



South Wingfield History Progression of Skills

At South Wingfield we are a mixed year group school therefore our progression of skills has been split in EYFS, KS1, LKS2 and UKS2. These aims match the aims that are on our historical skills assessment document, both of which have been pulled from the National Curriculum. On our assessment document the skills below have been split down further into individual year groups so that teachers can see the differentiation that needs to take place in a mixed year group class and can teachers can assess each year group individually.

EYFS

3-4 year olds	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.
Reception	<ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.
ELG	<ul style="list-style-type: none">• Talk about the lives of people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling.
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Historical Interpretations

KS1	<ul style="list-style-type: none"> • Start to compare two versions of past events; • Start to understand that there can be different versions of the same event from the past; • Observe and use pictures, photographs and artefacts to find out about the past; • Start to use stories or accounts to distinguish between fact and fiction; • Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.
LKS2	<ul style="list-style-type: none"> • Look at 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. • Begin to understand some of the ways in which historians and others investigate the past.
UKS2	<ul style="list-style-type: none"> • Find and analyse a wide range of evidence about the past; • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; • Consider different ways of checking the accuracy of interpretations of the past; • Start to understand the difference between primary and secondary evidence and start to question its reliability; • Show an awareness of the concept of propaganda;

	<ul style="list-style-type: none"> • Know that people in the past represent events or ideas in a way that may be to persuade others; • Continue to develop their understanding of how historians and others investigate the past.
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Historical Investigations

KS1	<ul style="list-style-type: none"> • observe or handle evidence to ask simple questions about the past; • observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; • use evidence to explain the key features of events; • sort some objects/artefacts into new and old and then and now.
LKS2	<ul style="list-style-type: none"> • Use a range of primary and secondary sources to find out about the past; • Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; • Gather more detail from sources such as maps to build up a clearer picture of the past; • Regularly address and sometimes devise own questions to find answers about the past; • Begin to undertake their own research.
UKS2	<ul style="list-style-type: none"> • Recognise when they are using primary and secondary sources of information to investigate the past; • Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; • Select relevant sections of information to address historically valid questions and construct detailed, informed responses; • Investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological Understanding

KS1	<ul style="list-style-type: none"> • Sequence artefacts and events that are close together in time; • Order dates from earliest to latest on simple timelines; • Sequence pictures from different periods; • Describe memories and changes that have happened in their own lives; • Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time
LKS2	<ul style="list-style-type: none"> • Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
UKS2	<ul style="list-style-type: none"> • Order an increasing number of significant events, movements and dates on a timeline using dates accurately; • Accurately use dates and terms to describe historical events; • Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

Knowledge and Understanding of Past Events

KS1	<ul style="list-style-type: none"> • Know and recount episodes from stories and significant events in history; • Understand that there are reasons why people in the past acted as they did; • Describe significant individuals from the past.
LKS2	<ul style="list-style-type: none"> • Find out about the everyday lives of people in time studied compared with our life today; • Explain how people and events in the past have influenced life today; • Identify key features, aspects and events of the time studied; • Describe connections and contrasts between aspects of history, people, events and artefacts studied.
UKS2	<ul style="list-style-type: none"> • Identify and note connections, contrasts and trends over time in the everyday lives of people; • Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; • Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Presenting, organising and communicating

KS1	<ul style="list-style-type: none"> • Talk, write and draw about things from the past; • Use historical vocabulary to retell simple stories about the past.
LKS2	<ul style="list-style-type: none"> • Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); • Start to present ideas based on their own research about a studied period.
UKS2	<ul style="list-style-type: none"> • Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; • Plan and present a self-directed project or research about the studied period.

Substantive concepts and historical vocabulary

KS1	<ul style="list-style-type: none"> • Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society; • Talk and write about things from the past using some historical vocabulary.
LKS2	<ul style="list-style-type: none"> • Build on prior knowledge to start to gain further understanding of substantive concepts; • Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.
UKS2	<ul style="list-style-type: none"> • Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; • Start to recognise that some concepts, such as technology, will be different across different periods of history; • Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.



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