



RSS History Skills Overview

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| National Curriculum Aims | <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales |
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| <p>EYFS Understanding the World (People and Communities)</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | <p>EYFS Understanding the World (The World)</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> |
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| National Curriculum | Progression of Skills | |
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| <p>Key Stage One</p> <ul style="list-style-type: none"> • 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. | <p>Year 1</p> <ul style="list-style-type: none"> • place known events and objects in chronological order (chronological understanding) • sequence events and recount changes within living memory (chronological understanding) • use common words and phrases relating to the passing of time (chronological understanding) • understand key features of events (understanding of events, people and changes) • identify some similarities and differences between ways of life in different periods (understanding of events, people and changes) • relate his/her own account of an event and understand that others may give a different version (historical interpretations) • find answers to some simple questions about the past from simple sources of information (historical enquiry) • describe some simple similarities and differences between artefacts (historical enquiry) • sort artefacts from 'then' and 'now' (historical enquiry) • ask and answer relevant basic questions about the past (historical enquiry) • talk, draw or write about aspects of the past (organisation and communication) | <p>Year 2</p> <ul style="list-style-type: none"> • speak about how he/she has found out about the past (organisation and communication) • record what they have learned by drawing and writing (organisation and communication) • show an awareness of the past, using common words and phrases relating to the passing of time • describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods • use a wide vocabulary of everyday historical terms • ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events] • show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented • describe changes within living memory and aspects of change in national life • describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries • discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. 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 • describe significant historical events, people and places in his/her own locality |