

Childwall CE History Progression of Skills Years 1 – 6.

The document below has been designed to show how we will cover all of the relevant history knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers who, where possible, will follow the Voyagers History Planning.

Year Group	Chronological Awareness	Knowledge and Understanding	Historical Interpretation	Link to school Christian Vision (Intent).	Organise, Evaluate and Communicate Information
EYFS	The children will discuss a timeline of their own lives i.e baby, toddler, reception age. They also look at the life cycle of a caterpillar and understand the order of events. They discuss how things happen in order and begin to talk about yesterday, today, tomorrow.	Children develop in the context of relationships and the environment around them. Children find out about the past through talking to parents, grandparents and friends and they develop an interest in their own story as well as the stories in their family – this is the beginning of developing an understanding of the past and helps them to learn about how other people are different from them, yet share some of the same characteristics and ideas.	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention. Explains own knowledge and understanding, and asks appropriate questions of others	The children will begin to form friendships and understanding of each other's differences.	Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Uses language to imagine and recreate roles and experiences in play situations. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. They also begin to have conversations with adults and other children about the things they observe.
1	Sequence some events or 2 related objects in order of time. Use words and phrases: old, new, now, then, yesterday. Remember part of stories and memories about the past.	Tell the difference between past and present in their own lives and other people's lives. Listen to eye-witness accounts from grandparents. Begin to suggest why something might be different.	Begin to identify and recount some details from the past from pictures and stories. Find answers to simple questions about the past by using source material. Discover about the past through role play and drama.	This topic allows them to show respect and understanding of the lives of others, whilst being thankful for having them in their lives. They will work in collaboration with members of their family and the wider community.	Show knowledge and understanding about the past in different ways: role play, drawing, writing and talking.
2	Recount changes in own life over time. Put 3 people, events or objects in order using a given scale Use words and phrases: related to topic vocabulary to do with time.	Use a range of sources to describe differences between then and now Recount main events from a significant time in history Use evidence to explain reasons why people acted in the past as they did.	Look carefully at pictures, eyewitness accounts or objects to find information about the past. Ask questions about the source material. Say how features of the period influence how events are treated.	This topic allows them to show respect and understanding of the lives of others whilst continuing to develop further the values introduced in year 1.	Write simple stories and recounts about the past. Draw labelled diagrams and write about them to tell others about people, objects and events from the past.

3	<p>Use timelines to place events in order. Understand timelines can be divided in BC and AD Use words and phrases: century, decade.</p>	<p>Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor. Use evidence to find out how any of these may have changed during a time period. Suggest reasons for why there were differences between periods.</p>	<p>Use a range of source material including visits to collate information about the past. Identify the difference between fact and opinion. Look at 2 different versions of the same event and viewpoints and identify differences in the accounts.</p>	<p>Look at the world before and after Jesus. Look at the effect of Christianity on the past and how religious beliefs have shaped attitudes whilst showing compassion to the beliefs of others.</p>	<p>Present findings about past using speaking, writing, ICT and drawing skills. Uses dates and vocabulary related to topic accurately. Suggest different ways of presenting information for different purposes.</p>
4	<p>Name and place dates of significant events of the period on a timeline. Place certain topics on a timeline showing understanding of BC, AD. Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denotes the period.</p>	<p>Show knowledge and understanding by describing features of past societies and periods. Identify some ideas, beliefs and attitudes of past cultures giving reasons for these differences. Describe how some of the past events affect life today.</p>	<p>Understand the difference between primary and secondary sources Give reasons why there may be different accounts of history looking at propaganda. Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions.</p>	<p>Children begin to look more closely at the decisions made by different historical groups and the impact this would have had on the more vulnerable members of their societies. They will discuss the resilience of past historical communities and the challenges they faced due to their faith and the hope they demonstrated.</p>	<p>Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Use dates and subject specific words such as monarch, settlement, invader accurately.</p>
5	<p>Sequence historical periods. Identify changes within and across historical periods. Use words and phrases: vocabulary relating to specific periods.</p>	<p>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Give short term cause and consequence of the main events, situations and changes in the period studied. Identify changes and links within and across the time period studied.</p>	<p>Question reliability of source material and can give reasons why something is or is not reliable. Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts. Know that people can represent events or ideas in ways that persuade others – bias and propaganda.</p>	<p>Children look closer at our local community and the impact of poverty and illness in past eras. They will have an opportunity to discuss their view on the morality of decisions made by those in power and how religion was viewed in History. They will deepen their understanding of the</p>	<p>Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Uses dates and terms correctly.</p>

				resilience of vulnerable and persecuted groups. (Linking to our value of Dignity)	
6	Use timelines to place events, periods, and cultural movements from around the world and compare to events happening in other areas of the world. use these as a reference point Use key timelines to demonstrate changes and development in 1 key area: Look at one ancient civilisation from across the world.	Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status. Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics. Describe how some changes impact both on subsequent periods, and, in the long term, on today's society.	Evaluate the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion. Form own opinions about historical events from a range of sources. Select the most appropriate source material, using primary and secondary , for a particular task.	In year 6 we aim to fully prepare the children for their next stage of education, and prepare them with the tools to thrive and flourish. "Life in its Fullness" John 10:10. They will have an opportunity for children to look at conflict and resolution on a world-wide scale. They look closely at the treatment of religious groups in the past and the forgiveness and compassion that was shown to persecutors by others. Their spirituality is developed by allowing them to ask the big questions (The Holocaust).	Present information in an organised and clearly structured way and in the most effective/appropriate manner (eg written explanation, tables and charts, labelled diagram). Their recording reflects the skill being taught. Makes accurate use of specific dates and terms.