

Gildredge House School - Progression of Skills Document

HISTORY

Employability Skills: Positive attitude

Teamwork
 Communication
 Self-management
 Willingness to learn
 Problem solving
 Decision making
 Resilience
 Initiative
 Planning and organising

EYFS: You may see History through...

Super Me: Special experiences that we have had and family celebrations / traditions

Celebrations: Bonfire Night- Guy Fawkes Story, Diwali, First Christmas

3,2,1 Blast Off: Chinese New Year, Space Rocket Launches, First Man on the Moon

Once Upon a time: Easter Story

Creatures Great and Small:

Adventures at Sea: Famous Pirates

Chronology	Events, People & Changes	Interpretation, Enquiry & using Sources	Communication
* To know about similarities and differences between themselves and others, and among families, communities and traditions.	* Show interest in the lives of people who are familiar to them. Show interest in different occupations and ways of life. * To know about similarities and differences between themselves and others, and among families, communities and traditions.	* To know about similarities and differences between themselves and others, and among families, communities and traditions.	* Know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. * Remember and talk about significant events in their own experiences. * Recognise and describe special times or events for family or friends. * Talk about past and present events in their own lives and in the lives of family members

Year 1: What happened to the Dinosaurs, Why are Palaeontologists important? Who was Mary Anning?

How do you build a Castle? Who lives in a Castle? How can we defend a castle?

Chronology	Events, People & Changes	Interpretation, Enquiry & using Sources	Communication
<ul style="list-style-type: none"> ➤ Recognise the distinction between past & present ➤ Order & sequence some familiar events & objects ➤ Identify some similarities & differences between ways of life at different times. 	<ul style="list-style-type: none"> ➤ Retell some events from beyond their living memory which are significant nationally or globally ➤ Describe some changes within their living memory 	<ul style="list-style-type: none"> ➤ Make simple observations about different people, events, beliefs & communities ➤ Use sources to answer simple questions about the past ➤ Identify some of the basic ways in which the past can be represented. ➤ Choose parts of stories & other sources to show what they know about the past. 	<ul style="list-style-type: none"> ➤ Describe special or significant events ➤ Retell simple stories or events from the past ➤ Use simple historical terms

<ul style="list-style-type: none"> ➤ Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. 			
Year 2: Why are space missions important? How is life different now to life in London in 1666? Did we always know that Australia existed?			
<ul style="list-style-type: none"> ➤ Order & sequence events & objects. ➤ Recognise that their own lives are similar/different from the lives of people in the past. ➤ Use common words & phrases concerned with the passing of time. 	<ul style="list-style-type: none"> ➤ Demonstrate awareness of the lives of significant individuals in the past who have contributed to national & international achievements. ➤ Develop awareness of significant historical events, people & places in their own locality. 	<ul style="list-style-type: none"> ➤ Ask & answer simple questions about the past through observing & handling a range of sources. ➤ Consider why things may change over time. ➤ Recognise some basic reasons why people in the past acted as they did. ➤ Choose parts of stories & other sources to show what they know about significant people & events. 	<ul style="list-style-type: none"> ➤ Talk about what/who was significant in simple historical accounts. ➤ Demonstrate simple historical concepts & events through role-play, drawing & writing. ➤ Use a variety of simple historical terms & concepts.
Year 3: How did we communicate without letters (Stone Age)? What does it mean to be a hero? (Rosa Parks, Malala Yousafzai) How did one man change a nation? (Nelson Mandela)			
<ul style="list-style-type: none"> ➤ Use some dates & historical terms when ordering events & objects. ➤ Demonstrate awareness that the past can be divided into different periods of time. ➤ Explore trends & changes over time. 	<ul style="list-style-type: none"> ➤ Describe & give reasons for some of the changes in Britain from the Stone Age to the Iron Age. ➤ Demonstrate knowledge of aspects of history significant in their locality. 	<ul style="list-style-type: none"> ➤ Use sources to address historically valid questions. ➤ Recognise that our knowledge of the past is constructed from different sources of evidence. ➤ Recognise that different versions of past events may exist. ➤ Describe some of the ways the past can be represented. 	<ul style="list-style-type: none"> ➤ Discuss some historical events, issues, connections & changes. ➤ Select & organise historical info to present in a range of ways. ➤ Use relevant historical terms & vocab linked to chronology.
Year 4: Which invention is the most significant inc Eddison, Bell? Why did all roads lead to Rome? Why was chocolate so important to the Mayans?			
<ul style="list-style-type: none"> ➤ Use dates & historical terms when ordering events & objects. ➤ Identify where people & events fit into a chronological framework. ➤ Explore links & contrasts within & across different periods of time. 	<ul style="list-style-type: none"> ➤ Describe & compare some of the characteristic features & achievements of the earliest civilisations including where & when they appeared. ➤ Describe some aspects of the Roman Empire & recognise its impact on Britain. ➤ Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. ➤ Demonstrate more in-depth knowledge of one specific civilisation eg Romans 	<ul style="list-style-type: none"> ➤ Use sources to address historically valid questions & hypothesis. ➤ Recognise how sources of evidence are used to make historical claims. ➤ Recognise why some events happened & what happened as a result. ➤ Identify historically significant people & events in different situations. 	<ul style="list-style-type: none"> ➤ Discuss significant aspects of, & connections between, different historical events. ➤ Select & organise relevant historical info to present in a range of ways. ➤ Use relevant & appropriate historical terms & vocab linked to chronology.

<p>Year 5: Who were the claimants to the throne in 1066 and was the victor the rightful heir to the throne? (The Battle of somewhere in Sussex)</p> <p>Why was the discovery of King Tut's tomb such a find? (Ancient Egypt)</p> <p>Henry VIII: Hero or Villain?</p>			
<ul style="list-style-type: none"> ➤ Use dates and appropriate historical terms to sequence events and periods of time. ➤ Identify where people, places and periods of time fit into a chronological framework. ➤ Describe links and contrasts within and across different periods of time including short-term and long-term time scales. 	<ul style="list-style-type: none"> ➤ Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. ➤ Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. ➤ Describe key aspects of a non-European society. ➤ Demonstrate more in-depth knowledge of one specific civilisation eg Ancient Egypt. ➤ Demonstrate knowledge of an aspect of or theme in British history that extends their chronological knowledge beyond 1066 - Tudors. 	<ul style="list-style-type: none"> ➤ Use a wider range of sources as a basis for research to answer questions and to test hypotheses. ➤ Recognise how our knowledge of the past is constructed from a range of sources. ➤ Evaluate sources and make simple inferences. ➤ Choose relevant sources of evidence to support particular lines of enquiry. 	<ul style="list-style-type: none"> ➤ Discuss & debate historical issues. ➤ Use appropriate vocab when discussing & describing historical events. ➤ Construct responses to historical info including dates & terms. ➤ Choose relevant ways to communicate historical findings.
<p>Year 6: How has our home town developed over time and what predictions can we make for the future of Eastbourne?</p> <p>What was life like for a child in WW2?</p> <p>What comparisons can we make between life in Ancient Greece to life today?</p>			
<ul style="list-style-type: none"> ➤ Use dates and a wide range of historical terms when sequencing events and periods of time. ➤ Develop chronologically secure knowledge of the events and periods of time studied. ➤ Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. 	<ul style="list-style-type: none"> ➤ Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. ➤ Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world. 	<ul style="list-style-type: none"> ➤ Regularly address and sometimes devise historically valid questions and hypotheses. ➤ Give some reasons for contrasting arguments and interpretations of the past. ➤ Describe the impact of historical events and changes. ➤ Recognise that some events, people and changes are judged as more significant than others. 	<ul style="list-style-type: none"> ➤ Acknowledge contrasting evidence and opinions when discussing and debating historical issues. ➤ Use appropriate vocabulary when discussing, describing and explaining historical events. ➤ Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. ➤ Choose the most appropriate way of communicating different historical findings.