

History progression of skills

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Knowledge	<p>ELG Past and present</p> <ul style="list-style-type: none"> To talk about the lives of people around them and their roles in society. To know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. To understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Me, myself and I (Aut 1 A) <u>How am I making history?</u></p> <p>Changes within living memory. Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> To order three photographs correctly on a simple timeline. To use the terms ‘before’ and ‘after’ when discussing their timelines. To talk about three memories and place one of them on a timeline. To explain why memories are special and name four events that they celebrate throughout the year. To think of three ways they celebrate their birthday. To ask a visitor one question about childhood in the past. To know a similarity and a difference between childhood now and in the past. To add three ideas to a time capsule about themselves. To use key vocabulary to compare the present, the past and possible changes in the future. <p>Toy story (Spr 1 A) <u>How have toys changed?</u></p> <p>Changes within living memory.</p> <ul style="list-style-type: none"> To discuss their favourite toy using language related to the past. 	<p>Ug! (Aut 1 A) <u>The Stone, Bronze and Iron Age</u> Changes in Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> To understand that prehistory was a long time ago. To accurately place AD and BC on a timeline. To identify conclusions that are certainties and possibilities based on archaeological evidence. To explain the limitations of archaeological evidence. To use artefacts to make deductions about the Amesbury Archer’s life. To identify gaps in their knowledge of the Bronze Age. To explain how bronze was better than stone and how it transformed farming. To explain how trade increased during the Iron Age and why coins were needed. To identify changes and continuities between the Neolithic and Iron Age periods. To explain which period they would prefer to have lived in, providing evidence for their choice. <p>Unwelcome visitors (Spr 1 A) <u>Why did the Romans settle in Britain?</u></p>	<p>Raid, invade and stayed! (Aut 2 A) <u>Were the Vikings raiders, traders or settlers?</u></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> To explain where the Vikings came from and why they invaded Britain. To sequence events according to their significance for groups of people. To find evidence and make inferences from sources. To name Viking trade routes. To explain why trade routes were important to the Vikings. To identify the differences between Viking sagas. To evaluate the impact of Viking achievements. <p>Off with her head! (Spr 2 A) <u>What was life like in Tudor England?</u></p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> To extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. To make deductions from sources about Anne Boleyn, interpret

- To ask questions about toys in the past.
- To make comparisons between toys in the past and present.
- To sequence artefacts from different periods of time.
- To identify changes between teddy bears today and those from 100 years ago.
- To describe how toys have changed over time.

Up, up and away (Sum 1 A)

How did we learn to fly?

Changes within living memory.

Events beyond living memory that are significant nationally or globally.

The lives of significant individuals in the past who have contributed to National and international achievements.

- To identify important events surrounding the history of flight.
- To explain how a significant event has changed the lives of others.
- To ask questions about people and events in the past.
- To use primary sources to find out about people and events in the past.
- To correctly order five events on a timeline

Take a break (Aut 2 B)

What is history?

Changes within living memory.

The Roman Empire and its impact on Britain.

- To explain the meaning of empire and invasion.
- To understand the chronology of the Roman invasion of Britain.
- To identify the consequences of the Roman invasion.
- To create an interpretation of Boudicca using sources.
- To explain why the Romans needed a powerful army.
- To identify a soldier's equipment.
- To explain how the Roman army was organised and perform simple manoeuvres and drills.
- To make observations about an artefact.
- To explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

Invaders and settlers (Sum 2 A)

How hard was it to invade and settle in Britain?

Britain's settlement by Anglo-Saxons and Scots.

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

- To explain how the Britons felt when the Romans left Britain.
- To suggest reasons for the Anglo-Saxon invasion of Britain.
- To name the key features of Anglo-Saxon settlements.

historical sources and supporting interpretations with evidence.

- To use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.
- To identify primary sources, highlighting evidence in a source and make historical deductions from evidence.
- To select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.
- To make deductions using inventories and making judgements as to whether a person was rich or poor.
- To explain how inventories are useful to historians and create a realistic inventory.

Blitzed Britain (Sum 2 A)

What was the impact of World War II on the people of Britain?

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

- To identify the causes of World War 2.
- To identify the different phases in the Battle of Britain.
- To make inferences and deductions about a photograph.
- To describe how children may have felt when evacuated.
- To evaluate the accuracy and reliability of sources.

Significant historical events, people and places in their own locality.

- To create a personal timeline by ordering three events correctly on a simple timeline.
- To use the vocabulary 'before' and 'after' when talking about their timeline.
- To recognise what is similar and different between the 'past' and 'now'.
- To talk about three holiday memories.
- To place one holiday memory on a timeline.
- To identify how people spend their holidays differently.
- To describe what photographs tell us about holidays in the past.
- To identify similarities and differences between holidays in the past and now.
- To order photographs on a timeline.
- To ask one question about holidays in the past.
- To find answers to simple questions about the past.
- To identify features of holidays in the past.
- To describe what holidays in the past were like and compare them to now.
- To find similarities and differences.
- To use time vocabulary to talk about their memories.
- To recognise similarities and differences between their lives now and in the past

- To identify changes and continuities in settlements from prehistoric Britain.
- To make inferences about artefacts.
- To describe how Anglo-Saxon beliefs changed.
- To explain how missionaries spread Christianity.
- To explain the threat the Vikings posed to the Anglo-Saxons.
- To identify the qualities needed to be a monarch in 1066.

A child of the times (Aut 1 B)

How have children's lives changed?

- To make observations and deductions from sources.
- To suggest how children's lives have changed.
- To explain why children needed to work.
- To identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.
- To identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
- To use sources to identify leisure activities and compare them over time.
- To identify diseases from the past and discuss how effective the treatments were.

All wrapped up! (Spr 1 B)

What did the Ancient Egyptians believe?

The achievements of the earliest civilisations – Ancient Egypt.

- To describe the impact WW2 had on women's lives.

Children of the revolution (Aut 1 B)

What does the census tell us about our local area?

A local history study.

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Who let the Gods out? (Spr 1 B)

What did the Greeks do for us?

Ancient Greece – A study of Greek life and achievements, and their influence on the Western world.

- To describe the features of ancient Greece.
- To identify the key periods in the ancient Greek civilisation.
- To make inferences about Greek gods.
- To research a Greek god.
- To compare Athens and Sparta.
- To understand the different types of democracy.
- To explain how Athenian democracy worked.
- To explain what philosophy is.
- To identify the achievements of the ancient Greek philosophers.
- To identify the ancient Greeks' legacies and their impact.

Unheard histories (Sum 1 B)

Who should be on a £10 note?

Contributions to Britain of a diverse group of people.

- To name the features of a banknote.

Back to school (Spr 2 B)

How was school different in the past?

Changes within living memory

Significant historical events, people and places in their own locality.

- To correctly order and date four photographs on a timeline and add some dates.
- To ask one question about schools in the past.
- To make one comparison between schools in the past and present.
- To use sources to research and develop an understanding of what schools were like 100 years ago.
- To identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.
- To recognise two similarities and two differences between schools now and schools in the past.
- To state whether they would have preferred to go to school in the past or not and explain why.

Inside the castle walls (Sum 2 B)

What is a monarch?

Changes within living memory

Significant historical events, people and places in their own locality

Events beyond living memory that are significant nationally or globally.

- To identify the ancient civilisations and key periods in ancient Egypt.
- To describe the physical features of Egypt.
- To explain the Egyptian creation story.
- To identify the characteristics of important gods or goddesses.
- To explain why the pyramids were built.
- To identify the stages and challenges of building a pyramid.
- To explain the links between ancient Egyptian beliefs and mummification.
- To name sources that can be used to find out about ancient Egyptian beliefs.
- To explain some Egyptian beliefs about the afterlife.

Kingdom of bronze (Sum 1 B)

How did Benin compare to medieval Britain?

A non-European society that provides contrast with British history – Benin, West Africa c.AD 900-1,300.

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- To make inferences about a person using a banknote.
- To explain the significance of historical figures.
- To make inferences from sources.
- To apply criteria to decide if a person is historically significant and explain why.
- To explain the significance of William Tuke.
- To research important aspects of a person's life.
- To explain what makes a person significant.

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| | | <ul style="list-style-type: none">• To recall that a monarch is a king or queen.• To explain that recent monarchs in the UK do not have the power to make decisions alone.• To identify some of the monarch's roles.• To explain that a king or queen is crowned in a special ceremony called a coronation.• To name some of the main steps in the coronation ceremony.• To explain the use of special objects in the coronation.• To use sources to explain how William the Conqueror became King of England.• To know that monarchs in the past had all the power to make decisions.• To explain how William the Conqueror kept order and conquered England.• To identify the two different types of castle built by the Normans.• To compare the similarities and differences between Norman castles.• To identify features of Norman castles.• To explain how castles have changed over time.• To recognise that we still have castles today.• To sequence castles on a timeline.• To describe characteristics of the monarchy in the past.• To identify that the monarchy has changed over time. | | |
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		<ul style="list-style-type: none"> • To make comparisons between past and present monarchy. 		
<p style="text-align: center;">Skills</p>		<ul style="list-style-type: none"> • To use chronological understanding to sequence events and give reasons. • To work out how long ago something happened. • To ask and answer questions about old and new objects. • To spot old and new things in a picture. • To answer questions using a range of artefacts and photographs. • To give a plausible explanation about what an object was used for in the past. • To find out more about a famous person from the past and carry out some research on him/her. • To find out something about the past by talking about an older person. • To answer questions by using a specific source of information. • To say at least 2 ways they can find out about the past. • To explain why eye-witness accounts may vary. 	<ul style="list-style-type: none"> • To place periods of history on a timeline, including recent historical events. • To build up a picture of what main events happened in Britain and the world during different centuries. • To use mathematical skills to work out time differences between major events in history. • To recognise the part that archaeologists have had in helping us understand more about what happened in the past. • To use various sources of evidence to answer questions. • To use various sources to piece together information about a period of history. • To identify similarities and differences between given periods in history. • To use more than one source of information to bring together a conclusion about historical events. • To give more than one reason to support a historical argument. • To communicate knowledge and understanding orally and offer points of view based on what they have found out. 	<ul style="list-style-type: none"> • To place features of historical events and people from past societies and periods on a chronological framework. • To say when a period of history fits on a timeline including by decade. • To appreciate that some ancient civilisations showed greater advancements than people who came after them. • To use mathematical skills to work out exact time scales and differences. • To appreciate how historical artefacts have helped us understand more about lives in the present and past. • To test out a hypothesis in order to answer a question. • To look at two different versions/viewpoints and say how the author may be attempting to persuade or give a specific viewpoint. • To suggest why there may be different interpretations of events. • To suggest why certain events, people and changes may be seen as more significant than others. • To pose and answer their own historical questions.