



Kippax Greenfield Primary School
History Knowledge and Skills Progression

Our children become independent, responsible and well-rounded historians who have a knowledge of, and are curious about, the past and understand how the past can be interpreted in different ways.

EYFS

	Knowledge	Skills	Vocabulary
Super Me	Names the people that make up their immediate family and discusses their age – baby, child, adult, old person. Talks about their immediate history – where they went to nursery, what they did yesterday/at the weekend etc.	Research skills – finding information from pictures, books, library, computers. Sequencing events – family (young to old), stories, sequencing events in a day.	first, then, next, in the beginning, before, after, at the end, past, now A long time ago Old
Dinosaur Detectives	The Earth is the planet we live on and is really, really old. Dinosaurs lived on Earth a long time ago, before there were any people, houses and cars. Dinosaurs are extinct, meaning that they are no longer alive on planet Earth. We know about dinosaurs because scientists have found bones and fossils and can find out key information from these.	Research skills – finding information from pictures, books, library, computers. Comparison of different times – comparing our home (Earth/Leeds) from a long time ago to present day.	Bones Fossils Extinct Baby, child, adult.
Changes in Our World	Humans begin as a baby, grow into a child and then an adult over time. Butterflies begin as a caterpillar, develop into a chrysalis and emerge as a butterfly over time. Discusses a typical day in their life and the lives of their families. Talks about important family events from their past such as birthdays, religious festivals, holidays.	Research skills – finding information from pictures, books, library, computers. Sequencing events – human life cycle, stories, life of a butterfly, sequencing events in a day.	
<p>People and Communities ELG: <i>Children talk about past and present events in their own lives and in the lives of family members.</i></p> <p>History is entwined across the Early Years curriculum, with specific links being made across the IPC units: Super Me, Dinosaur Detectives, Changes in our World.</p>			
Provision			

Provision focussed around the IPC unit being taught. Literacy focus texts link to this where possible too which also forms a big part of the provision.

Children have access to research equipment such as information books, artefacts, iPads, and photos within their play. Use of these are modelled and discussed during 'Plan, Do, Review' sessions and use of these skills is celebrated.

Year	Unit / Key Knowledge	Key Skills						Vocabulary
		Chronology 1 - Sequencing	Chronology 2 - Vocabulary	Interpretations of history	Historical Enquiry - Using	Historical Enquiry – Evaluating	Organisation and communication	
1,2,3	Year 1 <u>Living Together</u> <u>Local History Study</u> Kippax looked different 100 years ago. Kippax had coal mines in the past. Children worked in mines in the past. <u>Scavengers and Settlers</u> People were nomadic in the past. When people discovered metal in rocks they were able to make tools. People settled into villages.	Sequence some events or at least two related objects in order. Can recall parts of stories and memories about the past.	Uses time related vocabulary and phrases: old, new, young, days, months	Can identify and recount some details from the past from sources (eg. pictures, stories).	Finds answers to simple questions about the past from sources of information (eg. pictures, stories).		Demonstrates knowledge and understanding of the past in different ways (eg. drawing, writing, talking, role play).	Old, new, young, days, months,
	Year 2 <u>Living Together</u> <u>Local History Study</u> Kippax has changed in the last 100 years (including	Recount changes in own life over time. Puts at least 3 people, events or	Uses more complex time related vocabulary such as recently,	Looks at books and pictures (and eyewitness accounts, photos, artefacts, buildings,	Looks carefully at pictures or objects to find information about the past.	Asks and answers questions such as: 'what was it like for a?',	Describes objects, people and events.	recently, before, after, now, later. past present

	<p>buildings, transport and jobs). Kippax had coal mines. Children worked in mines in the past. Scavengers and Settlers People were nomadic in the past. When people started farming they settled into villages. In the Bronze Age and the Iron Age people used metals to make tools and weapons.</p>	<p>objects in order using a given scale.</p>	<p>before, after, now, later. Confidently uses past and present when telling others about an event</p>	<p>visits and internet). Can explain with reasons why significant people in the past did what they did.</p>	<p>Can estimate the ages of people by studying and describing their features</p>	<p>‘what happened in the past?’, ‘how long ago did happen?’</p>	<p>Knows and can write their own date of birth. Writes simple stories and recounts about the past. Creates labelled diagrams and writes about them to tell others about people, events and objects from the past.</p>	
	<p><u>Year 3</u> <u>Living Together</u> Knows key dates in the history of mining in Kippax. Describes some of the jobs people did in Kippax in the mine and beyond. Knows some of the reasons why Kippax has changed over the years. Scavengers and Settlers Describes key similarities and differences between life in the Stone Age, Bronze Age and Iron Age. Knows people lived in tribes in the Iron Age and can name some of them. Knows which sources of information tell us about</p>	<p>Uses timelines to sequence events. Understands timeline can be divided into BC and AD.</p>	<p>Confidently applies time related vocabulary: century, decade.</p>	<p>Looks at 2 versions of same event and identifies differences in the accounts.</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p>	<p>Asks questions such as ‘how did people?’ What did people do for?’ Suggests sources of evidence to use to help answer questions</p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills. Uses dates and terms with increasing accuracy. Discusses different ways of presenting information for different purposes.</p>	<p>century, decade.</p>

	life in the Stone Age, Bronze Age and Iron Age.							
4	<p><u>Temples, Tombs and Treasures</u></p> <p>Places on a time line and compares with Stone, Bronze and Iron Age. Knows the dates and describes some of the key achievements in Ancient Egypt.</p> <p>Describes the life of some of the people who lived in Ancient Egypt.</p> <p>Describes the importance of the River Nile to people of Ancient Egypt.</p> <p>Names some of the gods and goddesses worshipped and describes their importance.</p> <p>Names some of the pharaohs and compares to other rulers (eg monarchy, republic).</p> <p><u>Ancient Greece</u></p> <p>Places on a timeline and describes how it compares to Ancient Egypt, Stone, Bronze and Iron Age.</p> <p>Knows Greece was made up of city states and is able to name some of them.</p> <p>Names some of the gods and compares with Ancient Egyptian gods.</p> <p>Knows that Ancient Greeks left us a legacy including</p>	<p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Put names, places and dates of significant events from past on a timeline.</p>	<p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p>	<p>Understands and gives reasons why there may be different accounts of history.</p>	<p>Knows the difference between primary and secondary sources of evidence.</p> <p>Understands the need for evidence and uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p>	<p>Asks questions such as 'what was it like for a during?'</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Accurately uses dates and historical terms. Discusses most appropriate way to present information, considering the audience. Understands and applies subject specific words such as settlement, invader, monarch.</p>	<p>century, decade, BC, AD, after, before, during.</p>

	democracy, architecture and language.							
5	<p>AD900 Places on a timeline and describes how it compares to Ancient Egypt, Stone, Bronze and Iron Age, Ancient Greece. Describes life in the Mayan empire. Describes how the empire operated and why it declined. Compares the kingdom of Benin with the Mayan empire. Describes what Benin City would have looked like. Compares the fall of the Kingdom of Benin with the decline of the Mayan Empire.</p> <p><u>The Great, The Bold and The Brave</u> Places the Roman empire and Viking and Anglo-Saxon rule on a timeline and compares with Ancient Egypt, Stone, Bronze and Iron Age, Ancient Greece, the Mayan empire and the Kingdom of Benin. Knows the difference between a republic and an empire and explains how Rome became an empire. Describes daily life in Ancient Rome.</p>	<p>Can use timelines to place and sequence local, national and international events. Sequences historical periods.</p> <p>Identifies and explains changes within and across historical periods.</p>	<p>Describes events using historical vocabulary: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p>	<p>Understands and explores different versions of the same event and identifies differences in the accounts. Can justify why there may be different accounts of history. Understands that people (currently and historically) represent events or ideas in ways that persuade others.</p>	<p>Confidently uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Selects reliable sources of evidence to answer questions.</p>	<p>Asks a range of questions about the past.</p> <p>Understands and can explain that there is often not a single answer to historical questions.</p>	<p>Creates structured presentations and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Applies and uses dates and historical terms accurately. Selects and justifies most appropriate way to present information to an audience.</p>	<p>century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p>

	<p>Describes how the Roman empire declined and compares with the decline of the Mayan empire.</p> <p>Describes the impact of the Viking invasion of Britain.</p>							
6	<p>Moving People Describes how people migrated in prehistoric times. Knows how aspects of everyday life have been influenced by migration eg technology, language, food, architecture Describes some of the influence of past migration on present day societies.</p> <p>Second World War Places key dates in the second world war on a timeline. Describes the background to the war. Compares aspects of life in the war to life now. Relates the migration of people in the second world war to the other periods studied, including refugees.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world. Uses timelines to demonstrate changes and developments in culture, technology, religion and society</p>	<p>Understands and uses key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using historical vocabulary such as: social, religious, political, technological and cultural. Recalls accurately the date of any significant event studied from past and can order it chronologically</p>	<p>Understands that the past has been represented in different ways. Draws conclusions and provides accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Understands and explains that some evidence is propaganda, opinion or misinformation and that this affects interpretations of</p>	<p>Identifies and uses different sources of information and artefacts. Selects the most appropriate source of evidence for particular tasks and justifies choice.</p>	<p>Evaluates and gives reasons for the usefulness and accuracy of different sources of evidence. Can explain own opinions about historical events using evidence from a range of sources.</p>	<p>Presents information systematically with clear structure. Selects and uses a range of presenting methods. Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram) and justifies choices. Uses specific dates and historical terms accurately.</p>	<p>BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. social, religious, political, technological and cultural.</p>