



Whole School Concept and Skill Progression Document

Intent

At St. Leonard's, a high-quality history education will enable children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire their curiosity to know more about the past. Through the teaching, children will be able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps our children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Historical-Enquiry Skill	EYFS	KS1	LKS2	UKS2
Prediction	Make a simple prediction about what is read or what is read to. Predict what an unknown object might be used for.	Predict what an artefact might have been used for and from where it came. Predict who a significant individual might have been from various sources.	Predict what an artefact or other historical resources might have been used for, and where it came from, explaining why using historical knowledge. Predict consequences of actions based on events researched from historical sources. Predict , with increasing accuracy, the reason for an individual's historical-significance based on increasing historical-knowledge.	Make predictions about the cause, effect, and change through significant events and the actions of individuals based on what is known. Make predictions that inform the future, based on events and individual's actions.
Questioning	Ask simple questions about historical artefacts that promote curiosity. Ask simple questions about other historical sources. Ask questions to clarify understanding and meaning of what is read. Answer simple historical questions asked by others.	Ask simple questions about an artefact, event, or individual to promote line of enquiry. Ask simple historical questions from information books and text.	Ask detailed questions about an artefact, event or individual to promote line of enquiry. Create and ask new questions as they develop as a result of increasing historical knowledge and questions that are answered. Create basic 'tests' to commit learning to memory in the form of retrieval practice.	Ask higher-order deepening questions that allow others to reason historically, i.e., <i>What would have happened if Germany had won World War II?</i> Create more complex 'tests' to commit learning to memory in the form of retrieval practice. Use summarisation skills to 'sort' specific questions into more general questions, i.e. 'What were their shoes like?' into 'What did they wear? / What did they look like?' Use questioning to inform self-directed learning of historical events and individuals.
Research	Read simple non-fiction prose and texts. Use images and other basic sources to support historical-understanding, especially around local historical-knowledge.	Answer pre-devised questions using non-fiction texts, artefacts, and fact files. Answer own questions using non-fiction texts, artefacts, and fact files. Use ICT to input questions into a search engine, and answer.	Use a range of primary and secondary sources, making cross-curricular links to other areas such as art (paintings, sculptures) and geography (maps, physical geography, human geography).	Use a wider range of primary and secondary sources, including nationally kept registers such as census information, birth records, death records and marriage records.
Connect	Say when something reminds them of something they have read or experienced.	Begin to connect what life was like at the time of studied events and individuals to modern times. Begin to connect new historical knowledge with historical knowledge already known.	Connect knowledge of what life was like at the time of studied events and individuals to other times, i.e. <i>Anglo-Saxon and Viking aggression to racism, or other times of extreme prejudice.</i> Connect new historical knowledge with historical knowledge already known.	Make numerous connections between historical-concepts and historical-knowledge to connect various events and individuals to other events and individuals, noting comparisons and differences.
Debate	Show a preference for something and explain why. Have a point of view about something that has happened.	Answer and provide simple evidence for historically reasoned questions, i.e. <i>Was Guy Fawkes wrong to do what he did?</i>	Provide reasoned arguments based upon bias and interpretation of an event or actions of an individual, i.e., <i>Did the Romans achieve their goals through entirely 'just' means?</i> Provide reasoned arguments as to the potential use of historical artefacts.	Partake in debate about historical reasoning questions, using a wide range of evidence and sources to justify answers. Use debate to persuade and influence others, drawing on what is known about propaganda and political persuasion.



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Historical-Enquiry Skill	EYFS	KS1	LKS2	UKS2
Present	Show people their learning and explain what they have learnt. Draw events, artefacts, and individuals from the past and present.	Talk, write, and draw about things from the past. Use drama and role play to communicate knowledge about the past and present. Create simple fact files about the past and present. Talk about things that have happened in your own words to a peer or adult.	Present, communicate and organise ideas about the past using models, drama, role play and different types of writing. Teach learnt information to someone else.	Present, communicate and organise ideas about the past using detailed discussions, debates, models, drama, role play and further types of writing. Plan and present historical learning based on a self-directed project. Teach, using own-made resources, learnt information to someone else.
Remember	Join in with familiar songs and rhymes that help us remember: 'Remember, remember, the fifth of November...	Make own songs, rhymes, and poems to help remember a fact. Write down simple facts in a list to help remember.	Use additional strategies such as drawing symbols or images (dual coding) and making mnemonics to help remember key events and facts.	Use further strategies Keep own records, notes, labels, and annotations to support retrieval and embedding of learnt information.

Concept	EYFS	KS1	LKS2	UKS2
Continuity and Change	Explain what is the same and what is different about now and another time.	Explain what was important about a past event or individual. Explain how things changed as a result of a past event or individual.	Begin to explain, using increasing historical knowledge, how things stayed the same and changed as a result of historically significant events and the actions of individuals. Begin to explain the process of change throughout a significant event or time of an individual. Know that changes can take place over different amounts of time – some short, some long.	Explain in detail what stayed the same and what changed as a result of historically significant events and the actions of individuals. Explain in detail the process of change throughout a significant event or time of an individual. Imagine what changed and what stayed the same following a significant event or actions of a significant individual in history. Know that some people oppose change and do not benefit from it, whereas others want change and profit from it. Understand that specific events have 'turning point(s)' that change the direction for the worse or better.
Cause and Effect	Explain why an individual they know, or a character from a book, did something. Explain what an individual they know, or a character from a book, did.	Explain the reason for some people's actions in the past. Knows – in simplistic terms – the cause of a specific event in the past and is able to list these. Explain an important event and say why it might have took place – listing reasons. List the impact of someone's actions in the past.	Begin to understand about the conditions of people's lives that brought about significant change. Knows – and gives examples of – multiple causes, rather than one for a specific event. Knows that events may be as a result of an individual person or group of people.	Begin to understand about the conditions of people's lives that brought about significant change, examining lives in contemporary* settings. Knows that causes might be connected, and consequences both positive and negative. Categorise an event into different causes: religion, money, power, etc. Use geographical language to describe and explain how natural disasters or Earth's processes brought about significant change.



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Concept	EYFS	KS1	LKS2	UKS2
Similarity and Difference	Explain how they have changed as they have got older. Explain simply what life was like when their parents were born. Start to compare and contrast old and new images and artefacts. Describe in appropriate language something they can see.	Describe artefacts (resources), individuals, and events. Describe what life was like at the time of studied events and individuals. Compare and contrast old and new images and artefacts.	Start to compare and contrast learnt times, events, and individuals with similar times, events, and individuals. Start to compare and contrast learnt times, events, and individuals with more present events, and individuals. Compare and contrast the lives of different sides at the same moments in time.	Compare and contrast in detail learnt times, events, and individuals with contemporary and modern times, events, and individuals. Compare and contrast worldwide events with what was happening in the locality at the time, using the concept of <i>meanwhile</i>. Compare and contrast worldwide events with what was happening elsewhere in the world, using the concepts of <i>meanwhile, elsewhere</i>.
Significance and Impact	Say why something or someone is important to them. Say why something or someone is important to someone else. Talk about significant celebrations: <i>Bonfire Night, Christmas, etc.</i>	Explain what was important about a past event or individual. Explain how things changed as a result of a past event or individual.	Begin to understand about how significant events and individuals have impacted us today. Clearly understand the impact and legacy of significant events and individuals on history – link this to cause and effect. Begin to see history as something we make, by impacting the future, i.e. climate change, time capsule.	Develop a clear understanding of how significant events and individuals have impacted the world today and the legacy that has been left behind. Develop a clear understanding of how significant events and individuals have impacted Britain and the legacy that has been left behind.
Chronology	Order events from their life. Order events from their day and from a school trip. Use simple time vocabulary such as first, then, next, etc. Talk about things that are old and new, sorting them. Use pictures from books – photographic or illustrated – as a way to learn about the past.	Use simple timelines to order dates. Add significant events from own life to a timeline. Order pictures and artefacts from different times. Begin to use more complex vocabulary and phrases linked to the passing of time, including that of seconds, minutes, hours, seconds, days, weeks, and years.	Use language of complex terms such as BC and AD. Order an increasing knowledge of events, individuals, and artefacts. Recall some dates and times of significant events and individuals. Know the duration of specific events in years, decades, and centuries. Match specific images, or details, to an event in time that they have learnt about. Start to understand the amount of time between studied events and individuals, i.e. <i>decades, centuries, millennium</i>. Understands that history happens in the locality, as well as further afield.	Have a further refined understanding of the amount of time between studied events and individuals, i.e., <i>days, weeks, months, years</i>, Accurately recall and order dates and times from studied events and individuals. Accurately recall and order dates and times <i>within</i> studied events and individuals. Have a clear understanding of British chronology, from Stone Age to modern age. Use the language of duration to explain how long an event or individual's life was, or the distance between events and individuals' lives. Able to describe historical events that have happened in the locality, using the idea of <i>meanwhile</i>.
Bias and Interpretation	Identify between fiction and non-fiction. Say who the audience and purpose of a fiction or non-fiction books is. Have a favourite toy, song, or object and appreciate that others have different favourites. Use the language of possession: mine, his, hers, theirs, ours.	Start to compare two versions of a past event. Observe and use pictures, photographs, and artefacts to find out about the past. Start to understand different types of evidence. Start to understand that there may be different versions of the past.	Use more than two versions of the same event or story in history and identify differences. Explain why accounts might be different, based on bias, or rewriting history. Understand about primary and secondary sources. Begin to have an opinion that may be different from others based on interpretation of different sources.	Find and analyse a wide range of evidence about the past. Offer clear and reasoned views about different interpretations of the past. Check the accuracy of historical sources by considering their audience and purpose. Understand about propaganda and persuasion as tools to influence others.



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Concept	EYFS	KS1	LKS2	UKS2
	Use replicas and small world to interpret through role play the historical events, with some accuracy – i.e. Roman Playmobil and gladiator arena.	Recall some knowledge about learnt past events and individuals. Have an opinion about something in the past. Summarise key events in own words.	Use empathy to understand how life for different people might have been different. Starting to know the difference between facts – through evidence – and assumption – through lack of evidence. Summarise key events in reducing number of words: 50, 25, 10, 5, 1, etc.	Formulate strong opinions that may be different from others based on using different sources. Understands that bias might be the cause of the difference in people’s lives: i.e. rich and poor Victorians. Explain clearly why people might have a different interpretation of, or put a different spin on, the past.

**The use of the word contemporary means what was present at the time, not what is modern now.*