Belmore History Skills Progression Framework

By the end of Key Stage 1, pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

By the end of Key Stage 2, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations -Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

- Ancient Greece a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

		Nursery	Reception	1	2	3	4	5	6
Ly	Hierarchy and Power	Talk about the actions of kings and queens in stories.	Explore and talk about pictures, stories and information books on the theme of royalty.	Describe the role of a monarch.	Describe the hierarchy of a past society.	Describe the roles of tribal communities and explain how this influenced everyday life. Describe the hierarchy and different roles in past civilisations. Describe the significance and impact of power struggles on Britain.	Describe the hierarchy and different roles in ancient civilisations.	Describe the significance, impact and legacy of power in ancient civilisations.	Describe and explain the significance of a leader or monarch. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.
Historical Enquiry	Everyday life/ Compare and Contrast	Talk about special times or events that are important to them	Talk about past and present events in their own lives and those who are important to them.	Identify similarities and differences between ways of life within or beyond living memory. Describe an aspect of everyday life within or beyond living memory.	Describe the everyday lives of people in a period within or beyond living memory. Describe what it was like to live in a different period.	Describe the everyday lives of people from past historical periods. Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. Describe the 'Romanisation' of Britain, including the impact of technology, culture and	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Explain how artefacts provide evidence of everyday life in the past. The form these characteristics take can be similar or	Explain how everyday life in an ancient civilisation changed or continued during different periods. Compare and contrast an aspect of history across two or more periods studied.	Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.

Significant People and Events	Begin to make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations. Comment and ask questions about significant people that they have seen in books and	Listen to stories and discuss significant events from the past. Share stories and talk about significant people who lived in the past.	Understand the term significant and explain why a significant individual is important. Identify some key features of a significant historical event beyond living memory.	Explain why an event from the past is significant. Use historical models to make judgements about significance and describe the impact of a significant historical individual.	beliefs. Explain the similarities and differences between two periods of history. Explain the cause and effect of a significant historical event. Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.	contrasting across different civilisations. Compare and contrast two civilisations. Explain in detail the multiple causes and effects of significant events. Construct a profile of a significant leader using a range of historical sources.	Explain why an aspect of world history is significant. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way	Present a detailed historical narrative about a significant global event. Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.
Changes over time	photographs. Begin to spot similarities and differences between pictures of the past and the modern day.	Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures	Describe changes within or beyond living memory.	Describe how an aspect of life has changed over time.	Summarise how an aspect of British or world history has changed over time.	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them	Frame historically valid questions about continuity and change and construct informed	Describe the causes and consequences of a significant event in history
Civilisations		and pictures.			Describe how	Construct a	responses. Describe the	Describe and

				-		
			past civilisations	narrative,	achievements	explain the
			or lives of people	chronological or	and influence	common traits
			in Britain	non-	of the ancient	and motives of
			developed during	chronological	Greeks on the	leaders and
			the Stone Age,	account of a	wider world.	monarchs from
			Bronze Age and	past civilisation,		different
			Iron Age.	focusing on	Describe the	historical
				their features	achievements	periods.
			Describe ways in	and	and influence	
			which human	achievements.	of the ancient	Describe some
			invention and		Greeks on the	of the
			ingenuity have	Create an in-	wider world.	significant
			changed how	depth study of		achievements of
			people live.	the	Create an in-	mankind and
				characteristics	depth study of	explain why
			Describe the	and importance	the	they are
			achievements	of a past or	characteristics	important.
			and influence of	ancient	and importance	
			the ancient	civilisation or	of a past or	Create an in-
			Romans on the	society (people,	ancient	depth study of
			wider world.	architecture,	civilisation or	the
				religion, culture,	society (people,	characteristics
				art, politics,	culture, art,	and importance
				hierarchy).	politics,	of a past or
				,.	hierarchy).	ancient
				Describe the	••	civilisation or
				significance and		society (people,
				impact of power		culture, art,
				struggles on		politics,
				Britain.		hierarchy).

	Validity of	Comment and	Compare	Use stories to	Examine an	Identify and give	Explain how the	Compare	• Link sources
	evidence	ask questions	characters from	encourage	artefact and	reasons for	design,	account of	and work out
		about objects	stories	children to	suggest what	different ways in	decoration and	events from	how conclusions
		from the past.	Comment on	distinguish	it is, where it	which the past is	materials used	different	were arrived at
			similarities and	between fact	is from, when	represented	to make an	sources – fact	 Consider ways
			differences	and fiction	and why it was	Distinguish	artefact can	or fiction	of checking the
				Compare	made and who	between different	provide	 Offer some 	accuracy of
			Objects from	adults talking	owned it.	sources -	evidence of the	reasons for	interpretations
			the past can	about the past -		compare different	wealth, power	different	- fact or fiction
Σ			look different to	how reliable are	Use historical	versions of the	and status of	versions of	and opinion
Interpretations of History			objects from	their memories?	sources to	same story	the object's	events	Be aware that
T T			the present.		begin to	• Look at	owner.		different
o si			Make	Use a range of	identify	representations			evidence will
lior			observations	historical	viewpoint.	of the period -	Identify bias in		lead to different
stat			about objects	artefacts to find		museum,	primary and		conclusions
pre			and artefacts	out about the		cartoons etc	secondary		Confidently
ter			from the past,	past.			sources.		use the library
<u> </u>			such as toys,						and internet for
			clothes and	Express an			Interpret a		research
			other items	opinion about a			primary source		
			relating to	historical			and understand		
			everyday life.	source.			how the context		
							in which it was		
							written		
							influences the		
							writer's		
							viewpoint.		

	Local History	Local History	Local History	Local History	Local History	Local History	• Study	Local History
	Explore	Explore and talk	Important	Describe, in	Analyse a range	Describe and	difference	Present an in-
	photographs	about	events in the	simple terms,	of historical	explain the	aspects of	depth study of a
	to show how	important	school's history	the	information to	impact of a past	different	local town or
	the school or	events in the	could include	importance of	explain how a	society on a	people -	city, suggesting
	locality has	school or	the opening of	local events,	national or	local settlement	differences	how to source
υ	changed over	locality's	the school, the	people and	international	or community.	between men	the required
b B B	time.	history.	arrival of new	places.	event has		and women	information.
$\frac{\omega}{8}$			teachers, special		impacted the	British History	• Examine	
and Depth of Historical Knowledge	British History	British History	visitors and	British History	locality.	Describe a	causes and	British History
<u>8</u>	The past	Stories, or	significant	Describe and		series of	results of great	Articulate the
)ric	includes the	narratives, can	changes to	explain the	British History	significant	events and the	significance of a
isto	things that	tell us about	buildings.	importance of	Describe how a	events, linked	impact on	historical
Ŧ	happened	important	Describe	a significant	significant event	by a common	people	person, event,
ا د	yesterday, last	things that	important	individual's	or person in	theme, that		discovery or
ept	week, last	happened in the	events in the	achievements	British history	show changes	<u>Local History</u>	invention in
<u> </u>	year or long	past. Listen to	school's history.	on British	changed or	over time in	Investigate an	British history.
anc	ago. Talk	and talk about		history.	influenced how	Britain.	aspect of	
ge	about things	stories	British History		people live today.		history or a site	Describe the
Range	that happened	describing	Describe a			Explain the	dating from	growth of the
_	in the past.	significant	significant		Explain the cause,	cause,	beyond 1066	British economy
		events from the	historical event		consequence and	consequence	that is	and the ways in
		past.	in British history		impact of	and impact of	significant in	which its
					invasion and	invasion and	the locality.	growth
					settlement in	settlement in		impacted on
					Britain.	Britain.	British History	British life.

Chronology	Begin to sequence own life (2 or 3 photos) Relive past experiences through role play activities and retell events in order.	 Begin to sequence images in a story of figure from past Begin to sequence own life (4+ photos) 	• Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages	Sequence artefacts closer together in time - check with reference book Sequence photographs from different periods of their life Describe memories of key events in lives	Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	 Place events from periods studied on timeline Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD 	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	 Place current study on timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a timeline Articulate and present a clear, chronological world history narrative within and across historical
								historical periods studied.

	Dania ka was	0	11	Dussel	National and	Dunnant -	Everlana Alaa	Think suit salle
	Begin to use	Order and	Use common	Present	Make choices	Present a	Explore the	Think critically,
	words relating	sequence a	words and	historical	about the best	thoughtful	validity of a	weigh evidence,
	to the passage	familiar event	phrases relating	information in	ways to present	selection of	range of	sift arguments
	of time when	using words	to the passing of	a simple non-	historical	relevant	historical	and present a
	retelling a past	relating to the	time to	chronological	accounts and	information in a	reports and use	perspective on
_	event.	passage of time,	communicate	report,	information.	historical	books,	an aspect of
ioi		including	ideas and	independent		report, fictional	technology and	historical
cat		yesterday, last	observations	writing, chart,	Use historical	narrative, in-	other sources	importance.
ie		week, before	(here, now,	structural	terms to describe	depth study or	to check	
Communication		and then.	then, yesterday,	model, fact	different periods	by answering a	accuracy.	Use abstract
[S			last week, last	file, quiz, story	of time.	range of		terms to
and (year, years ago	or biography.		historical	Articulate and	express
			and a long time		Ask well	questions.	organise	historical ideas
.jc			ago).	Use the	composed		important	and
Organisation				historical	historical	Historical terms	information	information.
gan			Create stories,	terms year,	questions about	include abstract	and detailed	
Org			pictures,	decade and	aspects of	nouns, such as	historical	
			independent	century.	everyday life in	invasion and	accounts using	
			writing and role		ancient periods.	monarchy.	topic related	
			play about				vocabulary.	
			historical					
			events, people					
			and periods.					