

History progression of skills

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Knowledge	ELG Past and present - 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.	Me, myself and I (Aut 1 A) <u>How am I making history?</u> Changes within living memory. Significant historical events, people and places in their own locality. - 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. Toy story (Spr 1 A) <u>How have toys changed?</u> Changes within living memory. - To discuss their favourite toy using language related to the past. - To ask questions about toys in the past. - To make comparisons between toys in the past and present.	Ug! (Aut 1 A) <u>The Stone, Bronze and Iron Age</u> Changes in Britain from the Stone Age to the Iron Age. - 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. Unwelcome visitors (Spr 1 A) <u>Why did the Romans settle in Britain?</u> The Roman Empire and its impact on Britain.	Raid, invade and stayed! (Aut 2 A) <u>Were the Vikings raiders, traders or settlers?</u> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. - 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. Off with her head! (Spr 2 A) <u>What was life like in Tudor England?</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - 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 historical sources and supporting interpretations with evidence. - To use sources to make deductions about Henry VIII's wives and use evidence to support deductions,

		• 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) <u>How did we learn to fly?</u> 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 1 B) <u>What is history?</u> Changes within living memory. 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 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) <u>How hard was it to invade and settle in Britain?</u> 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. • To identify changes and continuities in settlements from prehistoric Britain. • To make inferences about artefacts. • To describe how Anglo-Saxon beliefs changed.	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) <u>What was the impact of World War II on the people of Britain?</u> 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. • To describe the impact WW2 had on women's lives. Children of the revolution (Aut 1 B) <u>What does the census tell us about our local area?</u> A local history study. • To know what the census is and that change can be traced using the census.
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Skills		• 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 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 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

		• To say at least 2 ways they can find out about the past. • To explain why eye-witness accounts may vary.	• 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.	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.
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