



History Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Areas of Study – Overview	<p>Local History Study</p> <p>How did the school get its name?</p> <p>How has my classroom changed over time?</p> <p>What was a Victorian school day like?</p> <p>How has my school building changed over time?</p> <p>Great Fire of London</p> <p>What happened on the night of 2 September 1666?</p> <p>How did people react to the Great fire of London?</p> <p>What was it like at the height of the fire?</p> <p>What did the King do to make London better?</p> <p>History Heroes</p> <p>Why is Queen Victoria remembered?</p> <p>What makes Queen Elizabeth II so important?</p> <p>Why is Duncan Edwards remembered in Dudley?</p> <p>How does Marcus Rashford help others?</p>	<p>Local History Study</p> <p>What are the key buildings in Sedgley High Street?</p> <p>How has the high street changed since 1950s?</p> <p>How were my goods packaged and stored?</p> <p>How were goods paid for?</p> <p>Journey's into space</p> <p>How do people travel into space?</p> <p>What was the space race?</p> <p>Who was part of the space race?</p> <p>Why is Neil Armstrong a space pioneer?</p> <p>History Heroes</p> <p>Why do we remember Isambard Kingdom Brunel?</p> <p>Why do we remember Abraham Darby I?</p> <p>Which one had a greater impact on our lives today?</p>	<p>Stone Age to Iron Age</p> <p>What was 'new' about the New Stone Age?</p> <p>Which was better, bronze or iron?</p> <p>When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p> <p>Roman Britain</p> <p>Why did the Romans invade Britain?</p> <p>How did the Iron age Britons respond to the Roman invasion?</p> <p>How did the Romans influence the culture of the people already here?</p> <p>How did the Romans impact and change Yorkshire?</p>	<p>Vikings and Anglo-Saxons</p> <p>Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?</p> <p>How well did the Anglo-Saxons and Vikings get on with each other?</p> <p>What was life really like in Anglo-Saxon and Viking Britain?</p> <p>What did the Anglo-Saxons and Vikings leave behind?</p> <p>Local History Study</p> <p>What did the Industrial Revolution look like in the Black Country?</p> <p>How did the Industrial Revolution change the Black Country?</p> <p>What was it like living during the industrial revolution?</p>	<p>Greece VS Egypt</p> <p>Why was the Nile key to the building of Ancient Egyptian civilisation?</p> <p>How did religion affect life in Ancient Egypt?</p> <p>How did trade link Ancient Egypt to Ancient Greece?</p> <p>What can we thank the Ancient Greeks for?</p> <p>Local History Study</p> <p>What is a migrant?</p> <p>Why were men and women asked to come to Britain?</p> <p>Why was the arrival of the Empire Windrush such an important story?</p> <p>What was the impact of migration to the West Midlands?</p>	<p>WW2</p> <p>How does propaganda affect people's viewpoints?</p> <p>How significant was the Blitz?</p> <p>What was it like for a child in WW2?</p> <p>What was the importance of the different roles of men during in the war?</p> <p>How significant were the new opportunities for women?</p> <p>What was the impact of WW2 on people in Sedgley?</p> <p>Early Civilisations</p> <p>Where and when did the Maya live?</p> <p>How did the Maya communicate through writing?</p> <p>How did the Maya tell the time?</p> <p>How do we know about the Maya?</p>



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<p>Chronological Understanding</p> <p>This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<p>CUI Understand the difference between things that happened in the past and the present.</p> <p>CU2 Recount changes that have happened to themselves in the past.</p> <p>CU3 Place events and artefacts in order.</p> <p>CU4 Recognise how a timeline is used.</p>	<p>CUI Understand and use the words past and present when telling others about an event.</p> <p>CU2 Describe changes in their own life over time.</p> <p>CU3 Place events, people and artefacts in order on a given timeline.</p> <p>CU4 Label timeline with dates, words and phrases such as: past, present, older and newer.</p>	<p>CUI Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>CU2 Use a timeline to order historical events, artefacts and figures in chronological order.</p> <p>CU3 Understand the concept of change over time on a timeline.</p>	<p>CUI Construct a timeline including BC (Before Christ) and AD (Anno Domini).</p> <p>CU2 Order and describe historical events, artefacts, dates and figures on a timeline in chronological order.</p> <p>CU3 Understand the main changes in a period of history, representing this, with evidence, on a timeline.</p>	<p>CUI Describe the main changes in a period of history, using terms such as; social, religious, political, technological and cultural.</p> <p>CU2 Use dates and terms accurately in describing events.</p> <p>CU3 Compare and contrast significant events and dates on a timeline.</p> <p>CU4 Understand the concepts of continuity and change over time.</p> <p>CU5 Evaluate the main changes in a period in history.</p>	<p>CUI Investigate the main changes in a period of history, using terms such as; social, religious, political, technological and cultural.</p> <p>CU2 Use dates and terms accurately and confidently in describing events.</p> <p>CU3 Identify periods of rapid changes in history and compare them with times of relatively little change.</p> <p>CU4 Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>CU5 Justify reasons why changes may have occurred through the past.</p>
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<p>Knowledge and Understanding of Events, People and Changes in the Past</p> <p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society</p>	<p>KU1 Recall and describe some facts about people and events before living memory. KU2 Recognise that there are reasons why people in the past may have acted the way they did.</p>	<p>KU1 Use information to describe the past. KU2 Describe the differences between then and now. KU3 Look at evidence to give and explain reasons why people in the past may have acted in the way they did. KU4 Describe the main events from a significant event in history.</p>	<p>KU1 Use evidence to describe the culture, leisure and religious activities from the past. KU2 Use evidence to describe the clothes, way of life and actions of people in the past. KU3 Use evidence to describe buildings and their uses of people from the past.</p>	<p>KU1 Analyse evidence to explore the culture, leisure and religious activities from the past. KU2 Analyse evidence to explore the clothes, way of life and actions of people in the past. KU3 Analyse evidence to describe buildings and their uses of people from the past. KU4 Consider similarities and differences between the people, events and artefacts studied. KU4 Compare some of the times studied with those of the other areas of interest around the world (studied through LKS2).</p>	<p>KU1 Describe the social, ethnic, cultural or religious diversity of a past society. KU2 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. KU3 Use evidence to determine similarities and differences between some people, events and artefacts studied, giving reasons for why changes may have occurred. KU4 Make links between some of the features of past societies. (e.g. religion, houses, society, technology).</p>	<p>KU1 Explore the social, ethnic, cultural or religious diversity of a past society. KU2 Explore the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. KU3 Debate how some of the things studied from the past affect/influence life today. KU4 Compare and contrast links between some of the features of past societies studied from around the world (e.g. religion, houses, society, technology). (Studied through UKS2)</p>
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<p style="text-align: center;">Historical Interpretation and Enquiry</p> <p style="text-align: center;">This concept involves understanding that our knowledge the past comes from an interpretation of the available evidence.</p>	<p>HE1 Identify different ways in which the past is represented</p> <p>HI1 Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>HE2 Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"</p> <p>HE3 Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer.</p>	<p>HE1 Compare and contrast different ways in which the past is represented.</p> <p>HI1 Look at and use books, videos, pictures, stories, photographs, artefacts, historic buildings and the internet to find out about the past.</p> <p>HE2 Ask questions about the past.</p> <p>HE3 Use a wide range of information to answer questions.</p>	<p>HI1 Identify and explore the idea that there are different accounts of history.</p> <p>HE1 Use documents, printed sources, the Internet, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries.</p> <p>HE2 Ask simple questions and find answers about the past from a given source.</p>	<p>HI1 Explore and explain different versions of the same event in history.</p> <p>HI2 Know that people in the past represent events or ideas in a way that persuades others.</p> <p>HE1 Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>HE2 Ask more complex questions and find answers about the past from a suitable, independently chosen source.</p>	<p>HI1 Understand that some evidence from the past is fact, opinion or misinformation, and that this affects interpretations of history.</p> <p>HI2 Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>HI3 Evaluate evidence to choose the most reliable forms.</p> <p>HE1 Select documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to justify claims about the past.</p> <p>HE2 Choose reliable sources of evidence to explore their own hypotheses.</p> <p>HE3 Investigate own lines of enquiry by posing questions to answer.</p>	<p>HI1 Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>HI2 Explore how people's personal opinions affect interpretation of the past.</p> <p>HI3 Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>HE1 Select documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to justify claims about the past, giving reasons for the choices of evidence chosen.</p> <p>HE2 Choose reliable sources of evidence to explore their own hypotheses, realising that there is often not a single answer.</p> <p>HE3 Investigate own lines of enquiry by posing questions to answer, building up a balanced picture of a time period.</p>
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<p style="text-align: center;">Organisation and Communication</p> <p style="text-align: center;">This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>OCI Sort events or objects into groups (i.e. then and now.)</p> <p>OC2 Tell stories about the past.</p> <p>OC3 Talk, write and draw about things from the past.</p> <p>OC4 Use words and phrases to describe the passage of time, such as: now, yesterday, when I was younger, before I was born, a long time ago, recently and when my parents/carers were children.</p> <p>OC5 Show an understanding of concepts such as monarchy, parliament, and democracy.</p>	<p>OCI Describe objects, people or events in history.</p> <p>OC2 Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p> <p>OC4 Use words and phrases to describe the passage of time, such as: now, yesterday, when I was younger, before I was born, a long time ago, recently, when my parents/carers were children, years, decades and centuries.</p> <p>OC5 Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<p>OCI Communicate ideas about the past using literacy, numeracy and computing skills such as; different genres of writing, drawing, drama role-play and storytelling.</p> <p>OC2 Use appropriate historical vocabulary to communicate, including; dates, time period, era, change, chronology.</p>	<p>OCI Communicate ideas about the past using literacy, numeracy and computing skills such as; different genres of writing, drawing, diagrams, data-handling, drama role-play and storytelling.</p> <p>OC2 Confidently use and explain appropriate historical vocabulary to communicate, including; dates, time period, era, change, chronology.</p>	<p>OCI Communicate ideas about from the past using a high standard of literacy, numeracy and computing skills.</p> <p>OC2 Use original ways to present information and ideas.</p> <p>OC3 Use appropriate historical vocabulary to communicate, including; dates, time period, era, chronology, continuity, change, century, decade, legacy.</p>	<p>OCI Communicate ideas about from the past using a high standard of literacy, numeracy and computing skills.</p> <p>OC2 Use original ways to present information and ideas based on a project or question of their own.</p> <p>OC3 Confidently use and explain appropriate historical vocabulary to communicate, including; dates, time period, era, chronology, continuity, change, century, decade, legacy.</p>
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