

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
Historical Enquiry	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.
	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.

						beliefs. Explain the similarities and differences between two periods of history.	contrasting across different civilisations. Compare and contrast two civilisations.		
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 photographs.	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.	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.	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	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 responses.	Describe the causes and consequences of a significant event in history.	
Civilisations					Describe how	Construct a	Describe the	Describe and	

						<p>past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p> <p>Describe the achievements and influence of the ancient Romans on the wider world.</p>	<p>narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).</p> <p>Describe the significance and impact of power struggles on Britain.</p>	<p>achievements and influence of the ancient Greeks on the wider world.</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>	<p>explain the common traits and motives of leaders and monarchs from different historical periods.</p> <p>Describe some of the significant achievements of mankind and explain why they are important.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>
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Chronology		<ul style="list-style-type: none"> • Begin to sequence own life (2 or 3 photos) <p>Relive past experiences through role play activities and retell events in order.</p>	<ul style="list-style-type: none"> • Begin to sequence images in a story of figure from past • Begin to sequence own life (4+ photos) 	<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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past 	<ul style="list-style-type: none"> • Place current study on timeline in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a timeline <p>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p>
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Organisation and Communication		Begin to use words relating to the passage of time when retelling a past event.	Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Create stories, pictures, independent writing and role play about historical events, people and periods.	Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. Use the historical terms year, decade and century.	Make choices about the best ways to present historical accounts and information. Use historical terms to describe different periods of time. Ask well composed historical questions about aspects of everyday life in ancient periods.	Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. Historical terms include abstract nouns, such as invasion and monarchy.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. Use abstract terms to express historical ideas and information.
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