

Progression of Skills in History

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Constructing the past	Identifying that things from the past might be different from today – Family Stories	Identifying change over time, family and community. Knowledge and appreciation of technology, transport special memories. Customs and traditions, and growing up. Constructing places and events that have shaped London's past.	Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Blackbeard, Captain James Cook and his voyages, Grace Darling, Florence Nightingale, Guy Fawkes, Isambard Kingdom Brunel. Identifying that the past is remembered or 'constructed' in different ways across the world Identifying that the past can be commemorated each year at specific times	Building a coherent knowledge of the Greeks <ul style="list-style-type: none"> • achievements • beliefs • Invasion Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on: <ul style="list-style-type: none"> • achievements, • housing, • society, • beliefs • Invasion By drawing on comparison between Greeks and Stone, Bronze and Iron Age i.e comparing Celts and Hoplitcs. And by drawing comparisons to KS1 topics such as Knights and	Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on: <ul style="list-style-type: none"> • achievements • settlements • society, • beliefs • Invasion Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on: <ul style="list-style-type: none"> • achievements, • housing, • society, • beliefs • Invasion Identifying the impact of the Romans on the western world and their chronological place in the context of world history.	Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations <ul style="list-style-type: none"> • achievements • housing, • society, • entertainment, • beliefs Drawing on comparisons between the Greeks and Egyptians. Building a coherent knowledge of medieval times, including the effects and impact of the Black Death and the different social classes and the Peasants Revolt. Building a coherent knowledge of the Tudors. To know how crime and	Building an understanding of post-1066 Britain through the Victorians and their impact on today's world by comparison of: <ul style="list-style-type: none"> • achievements, • housing, • society, • education • entertainment, Comparing Greeks and Egyptians with the Maya civilisation through: <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs and understanding the reasoning for similarities/differences between each civilisation Building a coherent knowledge of WW1 through: <ul style="list-style-type: none"> • achievements • invasion • society

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				Hillforts from Towers, tunnels and turrets unit and homes today from Street Detectives topic.	Drawing on comparisons between Celts and the Romans.	punishment has changed over a period of time. The rise and fall of the monarchy- the changing powers of monarchs.	Building a coherent knowledge of the coal mine industry and how it has changed over the years and the impact it had on the UK.
Chronological Understanding	<p>Identifying that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves</p> <p>Identifying that events and changes have happened in order – development of Growing up</p> <p>Identifying that there are different periods of time in history – Great Fire of London, Guy Fawkes, Astronauts going into Space.</p>	<p>Identifying and comparing people from different periods of time – Captain Blackbeard, Grace Darling, Florence Nightingale, Queen Victoria</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – The impact Florence Nightingale had on nursing. Isambard Kingdom Brunel on engineering,</p>	<p>Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Greeks and the Egyptians.</p> <p>Developing an understanding of concurrence of civilisations around the world during these times</p> <p>Placing previously learnt periods into context and identifying their impact –</p>	<p>Placing early civilisations into chronological context – in-depth Romans. Understand more complex terms eg BC/AD</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Placing early civilisations into context – in-depth Egyptians</p> <p>Placing the Tudors and the Black Death into the wider context of historical chronology.</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>	<p><u>Sequence up to 10 events on a time line</u></p> <p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into context- Egyptians</p> <p>Placing Ancient Romans and Roman Britain into wider context</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Placing the Ancient Greeks into the wider context of historical chronology</p> <p>Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons</p>

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Historical Knowledge	<p>Share and talk about family photos- Older generations in their family.</p> <p>Discuss historical elements to nursery rhymes.</p> <p>Discuss traditional stories from the past and present.</p> <p>Christmas/Easter- discuss how people dressed in the past. How Jesus lived over 2000 years ago in</p>	<p>Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night</p> <p>Children discuss the royal family and contrast places and events that have shaped London's past.</p> <p>Identifying that certain events and individuals have</p>	<p>Identifying that certain events and individuals have had major consequences in history – Florence Nightingale, Isambard Kingdom Brunel.</p> <p>Identifying specific causes and effects from different periods and beginning to establish links between them- Queen Elizabeth</p>	<p>Identify the importance of the Greeks and identifying the most important legacy. To understand when the Greek civilisation flourished and understand their cultures, armies and heroes.</p> <p>To know that the Stone Age had 3 eras- Palaeolithic, Mesolithic and Neolithic.</p>	<p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today</p> <p>Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in</p>	<p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)</p> <p>Building a coherent knowledge of medieval times, including the effects and impact of the Black Death and the different social classes and the Peasants Revolt.</p>	<p>Identifying why Victorian inventors created so many inventions that are still around today</p> <p>Identifying the effect of Victorian inventions on today's world as either positive or negative</p> <p>Identifying the cause and effect of Spanish explorers on the Maya – positive or negative?</p> <p>Identifying that there are reasons for</p>

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	<p>the past- talk about now cameras and people painted what they looked like.</p> <p>Human timeline from birth to elderly person.</p> <p>Visit to church- discuss how churches have been here for a long time.</p> <p>Dinosaurs- Job of an archaeologist and Palaeontologist.</p> <p><u>Visit to Windsor Castle- Royal family, Castles, Queen Victoria and her life.</u></p> <p>Pirates- clothing, ships from the past.</p>	<p>had major consequences in history – The Great Fire of London.</p>	<p><u>II and Queen Victoria.</u></p>	<p>Identifying the major causes of advancement from Stone to Bronze to Iron.</p> <p>Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life</p> <p>Local History- in 2017 the discovery of the round houses that were excavated from the Iron Age.</p>	<p>housing, religion, language etc.</p> <p>Building a coherent knowledge of the Tudors. To know how crime and punishment has changed over a period of time. The rise and fall of the monarchy- the changing powers of monarchs.</p>	<p>continuity and change and begin to use the terms 'cause' and 'effect' – Titanic sinking and health and safety changes made due to it</p> <p>Identifying how WW1 had a devastating effect on millions of people across the world.</p> <p>Building a coherent knowledge of the coal mine industry and how it has changed over the years and the impact it had on the UK.</p>	
Significance and interpretation	<p>Understanding that some events and people from history are important because they have achieved</p>	<p>Identifying why certain people/events are significant in history – achievements, impact etc.</p>	<p>Identifying why certain people/events are significant in the wider context of history</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p>	<p>Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified</p>	<p>Using Henry V111 and Anne Boleyn to solidify possibilities of bias and understand that there are different interpretations of the same event</p>	<p>Identifying the significance of Victorian achievements and their impact on today</p> <p>Understanding why others might choose</p>

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	something or had an effect	Identifying why some individuals are significant Begin to understand what makes someone or something significant -	Identifying that certain individuals and events have had an impact locally, nationally and internationally	Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence	Identify why Boudicca is such a significant individual for both British and Roman British history Identify why interpretation of these sources is critical to our understanding of the past	and write from both viewpoints Identify why interpretations can change in light of new evidence –	alternative achievements Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now – who felt more of their impact, us or them? Interpret the achievements of the Maya compared to the Egyptians and Greeks and make a judgement on their significance – which achievements were more impressive?
Historical enquiry	Starting to ask simple questions about people or events from within living memory Discuss historical elements to nursery rhymes and other stories- been told for a long time.	Recognise the difference between past and present in their own and others' lives. They know and recount episodes from stories about the past.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations- Chertsey Museum box	Use a range of sources to find out about a period. Observe small details- artefacts, pictures. Select and record information relevant to the study. Begin to use the library and internet for research.	How much did the Romans really impact Britain? Independent enquiry using a range of primary and secondary sources Make independent decisions and using evidence to justify	Begin to identify primary and secondary sources. Use evidence to build a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence,	Recognise primary and secondary sources of evidence. Independently identifying important achievements from the Victorians – Critical thinking, reasoning, research and debate Independent selection of sources, arguments and evidence to justify opinion

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Using sources as evidence	Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event	Analyse a variety of artefacts/objects to infer about an individual or event- toys from the past Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.	Analyse a variety of artefacts/objects to infer about an individual or event- Chertsey Museum- Victorians. Make reasoned interpretations about individuals and events by using a small selection of focused sources	Identifying why sources are limited for the Stone, Bronze and Iron ages. Discuss cave paintings and what archaeologists have discovered. Look at photographic evidence of what was discovered in 2017 when constructing new houses next door- Iron Age- Round Houses	Identifying primary and secondary sources – artefacts, books, internet etc. Questioning the validity of sources and contradictions – Boudicca Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence	Using sources to interpret viewpoints, including bias – Henry V111 and Anne Boleyn- Court case Identify why viewpoints differ and why bias might skew these viewpoints Identifying primary and secondary sources – artefacts, books, internet etc. Identify why the amount of written primary sources varies depending on individual time periods –	Conducting an enquiry about the greatest impact of the Victorians on today – using sources as evidence in a debate Identify the effectiveness of primary and secondary sources as evidence Use sources of evidence as the basis for an opinion Begin to make references to evidence as justification
Vocabulary, communication and organisation.	Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'	Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now'	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period'	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'myth'	Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent'	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent'	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context'

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	<p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. using words.</p>	<p>Using simple words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’</p> <p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. using words and beginning to write in sentences.</p>	<p>‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’, chronological</p> <p>Using words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’ ‘significant’ ‘impact’ ‘explorer’</p> <p>Drawing pictures... Drama/role play.. Making models..... Writing.. using words and writing sentences.</p>	<p>‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’</p> <p>Using words and phrases to describe events and people from the past – e.g. ‘hunter-gatherer’ ‘impact’ ‘significant’ ‘continuity’ ‘change’ ‘warrior’ ‘prehistoric’ ‘artefact’ archaeologist ‘BC/AD’</p> <p>Recall, select and organise historical information. Communicate their knowledge and understanding.</p>	<p>‘during this time’ ‘previously’ ‘compared to’</p> <p>Using words and phrases to describe events and people from the past – e.g. ‘empire’ ‘emperor’ ‘migration’ ‘conquest’ ‘cause’ ‘effect’ ‘peasant’ ‘rebellion’ ‘reliable’ ‘BC/AD’</p> <p>Recall, select and organise historical information. Communicate their knowledge and understanding.</p>	<p>‘chronology’ ‘context’ ‘the duration of...’ ‘continuing on from...’</p> <p>Using words and phrases to describe events and people from the past – e.g. ‘farmer-warrior’ ‘democracy’ ‘Christianity’ ‘myth’ ‘legend’ ‘global’ ‘invader’ ‘interpretation’ ‘viewpoint’ ‘bias’</p> <p>Recall, select and organise historical information. Communicate their knowledge and understanding.</p>	<p>‘the duration of...’ ‘the narrative of history’</p> <p>Using words and phrases to describe events and people from the past – e.g. ‘significance’ ‘discovery’ ‘invention’ ‘prosperity’ ‘causation’ ‘diversity’ ‘progression’</p> <p>Recall, select and organise historical information. Communicate their knowledge and understanding.</p>
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