

## Childwall CE History Progression of Skills Years 1 – 6.

This 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, Key Stage History supported with the Historical Association web page.

Within our classrooms, we follow rich and ambitious lines of enquiry by answering big questions. We teach children the knowledge they need in small steps to answer these challenging questions successfully. Studying history in this way inspires children's curiosity, encourages them to ask critical questions and enables them to have a better understanding of the society in which they live and that of the wider world. In our history curriculum, we have thought about key threads that run through the units of learning. **These include invasion and settlement, legacy, empire, civilisation, monarchy and society.** By carefully mapping these themes across the units and revisiting them in different sequences of learning, we ensure children make links and gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, national and international history; and between short- and long-term timescales. Our history curriculum aims to excite the children and allow them to develop their own skills as historians. We encourage regular references to timelines and consider carefully how topics fit together as well as a hands-on approach involving artefacts to bring history alive to our young learners.

**EYFS:** In EYFS our children learn through teacher and practitioner led activities; the topics are led through stories and continuous provision. History is covered following the EYFS Foundation Framework. The children will comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about members of their immediate family and community (different families) Name and describe people who are familiar to them (people who help us) Draw information from a simple map. Understand that some places are special to members of their community. (Places of worship) Recognise that people have different beliefs and celebrate special times in different ways (Chinese New Year, Diwali) Recognise some similarities and differences between life in this country and life in other countries (Handa's Surprise). Their communication and language skills will focus on listening attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; making comments about what they have heard and asking questions to clarify their understanding.

Year Group	Chronological Awareness To create a sense of period and time – the sequence of when things happened. What changed and what continued.	Knowledge and understanding How can we explain why things happened in history, how did people make a difference to what happened? What followed as a result of this?	Historical Interpretation How and why does the way that history is produced differ? Do we all understand the past in exactly the same way? How do we show what the past was like?	Link to school Christian Vision (Intent).	Organise, Evaluate and Communicate Information	Continuity & Change There were lots of things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. We can look at these at face value and consider things that were continuous and explain why, and things that were changing and explain why. Another key aspect of this concept is to challenge these ideas and look for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. We can then use these to judge comparisons between two points in the past, or between some point in the past and the present.	Cause & Consequence This concept considers the ‘how and why’ of history. The causes look for ‘what were the actions/beliefs/circumstances...?’ that led to a change or event that we examine, and then the consequences of these.	Similarity & Difference Similarity and difference is based upon an understanding of the complexity of people’s lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society.	Significance Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time
1	Sequence some events or 2 related objects in order of time. Use words and phrases: old, new, now, then, yesterday. Remember	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 identify and recount some details from the past from pictures and stories. Find answers to simple questions about the past	This topic allows them to show <b>respect</b> and understanding of the lives of others, whilst being <b>thankful</b> for having them in their lives. They will	Show knowledge and understanding about the past in different ways: role play, drawing, writing and talking. <b>Why should we remember Mary Seacole?</b>  <b>Who were the great explorers?</b>	Begin to understand that some things change and some things stay nearly the same.	Understand that a consequence is something that happens as a direct result of something else.  <b>Why should we remember Mary Seacole?</b>	Start to understand that during the same period of time, life was different for people in the past, such as rich and poor,	Explain reasons why someone might be significant. Talk about why the event or person was important and what changed/happened

	<p>part of stories and memories about the past.</p> <p><b>What was life like when our grandparents were children?</b></p> <p><b>Why should we remember Mary Seacole?</b></p> <p><b>Who were the great explorers?</b></p>	<p>Begin to suggest why something might be different.</p> <p><b>What was life like when our grandparents were children?</b></p>	<p>by using source material. Discover about the past through role play and drama.</p> <p><b>What was life like when our grandparents were children?</b></p>	<p>work in <b>collaboration</b> with members of their family and the wider community.</p> <p><b>What was life like when our grandparents were children?</b></p> <p><b>Why should we remember Mary Seacole?</b></p>		<p><b>Why should we remember Mary Seacole?</b></p> <p><b>Who were the great explorers?</b></p>	<p><b>Who were the great explorers?</b></p>	<p>male and female.</p> <p><b>What was life like when our grandparents were children?</b></p> <p><b>Why should we remember Mary Seacole?</b></p> <p><b>Who were the great explorers?</b></p>	<p><b>Why should we remember Mary Seacole?</b></p> <p><b>Who were the great explorers?</b></p>
2	<p>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.</p> <p><b>Gunpower Plot</b></p> <p><b>Our Local Heroes</b></p> <p><b>Titanic</b></p>	<p>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.</p> <p><b>Gunpower Plot</b></p> <p><b>Our Local Heroes</b></p> <p><b>Titanic</b></p>	<p>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.</p> <p><b>Titanic</b></p>	<p>This topic allows them to show <b>respect</b> and understanding of the lives of others whilst continuing to develop further the values introduced in year 1.</p> <p><b>Our Local Heroes</b></p>	<p>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.</p> <p><b>Gunpower Plot</b></p> <p><b>Our Local Heroes</b></p> <p><b>Titanic</b></p>	<p>Begin to identify old and new things across periods of time through pictures, photographs and objects. Begin to understand that some things change and some things stay nearly the same.</p> <p><b>Our Local Heroes</b></p> <p><b>Titanic</b></p>	<p>Understand that a cause makes something happen and that historical events have causes.</p> <p>Understand that a consequence is something that happens as a direct result of something else.</p> <p><b>Gunpower Plot</b></p> <p><b>Our Local Heroes</b></p> <p><b>Titanic</b></p>	<p>Recognise some similarities and differences between the past and the present.</p> <p>Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.</p> <p>Identify that some</p>	<p>Explain reasons why someone might be significant. Talk about why the event or person was important and what changed/happened</p> <p><b>Gunpower Plot</b></p> <p><b>Our Local Heroes</b></p>

								<p>things within living memory are similar and some things are different.</p> <p><b>Gunpower Plot</b></p> <p><b>Our Local Heroes</b></p> <p><b>Titanic</b></p>	
3	<p>Use timelines to place events in order. Understand timelines can be divided into BC and AD Use words and phrases: century, decade.</p> <p><b>Stone Age</b></p> <p><b>Bronze Age</b></p> <p><b>Roman Empire</b></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><b>Stone Age</b></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><b>Roman Empire</b></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 <b>compassion</b> to the beliefs of others.</p> <p><b>Stone Age</b></p> <p><b>Bronze Age</b></p> <p><b>Roman Empire</b></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> <p><b>Stone Age</b></p> <p><b>Bronze Age</b></p> <p><b>Roman Empire</b></p>	<p>Identify key things that stayed the same between periods.</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these.</p> <p>Start to understand that there are times in history when change happens suddenly.</p> <p><b>Stone Age</b></p> <p><b>Bronze Age</b></p> <p><b>Roman Empire</b></p>	<p>Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>Begin to understand that historical events create changes that have consequences.</p> <p>Explain a series of directly related events that happened in the lead up to a historical event.</p> <p>Understand that historical events have consequences that sometimes last long after the event is over.</p> <p><b>Roman Empire</b></p>	<p>Identify and give some examples of how life was similar in the past.</p> <p>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</p>	<p>Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p> <p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.</p> <p><b>Roman Empire</b></p>

		<b>Bronze Age</b> <b>Roman Empire</b>						<b>Roman Empire</b>	
4	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.  <b>Anglo-Saxons</b>  <b>Vikings</b>  <b>Tudors</b>	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.  <b>Anglo-Saxons</b>  <b>Vikings</b>  <b>Tudors</b>	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.  <b>Vikings</b>  <b>Tudors</b>	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 <b>resilience</b> of past historical communities and the challenges they faced due to their <b>faith and the hope</b> they demonstrated.  <b>Tudors</b>	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.  <b>Anglo-Saxons</b>  <b>Vikings</b>  <b>Tudors</b>	Identify why some changes between different periods of time have had more significant consequences than others. Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. Understand and describe in some detail the main changes to an aspect of a period in history.	Examine in more detail the short- and long-term causes of an event being studied. Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War  <b>Tudors</b>	Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences.  <b>Anglo-Saxons</b>  <b>Vikings</b>  <b>Tudors</b>	Understand that what we consider to be significant can change throughout different periods. Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. Identify a range of historically significant people and events from different periods of history and explain why they were significant.  <b>Tudors</b>

						<p><b>Anglo-Saxons</b></p> <p><b>Vikings</b></p> <p><b>Tudors</b></p>			
5	<p>Sequence historical periods. Identify changes within and across historical periods. Use words and phrases: vocabulary relating to specific periods.</p> <p><b>Ancient Egypt</b></p> <p><b>Victorians in Liverpool</b></p> <p><b>How Communication has changed over time.</b></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><b>Ancient Egypt</b></p> <p><b>Victorians in Liverpool</b></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><b>Ancient Egypt</b></p> <p><b>Victorians in Liverpool</b></p> <p><b>How Communication has changed over time.</b></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 <b>resilience</b> of vulnerable and persecuted groups. <b>(Linking to our value of Dignity)</b></p> <p><b>Ancient Egypt</b></p> <p><b>Victorians in Liverpool</b></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> <p><b>Ancient Egypt</b></p> <p><b>Victorians in Liverpool</b></p> <p><b>How Communication has changed over time.</b></p>	<p>Identify why some changes between different periods of time have had more significant consequences than others. Understand that there are times in history when change happens suddenly and these moments of change can be referred to as ‘turning points’ in history.</p> <p><b>Ancient Egypt</b></p> <p><b>Victorians in Liverpool</b></p> <p><b>How Communication has changed over time.</b></p>	<p>Understand that historical events have consequences that sometimes last long after the event is over.</p> <p><b>Ancient Egypt</b></p> <p><b>Victorians in Liverpool</b></p>	<p>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. Identify and give some examples of how life was similar in the past.</p> <p><b>Ancient Egypt</b></p> <p><b>Victorians in Liverpool</b></p>	<p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us. Identify historically significant people and events from a period of history and give some detail about what they did/happened.</p> <p><b>Ancient Egypt</b></p> <p><b>Victorians in Liverpool</b></p> <p><b>How Communication has changed over time.</b></p>

6	<p>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.</p> <p><b>WW2</b></p> <p><b>Ancient Greeks</b></p> <p><b>Maya Civilisation</b></p>	<p>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.</p> <p><b>WW2</b></p> <p><b>Ancient Greeks</b></p> <p><b>Maya Civilisation</b></p>	<p>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.</p> <p><b>WW2</b></p> <p><b>Ancient Greeks</b></p> <p><b>Maya Civilisation</b></p>	<p>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 <b>conflict and resolution</b> on a world wide scale. They look closely at the treatment of religious groups in the past and the <b>forgiveness and compassion</b> that was shown to persecutors by others. Their <b>spirituality</b> is developed by allowing them to ask the big questions (The Holocaust).</p> <p><b>WW2</b></p>	<p>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.</p> <p><b>WW2</b></p> <p><b>Ancient Greeks</b></p> <p><b>Maya Civilisation</b></p>	<p>Identify why some changes between different periods of time have had more significant consequences than others. Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p><b>WW2</b></p> <p><b>Ancient Greeks</b></p> <p><b>Maya Civilisation</b></p>	<p>Examine in more detail the short- and long-term causes of an event being studied. Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</p> <p><b>WW2</b></p> <p><b>Ancient Greeks</b></p> <p><b>Maya Civilisation</b></p>	<p>Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences.</p> <p><b>WW2</b></p> <p><b>Ancient Greeks</b></p> <p><b>Maya Civilisation</b></p>	<p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.</p> <p><b>WW2</b></p> <p><b>Ancient Greeks</b></p>
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