

History at Waddingham

Progression of Skills and Knowledge



EYFS Learning Goals	
	• Talk about the lives of people around them and their roles in society • Know some similarities and difference between things in the past and now, drawing on their experiences and what they read in class and story telling • Understand the past through settings, characters and events encountered in books read in class and storytelling.

Disciplinary Knowledge	
Year 1	• Relate their own account of an event and understand that others may be given a different version.
Year 2 Year 3 Year 4	• Describe changes within living memory and aspect of change in National life. • Describe events beyond living memory that are significant nationally and globally. • Looks at more than two versions of the same event or story in history and identify differences. • Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.
Year 5 Year 6	• Make comparisons between aspects of periods in history and the present day. • Understand that the type of information available depends on the period of time studied. • Evaluate the usefulness of a variety of sources and their reliability. • Use a range of evidence to offer clear reasons for different interpretations of events, linking this to factual understanding about the past. • Show and awareness of the concept of propaganda.

Chronological Knowledge	
Year 1	• Place known events and objects in chronological order. • Sequence events and recount changes within living memory. • Use common words and phrases relating to the passing of time.
Year 2 Year 3 Year 4	• Show an awareness of the past, using common words and phrases relating to the passing of time. • Describe where the people and events studied fit within a chronological framework and identify similarities and difference between ways of life in different periods. • Use an increasing range of common words and phrases relating to the passing of time. • Describe memories of key events in their life using historical vocabulary.
Year 5 Year 6	• Place some historical period in a chronological framework. • Use historic terms related to the period of study. • Use dates to order and place events on a timeline. • Understand how some historical events/periods occurred concurrently in different locations.

Conceptual Knowledge	
Year 1	• Find answers to simple questions about the past from simple sources of information. • Describe simple similarities and difference between artefacts.
Year 2 Year 3 Year 4	• Ask and answer questions, choosing and using keys parts of stories and other sources to show that they know and understand key features of an event. • Construct informed responses to an aspect of life in the past through careful selection and organisation of relevant historical information.

	• Use sources and information in ways that goes beyond simple observations to answer questions about the past. • Use a variety of sources to find out about aspects of life in the past.
Year 5 Year 6	• Compare sources of information available for the study of different times in the past. • Address and sometimes devise historically valid questions about change, cause, similarity, difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Oracy	
Year 1	• Talk, draw or write about aspects of the past
Year 2 Year 3 Year 4	• Use a wide vocabulary of everyday historical terms. • Speak about how they have found out about the past • Record what they have learned by drawing and writing • Use and understand appropriate historical vocabulary. • Present, organise and communicate ideas about the past in different ways such as poems, recounts, news reports. • Communicate their learning in an organised and structured way, using appropriate technology.
Year 5 Year 6	• Present their ideas based on their own research about a studied period. • Present findings and communicate knowledge and understanding in different ways. • Provide an account of an historical event based on more than one source. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Substantive Knowledge	
Year 1	• Understand key features of events. • Identify some similarities and differences between ways of life in different periods.

Year 2 Year 3 Year 4	• Discuss the lives of significant individuals in the past who have contributed to National and International achievements and use some to compare aspects of life in different periods. • Stone age to Iron age in Britain (changes from Stone Age to Iron Age and the study of hunter gatherers). • Scunthorpe steel industry • Ancient Egypt
Year 5 Year 6	• Romans in Britain • Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives and across the periods they have studied. • Legacy and influence of the western world. • Give some reasons for important historical events/times.