

History Progression of Skills and Knowledge

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

Area of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Please see EYFS Curriculum – Understanding the world - point 13	<ul style="list-style-type: none"> - Sequence objects in order of age e.g. banana, teddy, shirt - Sequence events using pictures of themselves from baby to now. What is different? - Uses words and phrases: old, new, young, days, the months. - Remembers parts of stories and memories about the past E.g. The gunpowder plot 	<p>Recount changes in own life over time. Use photos of family to order by age. Spot differences e.g. hair, fashion</p> <p>Order the events of a story –The Great Fire of London</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><i>Encourage all children to learn these key dates by heart. WT children to use the timeline from the previous year.</i></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, 43AD, Birth of Jesus, Fire of London 1666, First Moon landing 1966, birth of Queen Elizabeth II 1926, own birth.</p> <p><i>Encourage all children to learn these key dates by heart. WT children to use the timeline from the previous year.</i></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><i>Encourage all children to learn these key dates by heart. WT children to use the timeline from the previous year.</i></p>	<p>- Uses timelines to place events, periods and cultural movements from around the world.</p> <p>-Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>-Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>- Names the date of any significant event studied from the past and places it correctly on a timeline. Dates should include: Stone Henge built 3000BC, Roman invasion 43AD, Bronze Age – Iron Age 1200 – 500 BC, Modern Calendar 45BC, Alfred the Great ruled from 871, Great Pyramid</p>

					<p>- Names and places dates of significant events on a timeline, updating it throughout the topic.</p>		<p>built 2560BC, Great Fire of London 1666, Power of Steam engine 1663-1801, Railways 1802-1830, End of African slavery 1888, first moon landing 1966, Elizabeth II born 1926, World War I 1914-1918, World War II 1939-1945, Internet 1983.</p> <p>Show any identified changes from the eras studied on a timeline.</p> <p>Encourage all children to learn these key dates by heart. WT children to use the timeline from the previous year.</p>
<p>Knowledge and understanding</p>		<p>Tell the difference between past and present in their own life time. Victorian classroom compared to Today's</p> <p>Explore differences between past and present in either</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. Describes similarities and differences</p>	<p><u>Anglo Saxons and Scots</u></p> <p>Scots invasions from Ireland to the North (now Scotland)</p> <p>Anglo Saxon invasions</p> <p>Anglo Saxon settlements and</p>	<p>Identifies changes within and across historical periods. <u>Anglo Saxons and Vikings</u></p> <p>Viking raids and invasions</p> <p>Resistance by Alfred the Great</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. How did the Battle of Britain influence World War 2?</p> <p>A non-European society that provides contrasts with British history e.g.</p>

		<p>British or global history e.g history of kings Hill</p>	<p>Recount main events from a key historical event e.g. The Great Fire of London.</p>	<p>between people, events and objects</p> <p>The Stone Age & Iron Age The Ancient Greeks</p>	<p>kingdoms (place names and village life)</p> <p>Example Key questions:</p> <p>Why did the Saxons come to England?</p> <p>How did the Anglo Saxons live?</p> <p>Why was a ship on dry land? (Sutton Hoo)</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</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>and Athelston, 1st King of England</p> <p>Further Viking invasions and Danegeld</p> <p>Anglo Saxon laws and justice</p> <p>Edward the Confessor and his death in 1066</p> <p>Example Key questions: How vicious were the Vikings?</p> <p><u>Ancient Egypt</u></p> <p>Study their achievements.</p> <p>Example key questions:</p> <p>Was Cleopatra a great Egyptian?</p> <p>Why did the Egyptians build pyramids?</p> <p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p>	<p>Mayan civilization c. AD 900</p> <p>Study where and when they appeared</p> <p>Explore their achievements</p> <p>e.g. Who were the Mayans and why were they important?</p> <p>Chooses reliable sources of factual evidence to describe: houses and settlements; 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>
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					Describes how some of the past events/people affect life today.	Gives some causes and consequences of the main events, situations and changes in the periods studied.	Describes similarities and differences between some people, events and objects studied. Describes how some changes affect life today. Make links between some features of 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 e.g. Emilia Earhart and Pocahontas</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>	Looks at 2 versions of the same event and identifies differences in the accounts.	<p><u>Roman Britain</u></p> <p>Julius Caesar attempts to invade 55 – 54 BCT</p> <p>he power of the Roman army AD42</p> <p>British Resistance e.g. Boudicca</p> <p>The Romanisation of Britain e.g. Colchester, Bath or Caerwent.</p> <p>Study the impact of the Romans on technology (underfloor heating, roads,</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>Knows 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>- Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>

					viaducts) and art (Mosaics) Example key questions: How were the Romans so powerful? Why did a queen rebel against the Romans? What have we learnt from the Romans? Gives reasons why there may be different accounts of history.		
Enquiry		Finds answers to simple questions about the past from sources of information (e. g. pictures, stories). Investigate a significant local - Pocohontas	Looks carefully at pictures or objects to find information about the past. - Asks and answers questions such as: 'what was it like for a?' 'What happened in the past?' 'How long ago did happen?'	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. - Asks questions such as:	Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past.	Identifies and uses different sources of information and artefacts. -Evaluates the usefulness and accurateness of different sources of evidence. -Selects the most appropriate source of evidence for particular tasks.

			Investigate a significant local person	<p>‘How did people? What did people do for?’</p> <p>Suggests sources of evidence to use to help answer questions.</p>	information about the past.	Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions.	-Forms own opinions about historical events from a range of sources.
<u>Organisation and communication</u>	Shows knowledge and understanding about the past in different ways (e. g. role-play, drawing, writing and talking).	Describe people and events. Write own date of birth. Writes simple stories and recounts about the past. Draw and label diagrams and write about them to tell others about people, events and objects from the past.	<p>Presents findings about past using speaking, writing, ICT and drawing skills.</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, maths (data handling), ICT, drama and drawing skills.</p> <p>Discusses most appropriate ways to present information, realising that it is for an audience.</p>	Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience.	Presents information in an organised and clearly structured way. -Makes use of different ways of presenting information. - Presents information in the most appropriate way (e. g. written explanation/tables and charts/labelled diagram). - Makes accurate use of specific dates and terms.	
<u>Key Vocabulary</u>	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	