



EYFS – History Skills Progression

Intent: At Pot Kiln we believe that children should be given the skills to become effective and successful Historians. We encourage historical enquiry throughout our history curriculum by allowing children to lead their own research into the past. As children travel through their journey at Pot Kiln we aim to build children's historical skills through the five main areas of historical understanding.

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| <p style="text-align: center;"><i>Chronological Understanding</i></p> <ul style="list-style-type: none">- use everyday language related to time,- order and sequence familiar events,- describe main story settings, events and principal characters. | <p style="text-align: center;"><i>Historical Knowledge</i></p> <ul style="list-style-type: none">- talk about past and present events in their own lives and in lives of family members,- extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. |
| <p style="text-align: center;"><i>Historical Enquiry</i></p> <ul style="list-style-type: none">- be curious about people and show interest in stories,- answer 'how' and 'why' questions ... in response to stories or events.- explain own knowledge and understanding, and asks appropriate questions.- know that information can be retrieved from books and computers,- record, using marks they can interpret and explain. | <p style="text-align: center;"><i>Interpretation of History</i></p> |
| <p style="text-align: center;"><i>Presentation of findings</i></p> <p>In EYFS Children should be encouraged to communicate their knowledge through: discussion, drawing pictures, drama/role play, making models, writing and using ICT.</p> <p>To assess children's understanding in EYFS, teacher should pick specific and effective ways of allowing children to display their learning (oral retelling, pictures, video etc.).</p> | |



Year 1 – History Skills Progression

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| <p style="text-align: center;"><i>Chronological Understanding</i></p> <ul style="list-style-type: none">- sequence events in their life,- sequence 3 or 4 artefacts from distinctly different periods of time,- match objects to people of different ages,- sequence events or objects in chronological order. | <p style="text-align: center;"><i>Historical Knowledge</i></p> <ul style="list-style-type: none">- begin to describe similarities and differences in artefacts,- use a range of sources to find out characteristic features of the past,- recognise the difference between past and present in their own and others' lives,- they know and recount episodes from stories about the past. |
| <p style="text-align: center;"><i>Historical Enquiry</i></p> <ul style="list-style-type: none">- find answers to simple questions about the past from sources of information e.g. artefacts,- sort artefacts "then" and "now",- use as wide a range of sources as possible,- to ask and answer questions related to different sources and objects. | <p style="text-align: center;"><i>Interpretation of History</i></p> <ul style="list-style-type: none">- begin to identify different ways to represent the past,- use stories to encourage children to distinguish between fact and fiction,- compare adults talking about the past – how reliable are their memories? |
| <p style="text-align: center;"><i>Presentation of findings</i></p> <p style="text-align: center;">Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing and using ICT.</p> <p>Children will end their history units by completing a piece of (<i>extended</i>) writing that showcases what they have learned. Class teachers are responsible for choosing a genre that reflects the era studied (information text, newspaper reports or chronological reports as examples).</p> | |



Year 2 – History Skills Progression

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| <p style="text-align: center;"><i>Chronological Understanding</i></p> <ul style="list-style-type: none">- sequence events closer together in time,- sequence photographs / artefacts etc. from different periods of their own life,- describe memories of key events in own lives. | <p style="text-align: center;"><i>Historical Knowledge</i></p> <ul style="list-style-type: none">- find out about people and events in other times,- collections of artefacts – confidently describe similarities and differences,- recognise why people did things, why events happened and what happened as a result,- Identify differences between ways of life at different times- use drama to develop empathy and understanding. |
| <p style="text-align: center;"><i>Historical Enquiry</i></p> <ul style="list-style-type: none">- observe or handle sources to answer questions about the past on the basis of simple observations,- sequence a collection of artefacts,- use time lines,- discuss the effectiveness and reliability of sources. | <p style="text-align: center;"><i>Interpretation of History</i></p> <ul style="list-style-type: none">- compare pictures or photographs of people or events in the past,- able to identify different ways to represent the past,- compare 2 versions of a past event,- discuss reliability of photos/ accounts/stories. |
| <p style="text-align: center;"><i>Presentation of findings</i></p> <p>Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing, classroom displays, museums and using ICT.</p> <p>Children will end their history units by completing a piece of (<i>extended</i>) writing that showcases what they have learned. Class teachers are responsible for choosing a genre that reflects the era studied (information text, newspaper reports or chronological reports as examples).</p> | |



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| <p style="text-align: center;"><i>Chronological Understanding</i></p> <ul style="list-style-type: none">- place the time studied on a time line,- sequence events or artefacts,- use dates related to the passing of time (BC, AD etc.) | <p style="text-align: center;"><i>Historical Knowledge</i></p> <ul style="list-style-type: none">- find out about everyday lives of people in time studied and compare with our lives today,- identify reasons for and results of people's actions,- understand why people may have wanted to do something (motives),- study change through the lives of significant individuals. |
| <p style="text-align: center;"><i>Historical Enquiry</i></p> <ul style="list-style-type: none">- use a range of sources to find out about a period,- observe small details – artefacts, pictures,- select and record information relevant to the study,- begin to use the library, e-learning for research ask and answer question. | <p style="text-align: center;"><i>Interpretation of History</i></p> <ul style="list-style-type: none">- identify and give reasons for different ways in which the past is represented,- distinguish between different sources – compare different versions of the same story,- look at representations of the period – museum, cartoons etc. |
| <p style="text-align: center;"><i>Presentation of findings</i></p> <p>Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing, classroom displays, museums and using ICT.</p> <p>Children will end their history units by completing a piece of (<i>extended</i>) writing that showcases what they have learned. Class teachers are responsible for choosing a genre that reflects the era studied (information text, newspaper reports or chronological reports as examples).</p> | |



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| <p style="text-align: center;"><i>Chronological Understanding</i></p> <ul style="list-style-type: none">- place events from period studied on time line,- use terms related to the period and begin to date events,- understand more complex terms: e.g. BC/AD | <p style="text-align: center;"><i>Historical Knowledge</i></p> <ul style="list-style-type: none">- use evidence to reconstruct life in time studied,- identify key features and events,- look for links and effects in time studied,- offer a reasonable explanation for some events,- develop a broad understanding of ancient civilisations (see statutory guidance) |
| <p style="text-align: center;"><i>Historical Enquiry</i></p> <ul style="list-style-type: none">- use evidence to build up a picture of a past event,- choose relevant material to present a picture of one aspect of life in time past,- ask a variety of questions use the library and e-learning for research. | <p style="text-align: center;"><i>Interpretation of History</i></p> <ul style="list-style-type: none">- look at the evidence available,- begin to evaluate the usefulness of different sources,- use text books and historical knowledge. |
| <p style="text-align: center;"><i>Presentation of findings</i></p> <p>Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing, classroom displays, museums and using ICT.</p> <p>Children will end their history units by completing a piece of (<i>extended</i>) writing that showcases what they have learned. Class teachers are responsible for choosing a genre that reflects the era studied (information text, newspaper reports or chronological reports as examples).</p> | |



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| <p style="text-align: center;"><i>Chronological Understanding</i></p> <ul style="list-style-type: none">- place current study on a time line in relation to other studies,- know and sequence key events of time studied,- use relevant terms and period labels,- relate current studies to previous studies and make comparisons between different times in history. | <p style="text-align: center;"><i>Historical Knowledge</i></p> <ul style="list-style-type: none">- study different aspects of different people - differences between men and women,- examine causes and results of great events and the impact on people,- compare life in early and late 'times' studied- compare an aspect of life with the same aspect in another period.- study an ancient civilization. |
| <p style="text-align: center;"><i>Historical Enquiry</i></p> <ul style="list-style-type: none">- begin to identify primary and secondary sources,- use evidence to build up a picture of life in time studied,- select relevant sections of information,- confident use of literature and internet research with increasing confidence. | <p style="text-align: center;"><i>Interpretation of History</i></p> <ul style="list-style-type: none">- compare accounts of events from different sources – fact or fiction,- offer some reasons for different versions of events. |
| <p style="text-align: center;"><i>Presentation of findings</i></p> <p>Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing, classroom displays, museums and using ICT.</p> <p>Children will end their history units by completing a piece of (<i>extended</i>) writing that showcases what they have learned. Class teachers are responsible for choosing a genre that reflects the era studied (information text, newspaper reports or chronological reports as examples).</p> | |



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| <p style="text-align: center;"><i>Chronological Understanding</i></p> <ul style="list-style-type: none">- place current study on a time line in relation to other studies,- use relevant dates and terms,- sequence up to ten events on a time line. | <p style="text-align: center;"><i>Historical Knowledge</i></p> <ul style="list-style-type: none">- find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings,- compare beliefs and behaviour with another period studied,- write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation <p>know key dates, characters and events of time studied.</p> |
| <p style="text-align: center;"><i>Historical Enquiry</i></p> <ul style="list-style-type: none">- recognise primary and secondary sources,- use a range of sources to find out about an aspect of time past,- suggest omissions and the means of finding out,- bring knowledge gathering from several sources together in a fluent account. | <p style="text-align: center;"><i>Interpretation of History</i></p> <ul style="list-style-type: none">- link sources and work out how conclusions were arrived at,- consider ways of checking the accuracy of interpretations – fact or fiction and opinion,- be aware that different evidence will lead to different conclusions,- confident use of the library and internet for research. |
| <p style="text-align: center;"><i>Presentation of findings</i></p> <p>Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing, classroom displays, museums and using ICT.</p> <p style="text-align: center;">Make appropriate use of dates and terms studied and carry out own investigations.</p> <p>Children will end their history units by completing a piece of (<i>extended</i>) writing that showcases what they have learned. Class teachers are responsible for choosing a genre that reflects the era studied (information text, newspaper reports or chronological reports as examples).</p> | |

History at Pot Kiln

Intent

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Implementation

History at Pot Kiln emphasises on key historical enquiry skills that children develop over their time in primary education. Specific periods of time are studied to facilitate these skills, where we encourage children to use historical enquiry, interpretation of findings and their chronological understanding throughout to enable these life-long exploration skills. Skills that can be developed and transferred across the Key Stages and the curriculum. While these skills are developed, children will be immersed in their period of study to ensure that they are able to identify similarities and difference between studies of time. Children's ability to place periods of time chronologically is crucial to a successful historical understanding.

Impact

We believe that teaching the skills needed to research and understand specific periods of time allows children the access to the past. From EYFS right through to Year 6, we ensure that children develop an enthusiasm for the past and are allowed to display this through a mixed variety of presentation. We encourage children to use multimedia, written or drawn displays of work, allowing all to access the learning. In order to assess children's understanding, we expect children to author an extended piece of writing, create exciting displays, curate informative exhibitions of work and orally retell events passed, in which teachers can identify knowledge and understanding.

The development of historical skills is vital in our dedication to ensuring children leave primary education as enthusiastic, effective historians.