

History: values-linked progression of skills

❖ **Love yourself / Independence & wellbeing**

❖ **Love learning / Knowledge & skills**

❖ **Love others / Inclusivity & respect**

❖ **Love the world you live in / Awe & wonder**

❖ **Love God / Spirituality & insight**

Values & Intentions	Focus of development	Linked EYFS Outcomes	Y1-2 Progression	Y3-4 Progression	Y5-6 Progression
Love yourself Independence and wellbeing	Self-knowledge Self-esteem Metacognition Self-evaluation Creativity Courage Resilience Joy		<ul style="list-style-type: none"> • Take pride in your own efforts • Begin to value effort over outcome • Work independently • Take inspiration from others • Recognise your own successes • Begin to judge your own work against your own past efforts, not the work of others • Maintain a positive outlook in the face of unfavourable outcomes • Be prepared to learn about new things 	<ul style="list-style-type: none"> • Recognise and celebrate your own efforts and the progression of your skills • Understand the importance to your own wellbeing and self-image of valuing your effort and progress over your outcomes • Work in an independent and focused way • Judge your own work against your own past efforts, not the work of others • Recognise how unfavourable outcomes can help guide future progression • Take joy in newfound knowledge and improvements in your work 	<ul style="list-style-type: none"> • Make links between things you already know and new information you have gained • Recognise and value the progress in your own skills and knowledge • Demonstrate resilience and perseverance when faced with challenges • View unfavourable outcomes as a step in a developmental journey, not as a failure • Be prepared to wrestle with challenging new ideas • Demonstrate perseverance and stamina when producing written work
Love others Inclusivity & respect	Critical thinking Collaboration Evaluation		<ul style="list-style-type: none"> • Take inspiration from the efforts and skills of others • Give honest feedback in a kind and considerate way • Contribute constructively to group projects 	<ul style="list-style-type: none"> • Actively seek opportunities to learn from the efforts and skills of others • Collaborate constructively on a range of creative projects 	<ul style="list-style-type: none"> • Take inspiration from the efforts and skills of others • Demonstrate understanding of strategies for collaborating successfully with others

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	Respect Honesty Humility		<ul style="list-style-type: none"> • Work with others in a positive way to help solve problems and generate new ideas 	<ul style="list-style-type: none"> • Give feedback and suggestions in a sensitive and constructive way 	<ul style="list-style-type: none"> • Show awareness of the impact on others of giving feedback in different ways
Love God Spirituality & insight	Wisdom Spirituality Depth of reflection Reverence Thankfulness		<ul style="list-style-type: none"> • Know about some historical events that have been influenced by religious events and ideas, e.g. the Nativity • Be able to place events from Christian and world history in a broader context • Show respect for the ideas and events of past times 	<ul style="list-style-type: none"> • Recognise that religious ideas have changes over time • Understand how religious and spiritual ideas have influenced events in history • Understand that God calls us to deepen our knowledge of historical events and ideas • Show thankfulness to God for the wisdom that has been passed down to us through generations 	<ul style="list-style-type: none"> • Understand how religious and spiritual ideas have both influenced and been influenced by changing world events • Understand that sometimes religious or spiritual ideas have been used to support movements for change • Understand that different interpretations can be made of evidence from a religious or historical standpoint
Love learning Knowledge & skills	To investigate and interpret the past		<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the

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				<ul style="list-style-type: none"> Suggest causes and consequences of some of the main events and changes in history. 	<p>social context of evidence studied.</p> <ul style="list-style-type: none"> Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.
	To build an overview of local, national and world history		<ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
	To understand chronology		<ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. 	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing 	<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

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			<ul style="list-style-type: none"> • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<p>this, along with evidence, on a time line.</p> <ul style="list-style-type: none"> • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.
	To communicate using appropriate historical language		<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> - Dates - Time periods - Eras - Changes - Chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> - Dates - Time periods - Eras - Continuity - Century - Legacy - Chronology - Changes - Decade - Century - Millenium • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.

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	To undertake specified historical studies		<ul style="list-style-type: none"> • Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Learn about 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 • Learn about 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 our own locality 	<ul style="list-style-type: none"> • Learn about changes in Britain from the Stone Age to the Iron Age • Study the Roman Empire and its impact on Britain • Describe the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer; the Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Describe Britain's settlement by Anglo-Saxons and Scots • Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<ul style="list-style-type: none"> • Undertake a local history study • Learn about Ancient Greek life and achievements and their influence on the western world • Study an aspect or theme in British history that extends chronological knowledge beyond 1066 • Study a non-European society that provides contrasts with British history, such as early Islamic civilisation, a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900 – 1300
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<p>Love the world you live in</p> <p>Awe & wonder</p>	<p>Respect</p> <p>Responsibility</p> <p>Humility</p> <p>Reverance</p>		<ul style="list-style-type: none"> • Learn about significant local events and people • Learn to respect the people and ideas of past times • Learn to value the differences between the people and history of different places and traditions 	<ul style="list-style-type: none"> • Recognise the value and importance of learning about significant people and events both locally, nationally and globally • Understand how significant individuals and events have shaped the local and global environments for better or worse • Develop deeper recognition of the value of respecting differences in the traditions of different groups 	<ul style="list-style-type: none"> • Recognise how the lessons of history can be important in shaping the future • Understand that decisions made in the past, for example regarding fossil fuel use or CFCs, have impacted on the environment, both locally and globally • Demonstrate personal responsibility and respect for differences among peoples, traditions and places
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