



**Oliver's Battery Primary School**

# **Skills Progression and Assessment Document for History**

**The purpose of this document is to support the planning and assessment of History, ensuring full coverage of the curriculum and opportunities to scaffold and challenge learning.**

# The National Curriculum

## Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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 and create their own structured accounts, including written narratives and analyses
- 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
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

### Key stage 1:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

### Key stage 2:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age

**Examples (non-statutory)**

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

**Examples (non-statutory)**

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

**Examples (non-statutory)**

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

**Examples (non-statutory)**

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study

**Examples (non-statutory)**

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

**Examples (non-statutory)**

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

## Skills Progression

Learning Objective	Milestone 1 - Year 1 and 2	Milestone 2 - Year 3 and 4	Milestone 3 – Year 5 and 6
To investigate and interpret the past	<ul style="list-style-type: none"> <li>- Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>- Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>- Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>- Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>- Use evidence to ask questions and find answers to questions about the past.</li> <li>- Suggest suitable sources of evidence for historical enquiries.</li> <li>- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>- Describe different accounts of a historical event, explaining some of the reasons why the account may differ.</li> <li>- Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses sources of evidence to deduce information about the past.</li> <li>- Select suitable sources of information to form testable hypotheses about the past.</li> <li>- Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>- Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>- Refine lines of enquiry as appropriate.</li> </ul>
To build an overview of world history.	<ul style="list-style-type: none"> <li>- Describe historical events.</li> <li>- Describe significant people from the past.</li> <li>- Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe changes that have happened in the locality of the school throughout history.</li> <li>- Give a broad overview of life in Britain from ancient until medieval times.</li> <li>- Compare some of the times studied with those of other areas of interest around the world.</li> <li>- Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify continuity and change in the history of the locality of the school.</li> <li>- Give a broad overview of life in Britain from medieval until Tudor and Stuarts time.</li> <li>- Compare some of the times studied with those of other areas of interest around the world.</li> <li>- Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>

<p>To understand chronology.</p>	<ul style="list-style-type: none"> <li>- Place events and artefacts in order on a time line.</li> <li>- Label time lines with words or phrases such as past, present, older and newer.</li> <li>- Recount changes that have occurred in their own lives.</li> <li>- Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- Place event, artefacts and historical figures on a time line using dates.</li> <li>- Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>- Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>- Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>- Use dates and terms accurately in describing events.</li> </ul>
<p>To communicate historically</p>	<ul style="list-style-type: none"> <li>- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>- Show an understanding of the concept of nation and a nation's history.</li> <li>- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>- Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• Dates</li> <li>• Time period</li> <li>• Era</li> <li>• Change</li> <li>• Chronology</li> </ul> </li> <li>- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• Dates</li> <li>• Time period</li> <li>• Era</li> <li>• Chronology</li> <li>• Continuity</li> <li>• Change</li> <li>• Century</li> <li>• Decade</li> <li>• Legacy</li> </ul> </li> <li>- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>- Use original ways to present information and ideas.</li> </ul>

## Long term Plan

	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R/1	<b>Marvellous Me Seasons</b>  <b>Toys</b> Change within living memory <ul style="list-style-type: none"> <li>- Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>- Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>- Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul> Identify some of the different ways the past has been represented.	<b>One Small Step</b>	<b>Are we nearly there?</b>	<b>How does your garden grow?</b>	<b>Once Upon a Time</b>  <b>Mary Anning</b> <ul style="list-style-type: none"> <li>- Describe significant people from the past.</li> <li>- Recognise that there are reasons why people in the past acted as they did. Place events and artefacts in order on a time line.</li> <li>- Label time lines with words or phrases such as past, present, older and newer.</li> <li>- Recount changes that have occurred in their own lives. Use dates where appropriate</li> </ul>	<b>Spectacular Sunflowers</b>



Year 2	<b>Amazing Me and Other Beasts</b>	<b>My House or Yours?</b>	<b>Fire Fire</b>	<b>Big Wide World</b>	<b>Where are we?</b>	<b>Awesome Artists</b>
			<b>The Great Fire of London</b> <ul style="list-style-type: none"> <li>- Describe historical events.</li> <li>- Describe significant people from the past.</li> </ul> Recognise that there are reasons why people in the past acted as they did.		<b>Florence Nightingale and Mary Seacole</b> <ul style="list-style-type: none"> <li>- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>- Show an understanding of the concept of nation and a nation's history.</li> </ul> Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace	
Year 3/4	<b>The Dreamer of Dreams</b>	<b>Savage Stone Age</b>	<b>Daring and Dangerous</b>	<b>Friend or Foe?</b>	<b>Magnetic Madness</b>	<b>Sailing the High Seas</b>
		<b>Use evidence to ask questions and find answers. Timelines, causes and consequences.</b> <ul style="list-style-type: none"> <li>- Use evidence to ask questions and find answers to questions about the past.</li> <li>- Use more than one source of evidence for</li> </ul>	<b>Viking Raids and Invasions Evidence for Historical Enquiry. Different accounts of historical events. Life in Britain from ancient to medieval times</b> <p>Describe the characteristic features of the pas, including ideas,</p>			

		<p>historical enquiry in order to gain a more accurate understanding of history.</p> <ul style="list-style-type: none"> <li>- Give a broad overview of life in Britain from ancient until medieval times.</li> <li>- Compare some</li> <li>-</li> <li>-</li> <li>- of the times studied with those of other areas of interest around the world.</li> <li>-</li> <li>-</li> </ul>	<p>beliefs, attitudes and experiences of men, women and children.</p> <ul style="list-style-type: none"> <li>- Describe different accounts of a historical event, explaining some of the reasons why the account may differ.</li> </ul> <p>Suggest causes and consequences of some of the main events and changes in history.</p>			
<b>Year 5/6</b>	<b>Spooky Scientists</b>	<b>Henry VIII</b>	<b>Evolution</b>	<b>Shaping Up</b>		
	<p>Use sources of evidence</p> <p>Analyse a wide range of evidence</p> <ul style="list-style-type: none"> <li>- Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• Dates</li> <li>• Time period</li> <li>• Era</li> <li>• Chronology</li> <li>• Continuity</li> <li>• Change</li> <li>• Century</li> </ul> </li> </ul>	<p><b>Life in Britain from Medieval to Tudor times</b></p> <p><b>Changes in a period of history (Social, Religious, Political, Technological, Cultural)</b></p> <ul style="list-style-type: none"> <li>- Identify continuity and change in the history of the locality of the school.</li> <li>- Give a broad overview of life in Britain from medieval until Tudor and Stuarts time.</li> <li>- Compare some of the times studied with those of other areas of interest around the world.</li> <li>- Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>		<p><b>Contrast A Non – European</b></p> <p><b>A Beacon of light in the Dark Ages</b></p> <ul style="list-style-type: none"> <li>- Uses sources of evidence to deduce information about the past.</li> <li>- Select suitable sources of information to form testable hypotheses about the past.</li> </ul>		

	<ul style="list-style-type: none"><li>• Decade</li><li>• Legacy</li><li>- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li></ul> <p>Use original ways to present information and ideas.</p>			<ul style="list-style-type: none"><li>- Seek out and analyse a wide range of evidence in order to justify claims about the past.</li><li>- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li><li>- Understand that no single source of evidence gives the full answer to questions about the past.</li><li>- Refine lines of enquiry as appropriate.</li></ul>
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