

History Progression of Skills

Curriculum Intent: To create a memorable curriculum that builds upon prior learning whilst moving knowledge and skills forward and is based upon robust assessments.

Subject Intent: At Howe Dell we teach History using 'CUSP' resources. The History teaching is progressive and sequential inspiring children to reflect on previous knowledge to support their new learning. For example in Early Years, children are taught about the similarities and differences between the past and now. This is then used as the foundations of historical teaching, moving into Year 1 - changes within living memory and Year 2 – Events beyond living memory etc.

The sequence of history is taught based on cumulative knowledge, chronology, change through cause and consequence. Children are supported in making connections within and throughout periods of time. The cumulative style of the curriculum is implemented to support access to the long term memory through retrieval and spaced retrieval practice, world building and deliberate practice tasks. The impact of teaching through this model supports opportunities for children to associate and connect with periods of time, people, places and events.

Year Group	History Skills			
	Chronology	Characteristics of events/ people inc. changes over time	Sources	Key Vocabulary
Nursery	<ul style="list-style-type: none"> • Re-tell simple past events related to their own lives in the correct order. • Begin to describe a sequence of events, real or fictional, using words such as first... then... . • Begin to develop chronological understanding e.g. ordering photos of themselves. • Can predict routines linked to established timetabling, e.g. next we will... . • Know the days of the week e.g. through song. • Begin to know the months of the year. • Notice some differences between then and now when reading nursery rhymes and stories e.g. Five Currant Buns in a Baker's Shop. 	<ul style="list-style-type: none"> • Order photos of themselves and talk about how they have changed (link to their birthday). • Develop an understanding of growth, decay and change over time. • Make observations of animals and plants and explain why some things occur and discuss changes. • Observe and talk about changes in the seasons and weather. • Begin to make sense of their own life-story and family's history. • Enjoy joining in with family customs and routines. • Recognise and describe special times or events for family or friends. • Linked to family / friends, show interest in different occupations and ways of life indoors and outdoors. • Show interest in the lives of people who are familiar to them. • Remembers and talk about significant events in their own experiences. Know about Queen Elizabeth II e.g. linked to the Queen's Hat structured story time text. • Know that we now have a King. 	<ul style="list-style-type: none"> • Show an interest in the past when reading stories or looking at images. • Notice similarities and differences. • Look at or touch objects from the past and comment on their appearance. • Begin to ask questions about artefacts, suggesting what they might be used for. 	<p><i>Before/ After</i> <i>Next/ Now</i> <i>Yesterday</i> <i>Tomorrow</i> <i>Order</i> <i>Change</i> <i>Grow</i> <i>Growth</i> <i>Season</i> <i>Die (plants)</i> <i>Grandparents (and other words e.g. Nan/ Nana/Grampy)</i> <i>Parents</i> <i>Special</i> <i>Celebrate</i> <i>Birthday</i> <i>Party</i> <i>Explore</i> <i>Look</i> <i>Question</i> <i>Difference</i> <i>Then</i> <i>Old/ New</i> <i>Jobs</i> <i>King</i> <i>Queen</i> <i>Celebration</i> <i>A long time ago</i></p>

Year Group	History Skills			
	Chronology	Characteristics of events/ people inc. changes over time	Sources	Key Vocabulary
Reception	<ul style="list-style-type: none"> • Know the difference between long ago and now. • Order modern and old objects or events using everyday language related to time. • Know 'my life' is different from the lives of people in the past. • Know the days of the week, months of the year and about New year. • Begin to experience measuring time with timers and calendars. • Know that a clock. Watch tells us what time it is/ when to do things. 	<ul style="list-style-type: none"> • Compare life for their family now compared to life for their family in the past, e.g. their lives full of technology compared to their grandparents' lives with little technology. • Explore the ways in which life has changed over the time of our parents, grandparents and great-grandparents. • Develop an understanding of how houses, clothes, transport and toys have changed over time. • Know about life cycles, e.g. butterfly and frog, and recognise that humans (and animals) change over time, e.g. from foetus to baby, to toddler, to child, to teenager, to adult, to elderly. • Relate the changing seasons to the passing of time. • Talk about past and present events in their own life and in the lives of family members. • Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. • Linked to their family / people they know, understand that when you grow up you don't go to school, you go to work and name some of the jobs they could do. • Comment on images of familiar situations in the past. • Give one cause of an event e.g. linked to pirates. Dinosaurs. • Name people who help others in the community and talk about their significant roles. • Know about one significant inventor and one significant explore through stories. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Begin to make some accurate comparisons between modern and old objects. • Find answers to simple questions from writing or a picture. • Look at books, videos, photographs, pictures and artefacts to find out about the past. 	<ul style="list-style-type: none"> <i>Time</i> <i>Week</i> <i>Month</i> <i>Year</i> <i>Later</i> <i>Long ago</i> <i>Past</i> <i>Present</i> <i>Life cycle</i> <i>Adult toddler</i> <i>Relation</i> <i>Cousin</i> <i>Auntie</i> <i>Uncle</i> <i>Great-grandparent</i> <i>Job</i> <i>Compare</i> <i>Younger</i> <i>Older</i> <i>Similarities</i> <i>Differences</i> <i>Work</i> <i>Inventor</i> <i>Explorer</i> <i>Character</i> <i>Cause</i>

Year Group	History Skills			
	Chronology	Characteristics of events/ people inc. changes over time	Sources	Key Vocabulary
Year 1	<ul style="list-style-type: none"> To be able to order objects (or pictures) according to age into 'then and 'now' To be able to talk about changes in national life within living memory To study an event from beyond living memory that is of significance and to know where the event fits in chronologically (a simple timeline eg 'before you were born/ after the dinosaurs, rather than necessarily associated with dates) <p>To be able to sort objects by old and new and order a small group of common objects by age</p> <p>Can sequence events from their lives in chronological order</p>	<ul style="list-style-type: none"> To study an event within living memory To be able to answer questions, showing some knowledge and understanding of key events To be able to explain how objects have changed over time and to know that they have changed over time. 	<ul style="list-style-type: none"> To have experience of finding out about the past in different ways; through primary sources ;such as practical hands on opportunities, through visitors eg parents/ grandparents, as well as adult led enquiry, though secondary sources such as books and the internet To begin to describe differences and similarities between artefacts 	Tier 2
				<i>Toddler Timeline Present Compare memory Legacy Inspire Revealed Explore Similar</i>
				Tier 3
Year 2	<p>To be able to order events according to a simple chronology</p> <p>To know where people/ events fit into a simple chronology (eg. Know that the great fire of London was after the explorers/ before their grandparents were born/ after the dinosaurs etc...)</p> <p>To be able to talk about similarities and differences between the ways of life for people now and in the times studied and that they are different from other studied periods</p> <p>To be able to order the events within studied period</p>	<ul style="list-style-type: none"> To study an event from living memory and to be able to place it along a timeline, using historical vocabulary To be able to understand and talk about an event from beyond living memory To identify differences and similarities between ways of life in different periods using a wide range of historical terms To begin to be able to ask and answer questions, showing knowledge and understanding of key features of events. To know about significant people in history To have an appropriate knowledge, ((through fieldwork where appropriate) of the impact of historical events or people, on their locality 	<ul style="list-style-type: none"> To know how we find out about the past To be able to choose and use parts of stories and source material to show their understanding of the features of events To be able to identify different ways in which the past is represented To use a range of sources to find out about the past, through primary sources ;such as practical hands on opportunities, through visitors eg parents/ grandparents, as well as though secondary sources such as books and the internet To confidently describe the differences and similarities between artefacts 	Tier 2
				<i>Bustling Raged Extinguished Merchant Engulfed Chronology Survived Garment Weaver Divorced Embroidery</i>
				Tier 3

Year Group	History Skills			
	Chronology	Characteristics of events/ people inc. changes over time	Sources	Key Vocabulary
		<ul style="list-style-type: none"> To know that objects or events have changed over time and to suggest reasons for these changes (eg. How and why have fire buckets/ hoses/ engines changed over time) 	<ul style="list-style-type: none"> To begin to develop empathy and understanding of the feelings/thought of others (eg through drama; hot seating 	<i>Flammable Devoured Possessions Ineffective Doused Monarch Coat of arms Artefact Agricultural Fanned textile</i>
Year 3	<ul style="list-style-type: none"> To be able to order events/ significant people chronologically, introducing dates to their chronological awareness To develop a chronologically secure knowledge of the events within the periods studied 	<ul style="list-style-type: none"> To have knowledge of the events studied and begin to give reasons for the events/ people, and changes over time compared with their lives today 	<ul style="list-style-type: none"> To begin to show some understanding that aspects of the past have been represented and interpreted in different ways. To begin to note connections, contrasts and trends within the period studied To be able to ask and answer questions, showing knowledge and understanding of key features of events. To begin to structure answers to historical questions using relevant historical information including dates 	Tier 2
				<i>Ancient Community Dense Extinct Roaming Prehistory Previously Conquered Rebellion Luxurious Culture settlement</i>
				Tier 3
				<i>Domesticated Arid Gatherer Nomad Reared Submerged Amphitheatre Emperor Aqueducts Invasion Barbarian Forum</i>

Year Group	History Skills			
	Chronology	Characteristics of events/ people inc. changes over time	Sources	Key Vocabulary
Year 4	<ul style="list-style-type: none"> To know that the past can be separated into different periods of time To develop a chronologically secure knowledge of the events studied and begin to place on a timeline <p>To establish a clear narrative within the period studied (eg. why events happened when they did)</p>	<ul style="list-style-type: none"> To describe some of the main events, people and changes of the events or people studied and give reasons for, and results of, the main events and changes. To show some understanding that aspects of the past have been represented and interpreted in different ways (eg looking at the same event using two different sources) To be able to ask questions, showing knowledge of key features of events and begin to devise historically valid questions about change, cause, difference, similarities and significance within an event To describe some of the main events, people and changes of the events or people studied and give reasons for, and results of, the main events and changes. To begin to see changes within a historical period (eg Roman-isation of Ancient Britons and why) 	<ul style="list-style-type: none"> To show some understanding that aspects of the past have been represented and interpreted in different ways (eg looking at the same event using two different sources) To begin to note connections, contrasts and trends within the period studied To begin to structure answers to historical questions using relevant historical information including dates 	Tier 2
				<i>Abandoned</i> <i>Defencless</i> <i>Dominant</i> <i>Missionary</i> <i>Pagen</i> <i>Reliant</i> <i>Repelled</i> <i>Tapestry</i> <i>Confessor</i> <i>Converted</i> <i>Legend</i> <i>Brutality</i>
				Tier 3
				<i>Heptarchy</i> <i>Laden</i> <i>Sporadic</i> <i>Vanquish</i> <i>Viewpoint</i> <i>Migration</i> <i>Heathen</i> <i>Chronicle</i> <i>Chieftan</i> <i>Fjord</i> <i>Manuscript</i> <i>Ousted</i>

Year Group	History Skills			
	Chronology	Characteristics of events/ people inc. changes over time	Sources	Key Vocabulary
Year 5	<ul style="list-style-type: none"> To begin to have a chronologically secure knowledge of the events studied and how they fit into a wider chronological context, making comparisons between different lives in history Create their own timeline of events within the period studied Create their own timeline using events from other periods of study - use a timeline with centuries To establish a clear narrative within and across the periods studied 	<ul style="list-style-type: none"> To describe characteristic features of past societies and periods, and to identify changes within and across different periods To describe some of the main events, people and changes of the events or people studied and give reasons for, and results of, the main events and changes. 	<ul style="list-style-type: none"> To show an understanding that aspects of the past have been represented and interpreted in different ways and suggest possible reasons for this. To begin to note connections, contrasts and trends over time To be able to ask and address historically valid questions about change, cause, difference, similarities and significance, within an event and across the period studied To begin to produce structured work, making appropriate use of dates and terms in order to answer historically posed questions using dates and historical terms 	Tier 2
				<i>Democracy Honour Phenomenal Deteriorated Armoured Oppressive Population Famine Descendant Declining Citizen Native</i>
				Tier 3
				<i>City-state Tyrant Sanctuary Tactical Valiantly Unified Deforestation Codex Sacrifice Astronomy Warrior Polytheistic</i>

Year Group	History Skills			
	Chronology	Characteristics of events/ people inc. changes over time	Sources	Key Vocabulary
Year 6	<ul style="list-style-type: none"> To have a chronologically secure knowledge of the events studied and how they fit into a wider chronological context, making comparisons between a wide range of different lives in history 	<ul style="list-style-type: none"> To describe characteristic features of past societies and periods, and to identify changes within and across a range of different periods To describe some of the main events, people and changes of the events or people studied and give reasons for, and results of, the main events and changes, recognising that not everyone shares the same views and feelings 	<ul style="list-style-type: none"> To know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Then, using their knowledge using their knowledge and understanding, to begin to evaluate sources of info and begin to identify those that are useful for particular tasks. To note connections, contrasts and trends over time To be able to ask and address historically valid questions about change, cause, difference, similarities and significance, across the period studied and a wider period of time. To produce structured work, making appropriate use of dates and terms in order to answer historical questions posed to them- using dates and historical terms 	Tier 2
				<i>Altitude</i> <i>Boisterous</i> <i>Cemetery</i> <i>Penetrate</i> <i>Strategic</i> <i>Supremacy</i> <i>Intolerance</i> <i>Immigration</i> <i>Prejudice</i> <i>Colony</i> <i>Emigrate</i> <i>Discrimination</i>
				Tier 3
				<i>Airbase</i> <i>Axis</i> <i>Bombardment</i> <i>Incendiary</i> <i>Memorial</i> <i>Segregation</i> <i>Racism</i> <i>Segregation</i> <i>Diversity</i> <i>Disembarked</i> <i>Demobilised</i> <i>Iniquitous</i>