questions and independently use a range of reliable sources to find the answer	I can analyse historical events including the reasons for and the results of. I can understand and explain the diverse experiences of past societies. I can investigate own lines of enquiry by posing questions to answer.
Historical Enquiry	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	I can look at pictures and objects from the past and ask questions. As a class, we can then find the answer.	I can ask questions about the past. I can use a wide range of information to answer questions.	I can suggest sources of evidence, from a selection provided, to help answer questions. I can select and record information relevant to the study.	I can suggest sources of evidence to help answer a question.	I can evaluate evidence I can select reliable sources of information to answer questions.	I understand that some evidence is propaganda, and this affects interpretation of history. I can give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

NB. Areas identified in red can be assessed through the retrieval activity linked with answering the enquiry big question.