

History skills progression.

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Topics | <p>Covered within</p> <ul style="list-style-type: none"> •Personal, Social and Emotional Development •Understanding the World | <p>Covered within the topics</p> <ul style="list-style-type: none"> •Journeys •Houses and Homes •Comparative study | <ul style="list-style-type: none"> •Significant Historical events; The Great Fire of London The Gunpowder Plot Armistice Day •Significant Historical people; Florence Nightingale, Mary Seacole, Edith Cavell, Samuel Cody (local link). | <ul style="list-style-type: none"> •Stone Age to Iron Age •Romans | <ul style="list-style-type: none"> •Celtic Culture •Invaders and settlers •Tudor Exploration | <ul style="list-style-type: none"> •The achievements of the earliest civilisations – focusing on Ancient Egypt •Short study of a Victorian Childhood •The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | <ul style="list-style-type: none"> • WW1 (Literacy link) •Ancient Greeks •Mayan civilization (BCE 1800 – CE 900) |
| SKILLS | | | | | | | |
| Chronological understanding Range and depth of historical knowledge | | <ul style="list-style-type: none"> •Place up to three objects on chronological order [recent history] •Use vocabulary: old, new, before, after, a long time ago, first, next •Talk about things that happened when they were little •Recognise that a story that is read to them may have happened a long time ago •Use a story to start to identify fact and fiction •Know that some objects belonged to the past | <ul style="list-style-type: none"> •Use words and phrases like: before I was born, when I was younger, past, present, then, now, older, newer, finally, a very long time ago in their historical learning •Sequence a set of events in chronological order and give reasons for their order | <ul style="list-style-type: none"> •Describe events and periods using the words: BC AD decade •Describe events from the past using dates when things happened •Describe events and periods using words like ancient and century •Use a timeline within a specific time in history to set out the order things may have happened •Use mathematical knowledge to work out how long-ago events would have happened | <ul style="list-style-type: none"> •Place periods of history on a timeline showing periods of time including centuries •Use their mathematical skills to round up time differences into centuries and decades •Begin to recognise and quantify the different time periods that exists between different groups that invaded Britain | <ul style="list-style-type: none"> •Use dates and historical language in their work •Draw a timeline with different time periods outlined which show different information, such as periods of history, when famous people lived, etc. •Use mathematical skills to work out exact timescales and differences as need be •Begin to build up a picture of what main events happened in Britain/ the world during different centuries | <ul style="list-style-type: none"> •Identify where a period of history fits in on a timeline •Place at least 10 specific events on a timeline by decade •Place features of historical events and people from past societies and periods in a chronological framework |

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| | | <ul style="list-style-type: none"> •Retell a familiar story set in the past •Explain how they have changed since they were born | | | | | |
| Interpretations | <ul style="list-style-type: none"> •Develop an understanding of growth, decay and changes over time •Make observations of animals and plants and explain why things occur/talk about changes | <ul style="list-style-type: none"> •Begin to identify the main differences between old and new objects •Give examples of things that are different in own lives compared to that of grandparents when they were young •Recognise that we celebrate certain events because of what happened many years ago | <ul style="list-style-type: none"> •Understand that we have monarch that rules us and that Britain has had a king or Queen for many years •Appreciate that some famous people have helped out lives be better today •Recount interesting facts from an historical event •Explain why Britain has a special history by naming some famous events and some famous people •Compare an aspect of life with the same aspect in another period •Explain why someone in the past acted in the way they did •Explain how the local area was different in the past. | <ul style="list-style-type: none"> •Begin to picture what everyday lives would have been like for early settlers •Identify how life was different in the local area compared to today •Suggest why certain events happened as they did in History [National/local study] •Suggest why people acted as they did in the past [National/local study] •Examine different representations of the period- museums, cartons etc. •Know that people who lived in the past travelled differently and used different weapons from ours | <ul style="list-style-type: none"> •Explain how events from the past have helped shape our lives •Know that people who lived in the past lived and travelled in different ways •Recognise that the lives of wealthy people were very different from those of poor people •Recognise that Britain has been invaded by several groups over time •Appreciate why Britain would have been an important country to have invaded and conquered •Know that a Monarch may rule in a different way to others | <ul style="list-style-type: none"> •Describe historical events from the different period/s that they are studying/have studied •Appreciate significant events in history have helped shape the country we live in today [National/local] •Make comparisons between historical periods, explaining things that have changed and things which have stayed the same compared with present day •Identify how countries have been ruled in different ways through history •Begin to appreciate that how we make decisions has been through a Parliament for some time •Identify how the local area has changed over a significant period of time | <ul style="list-style-type: none"> •Summarise the main events from a specific period in history, explaining the order in which key events happened •Summarise how Britain had a major influence in world history •Summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently •Describe features of historical events and people from past societies and periods they have studied •Recognise and describe differences and similarities/changes and continuity between different periods of history •Compare beliefs, behaviours and characteristics of people recognising that not everyone shares the same view or feelings |

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| | | | | | | Changes in an aspect of social history, such as leisure and entertainment in the 20th Century | |
| Historical Enquiry | <ul style="list-style-type: none"> •Comment and ask questions about aspects of familiar world such as places where they live/natural world. •Look closely at similarities, differences, pattern and change •Ask questions about aspects of their familiar world. | <ul style="list-style-type: none"> •Ask and answer questions using primary/secondary artefacts/photographs provided from a given period •Give a plausible explanation about what an object was used for in the past •Compare adults talking about the past. How reliable are memories? | <ul style="list-style-type: none"> •Answer specific questions by using a specific source such as an information book •Compare a range of first- and second-hand sources and discuss validity/reliability •Ask questions about artefacts and sources from the past •Compare two different versions of the same account •Research the life of somebody who used to live in the local area | <ul style="list-style-type: none"> •Recognise the part that archaeologists have had in helping us understand more about what happened in the past •Use various sources of evidence to answer questions and to piece together information about a period in history •Compare information found on the internet to reliable information texts/ eye witness accounts •Research a specific event from the past. Identify similarities and differences between given periods in history | <ul style="list-style-type: none"> •Research two different versions of an event and say how they differ [text/Internet/ICT] •Research what it was like for a child in a given period from the past and present findings •Give more than one reason to support an historical argument •Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. •Begin to evaluate the usefulness of different sources | <ul style="list-style-type: none"> •Test out a hypothesis in order to answer a question •Appreciate how historical artefacts have helped us understand more about British lives in the present and past Identify which sources of evidence are the most reliable and why •Compare sources of information about the same event •Gather knowledge from a range of sources to create a fluent account of a specific event in history. •Consider ways to check the accuracy of historical interpretations [fact, fiction or opinion/point of view] | <ul style="list-style-type: none"> •Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint Identify and explain the understanding of propaganda •Describe a key event from Britain's past using a range of evidence from different sources •Compare accounts of events from different sources. Offer reasons for different versions of events •Link sources and work out how conclusions were made |