



## PADSTOW SCHOOL SKILLS AND KNOWLEDGE PROGRESSION

### SUBJECT AREA: HISTORY

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<p>Sequence some events or 2 related objects in order</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p>	<p>Recount changes in own life over time</p> <p>Puts 3 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p>	<p>Uses timelines to place events in order.</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade.</p>	<p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Divides recent history into present, using 21<sup>st</sup> century, and the past using 19<sup>th</sup> and 20<sup>th</sup> centuries.</p> <p>Names and places dates of significant events from past on a timeline.</p>	<p>Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BCE, CE, after, before, during, Tudors, Stuarts, Victorians, era, period.</p> <p>Identifies changes within and across historical periods.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline</p>

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge and understanding of past events, people and changes in the past</b>	<p>Tell the difference between past and present in own and other people's lives</p>	<p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p>	<p>Uses evidence to describe past:</p> <p><i>Houses and settlements</i></p> <p><i>Culture and leisure activities</i></p> <p><i>Clothes, way of life and actions of people</i></p> <p><i>Buildings and their uses</i></p> <p><i>People's beliefs and attitudes</i></p> <p><i>Things of importance to people</i></p> <p><i>Differences between lives of rich and poor</i></p> <p>Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people,</p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p>	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p>

			<p>events and objects</p> <p>Shows changes on a timeline</p>			Makes links between some features of past societies.
<b>Skill</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Historical interpretation</b>	<p>Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p>	<p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understands why some people in the past did things.</p>	<p>Looks at 2 versions of same event and identifies differences in the accounts.</p>	<p>Gives reasons why there may be different accounts of history.</p>	<p>Looks at different versions of the same event and identifies differences in the accounts.</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others</p>	<p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
<b>Skill</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Historical enquiry</b>	<p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p>	<p>Looks carefully at pictures or objects to find information about the past.</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect</p>	<p>Understands the difference between primary and secondary sources of evidence.</p> <p>Uses documents, printed sources, the</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to</p>	<p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p>

		<p>Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?',</p> <p>Estimates the ages of people by studying and describing their features.</p>	<p>information about the past.</p> <p>Asks questions such as 'how did people ....? What did people do for ....?'</p> <p>Suggests sources of evidence to use to help answer questions.</p>	<p>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>collect information about the past.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>
<b>Skill</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Organisation and communication</b>	Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).	<p>Describes objects, people and events.</p> <p>Writes own date of birth.</p> <p>Writes simple stories and recounts about the past.</p> <p>Draws labelled</p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>	<p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Uses dates and terms correctly.</p> <p>Discusses most appropriate way to present information,</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Uses dates and terms accurately.</p> <p>Chooses most appropriate way to present</p>	<p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>

diagrams and writes about them to tell others about people, events and objects from the past.

realising that it is for an audience.  
Uses subject specific words such as monarch, settlement, invader.

information to an audience

**2022-23 Coverage**

<p><b>EYFS USW</b></p> <p><b>Puffins</b></p>	<p><b>What makes me a me?</b></p> <p>Past and present: Children will know about their own life story &amp; how they have changed.</p>	<p><b>Why do we celebrate?</b></p> <p>Children will know some similarities and differences between things in the past and now. Comment on images of familiar situations in the past.</p>	<p><b>What makes a hero?</b></p> <p>Children will talk about the lives of people around them. Children will talk about recent events in their own history.</p>	<p><b>How does your garden grow?</b></p> <p>Children will talk about past and present events in their lives and what has been read to them.</p>	<p><b>Where do I live?</b></p> <p>Children will know about the past through settings &amp; characters. They will also learn about the past linked to local traditions.</p>	<p><b>What makes water wonderful?</b></p> <p>Children will know about the past through settings, characters and events.</p>
<p><b>Year 1 Little Egret</b></p>	<p><b>Y1/2 before classes split into Y1 and Y2 Kittiwake</b></p> <p><b>Black History Month Lives of Significant individuals Martin Luther King Nelson Mandela Rosa Parks Mary Seacole</b></p> <p><b>Why is it important for us to learn about Black history? Who is a famous Black figure from history that you find inspiration? Why?</b></p>	<p><b>History</b></p> <p><b>Communicators Lives of significant individuals</b></p> <p>William Caxton Tim Berners-Lee Ada Lovelace</p> <p><b>What is a timeline? What does 'in the past' mean? How did people print the first book? Do you know who William Caxton and Tim Berners-Lee are?</b></p>		<p><b>History of Flight</b></p> <p>Events beyond living memory: The First Flight, how people tried to fly, Flights to the moon, Neil Armstrong, Significant – the first man on the moon. Changes within living memory Compare and contrast modern to planes of the past.</p> <p><b>What ways have humans tried to fly in the past? Who created the first aeroplane? What can you tell me about space travel? Do you know who the first man on the moon was?</b></p>	<p><b>Paws, Claws and Whiskers Geography</b></p>	

Year 2 Kittiwake	See above	Superheroes History		Coastlines Geography	Cornish Heroes / Lifeboats. Local history  Significant historical events, people and places in their own locality.  <b>Why are lifeboats important now and in the past?</b> <i>Link- Grace Darling</i>  <b>What do we know about Padstow's lifeboats?</b> <i>Invite parent, who is a lifeboatman, in to talk to us?</i>  <b>Why does the community of Padstow need to know about the Doom Bar?</b> <i>Myth of the Doom Bar</i>
		<b>Communicators</b> <b>Lives of significant individuals:</b> William Caxton Tim Berners-Lee Ada Lovelace  <b>What is a timeline?</b> <b>What does 'in the past' mean?</b> <b>How did people print the first book?</b> <b>Do you know who William Caxton and Tim Berners-Lee are?</b>	<b>History of Flight</b> Events beyond living memory: The First Flight, how people tried to fly, Flights to the moon, Neil Armstrong, Significant – the first man on the moon. Changes within living memory Compare and contrast modern to planes of the past.  <b>What ways have humans tried to fly in the past?</b> <b>Can you tell me some key facts about the Wright brothers?</b> <b>What can you tell me about Space travel?</b> <b>Do you who the first man on the moon?</b>		
Year 3 / 4 Oystercatcher	Flow Geography	Ancient Civilisations - Ancient Egypt History		Blue Abyss Geography	Local history Fishing
		Learning about the rise, life, achievements and eventual end of the Ancient Egyptian civilisation.  <b>How did early Egypt begin and what was it like?</b> <b>How did Ancient Egypt change during the Old Kingdom?</b> <b>What changes took place from the Old Kingdom to the end of the civilisation?</b>			Local in-depth study of fishing and changes over time in Padstow and Cornwall. <b>Why is fishing important to the people of Cornwall?</b> <b>Who and why has fishing changed over time in Cornwall?</b> <b>How do we learn about these changes?</b>

<b>Year 4 / 5 Cormorant</b>	<b>Frozen Kingdoms Polar expedition and Travel</b>		<b>Ancient Civilisations – Ancient Egypt History</b>	<b>Road Trip – USA Geography Geography</b>
	<p style="text-align: center;"><b>History</b></p> <p>To use dates and terms accurately. To choose most appropriate way to present information. Asks a range of questions about the past. To choose reliable sources of evidence.</p> <p><b>Why was the Titanic such a significant part of our history?</b></p> <p><b>What is social class and how was this evident on the Titanic?</b></p> <p><b>How did the sinking of the Titanic impact the future of travel?</b></p>	<p style="text-align: center;"><b>Geography</b></p>	<p><b>History of the world's first ancient civilisations.</b> Children will learn about the rise, life, achievements and eventual end of that civilisation.</p> <p><b>Who were the Ancient Egyptians?</b> <b>What makes a civilisation?</b> <b>What / who is a Pharaoh and why are they significant?</b> <b>How did significant Egyptian inventions change the way people lived?</b></p>	



Year 6 Curlew	Fallen Fields	Britain at War	Frozen Kingdom		Hola Mexico	
	History	Geography	Geography	History	Geography	History
	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>How did WW1 begin? What were conditions like in the trenches? Why did soldiers produce poetry and art about their experiences?</b></p> <p><i>Link - impact on local area</i></p>			<p>Methods of historical enquiry. How evidence is used rigorously. Construct informed responses. Organisation of relevant historical information. How knowledge of the past is constructed from a range of sources. How people's lives have shaped this nation.</p> <p><b>Who was Scott? Why was his expedition important? How could his expedition be made easier today?</b></p>		<p><b>History of the world's first ancient civilisations.</b> Children will learn about the rise, life, achievements and eventual end of that civilisation. Study of the Mayan society.</p> <p><b>Who were the Maya? How did the Maya live? When and how did their civilisation end?</b></p>