

History Progression of Skills and Knowledge

Key to understanding this document: Black = National Curriculum objectives Red = Skills to be taught Blue = Knowledge Green = Resources to be used

<u>Area of Learning</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Local Places to visit			West Malling high street (local houses from the past and present)		Canterbury Roman Museum Roman painted house Dover		Kings Hill WW2 trail
Knowledge to be taught – Events/Themes	Family trees	The Gunpowder Plot <ul style="list-style-type: none"> Timeline of events Transport or toys through the ages	The Great fire of London <ul style="list-style-type: none"> Key events Timeline of events 	The Stone Age to Iron Age Houses Food and farming Clothing Art Tools Transport The Ancient Greeks Houses Food and farming Clothing Art The Olympics Greek Gods Democracy	Anglo Saxons and Scots Invasion Houses Food and farming Clothing Battle of Hastings Romans Invasion Houses Food and farming Clothing Art Roman Gods Roman Inventions – roads, baths, central heating	Vikings Invasion Houses Food and farming Clothing Gods Burials Transport – long boats Ancient Egypt Houses Food and farming Clothing Gods Burials	The Home front (WW2) Houses Food and farming Clothing Kings Hill in WW2 The windrush generation Mayans Houses Food and farming Clothing Gods Burials Democracy
Knowledge to be taught – People/places		King James I Guy Fawkes Neil Armstrong (Spacecraft)	Samuel Pepys Christopher Wren Florence Nightingale Edith Cavell	Skara Brae Stonehenge Iron age hill forts	William of Normandy and King Harold Sutton Hoo	Viking Gods: Thor and Loki Valley of the Kings Tutankhamun Egyptian Gods	

		Amelia Earhart (Planes) Christopher Columbus (Boats) Quentin Blake (Local)	Dame Kelly Holmes (local)		Roman gods: Neptune, Apollo, Pluto, Hercules,		
	At the end of each academic year, the class timeline floor book (virtual) will be passed to the next teacher, so that the children can continue to add to the timeline and use it as a visual prompt.						
<u>Chronological understanding</u>	<p><u>Reception</u> Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p><u>ELG</u> Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and</p>	<p>- Sequence objects in order of age e.g. banana, teddy, shirt</p> <p>- Sequence events</p> <p>- Uses words and phrases: old, new, young, days, the months.</p> <p>- Remembers parts of stories and memories about the past</p>	<p>Recount changes in own life over time.</p> <p>Order the events of a story</p>	<p>Uses timelines to show their birth, start or pre-school, parent's birth, grand-parent's birth, start of school, birth of Jesus, Great Fire of London 1666 and Stone Henge built 3000BC.</p> <p>- Understands timeline can be divided into BC and AD. Understand the Stone Age Period in relation to the birth of Jesus.</p> <p>Encourage all children to learn these key dates by heart. WT children to use the timeline from the previous year.</p>	<p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p> <p>- Plots the periods being studied on a horizontal timeline that also shows more recent key events: Stone Henge built 3000BC, Roman Invasion 43AD, Birth of Jesus, Fire of London 1666, First Moon landing 1966, birth of Queen Elizabeth II 1926, own birth.</p> <p>Name and place dates of significant events on a timeline, updating</p>	<p>Further develop the use of a horizontal timeline to include all epochs studied to date: Stone Henge built 3000BC, Roman invasion 43AD, Bronze Age – Iron Age 1200 – 500 BC, Alfred the Great ruled from 871, Great Pyramid built 2560BC, Great Fire of London 1666, first moon landing 1966, Elizabeth II born 1926, World War I 1914-1918.</p> <p>Encourage all children to learn these key dates by heart. WT children to use the timeline from the previous year.</p>	<p>Use timelines to place events, periods and cultural movements from around the world.</p> <p>Use timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Name the date of any significant event studied from the past and places it correctly on a</p>

	<p>what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>				<p>it throughout the topic.</p> <p><i>Encourage all children to learn these key dates by heart.</i></p> <p><i>WT children to use the timeline from the previous year.</i></p>		<p>timeline. Dates should include: All events studied to date including the new events of: Power of Steam engine 1663-1801, Railways 1802-1830, End of African slavery 1888, 1926, World War I 1914-1918, World War II 1939-1945, Internet 1983.</p> <p><i>Encourage all children to learn these key dates by heart.</i></p> <p><i>WT children to use the timeline from the previous year.</i></p>
<u>Knowledge and understanding</u>		<p>Tell the difference between past and present in their own life time.</p> <p>Victorian classroom compared to Today's</p> <p>Explore differences between past and present in either British or global history</p>	<p>Uses information to describe differences between then and now in history. On a local area walk, identify old and new buildings e.g. phone box, new house. Photograph to order in books</p>	<p>Uses evidence to describe past.</p> <p>Uses evidence to find out how events may have changed during a time period.</p> <p>Describe similarities and differences</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>Identifies changes within and across historical periods.</p> <p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Chooses reliable sources of factual evidence to describe: houses and settlements;</p>

			<p>Recount main events from a key historical event</p>	<p>between people, events and objects</p>	<p>Describes how some of the past events/people affect life today.</p>	<p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Make links between some features of past societies and today.</p>	<p>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>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Make links between some features of</p>
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							past societies and today.
<u>Interpretation</u>		<p>Begins to identify and recount some details from the past from sources (e.g. pictures, stories).</p> <p>Compare key historical figures from different periods</p>	<p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Compare 2 historical figures from different periods to learn why they did what they did.</p>	<p>Looks at 2 versions of the same event and identifies differences in the accounts.</p>	<p>Gives reasons why there may be different accounts of history.</p>	<p>Look 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>Know 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>Know and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
<u>Enquiry</u>		<p>Finds answers to simple questions about the past from sources of information (e. g. pictures, stories).</p> <p>Investigate a significant local person</p>	<p>Looks carefully at pictures or objects to find information about the past.</p> <p>Ask and answer questions such as: 'what was it like for a?'</p>	<p>Ask 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>Understands the difference between primary and secondary sources of evidence.</p> <p>Uses documents, printed sources, the internet, databases, pictures,</p>	<p>Ask a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p>	<p>Identify and use different sources of information and artefacts.</p> <p>Evaluate the usefulness and accurateness of different sources of evidence.</p>

			<p>'What happened in the past?' 'How long ago did happen?'</p> <p>Investigate a significant local person</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p>	<p>photos, music, artefacts, historic buildings and visits to collect information about the past.</p>	<p>Realises that there is often not a single answer to historical questions.</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p>	<p>Select the most appropriate source of evidence for particular tasks. Form own opinions about historical events from a range of sources.</p>
<u>Organisation and communication</u>		<p>Shows knowledge and understanding about the past in different ways (e. g. role-play, drawing, writing and talking).</p>	<p>Describe people and events.</p> <p>Write own date of birth.</p> <p>Write simple stories and recounts about the past.</p> <p>Draw and label diagrams and write about them to tell others about people, events and objects from the past.</p>	<p>Uses dates and terms with increasing accuracy.</p> <p>Discuss different ways of presenting information for different purposes.</p> <p>Presents findings about past using speaking, writing, ICT and drawing skills.</p>	<p>Discusses most appropriate ways to present information, realising that it is for an audience.</p> <p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</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 information to an audience.</p>	<p>Present information in an organised and clearly structured way.</p> <p>Make use of different ways of presenting information.</p> <p>Present information in the most appropriate way (e. g. written explanation/tables and charts/labelled diagram).</p>

							Make accurate use of specific dates and terms.
Key Vocabulary		Uses words and phrases: old, new, young, days, the months.	Uses words and phrases such as: recently, before, after, now, later, past and present.	Uses words and phrases: century, decade.	Uses subject specific words such as monarch, settlement, or invader.	Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.	Propaganda, civilisation, misinformation, influence and society

