

History - Progression of Skills



Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Constructing the past	Identifying that things from the past might be different from today – technology, cars, houses, society - traditions etc.	Identifying that events have happened in the past and significant people from the past have helped shape the present locally – Grace Darling the development of trains Identifying that there are some themes that link history together – society, technology and culture etc.	Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – The Great Fire of London and the changes in construction, the introduction of insurance and the eventual formation of the Fire Brigade. Identifying that the past is remembered or 'constructed' in different ways across the world, e.g. John Simpson Kirkpatrick. Identifying that the past can be commemorated each year at specific times.	Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on: • achievements, • housing, • society, • food, • entertainment, • beliefs Building a coherent knowledge of Ancient Egyptian history by focusing on: • achievements • society • beliefs • impact And by drawing comparisons to KS1 topics such as Queen Elizabeth II (monarchy), The Great Fire of London (society) and other Ancient Civilisations.	Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on: • achievements, • housing, • society, • food, • entertainment, • beliefs Building a coherent knowledge of Ancient Greeks, their chronological place in world history and their impact on the western world. • achievements, • housing, • society, • food, • democracy • beliefs	Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on: • achievements, • housing, • society, • food, • entertainment, • beliefs Comparing Viking Britain with the Maya civilisation through: • achievements, • housing, • society, • food, • entertainment, • beliefs and understanding the reasoning for similarities/differences between each civilisation	Building an understanding of Ancient Islam: power; wealth; religion and culture, and government and citizenry • achievements, • housing, • society, • religion • government • education Building an understanding of post-1066 Britain through World War II and the impact evacuation had on children locally and nationally. Building an understanding of changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.
Sequencing the past/Chronology	Identifying that things have happened in the past, relating to themselves and within living memory Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents	Identifying that events and people from the past may have occurred across a greater period of time than just themselves Identifying that events and changes have happened in order – development of technology and how it has influenced toys & lifeboats.	Identifying that there are different periods of time in history – Georgians/Victorians/Restoration/20thC etc. Identifying and comparing people from different periods of time – Robert Falcon Scott and Felicity Aston MBE. Identifying how periods of time can impact on individuals and events. Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – The Great Fire of London because of the construction of house and streets in the city and Robert Falcon Scott faced different challenges to Felicity Aston because of technological advancements.	Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements Developing an understanding of concurrence of civilisations around the world during these times Placing previously learnt periods into context and identifying their impact – technological advancements and changes in beliefs impacting societal changes.	Placing the Ancient Greeks into the wider context of historical chronology Placing Ancient Romans and Roman Britain into the wider context of historical chronology Deeper understanding of concurrent civilisations around the world and their impact on later civilisations Placing Stone, Bronze and Iron Ages into wider contexts Placing early civilisations into context – in-depth Egyptians	Placing Stone, Bronze and Iron Ages into wider contexts Placing early civilisations into context – in-depth Egyptians and Ancient Greeks Placing Ancient Romans and Roman Britain into wider context Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology Continued development of concurrent civilisations around the world and their impact on later civilisations Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons	Placing Stone, Bronze and Iron Ages into wider contexts Placing early civilisations into context – in-depth Egyptians and Ancient Greeks Placing Ancient Romans and Roman Britain into wider context Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons Placing War time Britain (Windsor Period) into chronological context and it's legacy and impact today Continued development of concurrent civilisations around the world and their impact on later civilisations

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Continuity and change	Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.	Identifying that changes have happened in history that can impact on today – technology and changes in toys. Identifying that there are reasons for continuities and changes and stating some of these Identifying that continuity or change can be a good thing or a bad thing	Identifying that changes throughout history have had important consequences – development of housing construction, Fire Brigade, RNLI etc Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.	Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: • housing, • society, • food, • entertainment, • beliefs Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through: • housing, • society, • food, • entertainment, • beliefs	Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: • housing, • society, • food, • entertainment, • beliefs Identifying the continuities and changes of Greek achievements and inventions from then to now through: • democracy • society, • entertainment, • beliefs	Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of: • housing, • society, • food, • entertainment, • beliefs Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of: • housing, • society, • food, • entertainment, • beliefs	Identifying the continuity and change from War time Britain to the modern day through comparison of: • evacuation • society, • education Comparing similarities and differences between the Ancient Islamic Society and Viking Britain through comparison of: • housing, • society, • food, • beliefs Compare changes in crime and punishment (social history) from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
Cause and effect	Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.	Identifying that certain events and individuals have had major consequences in history – Queen Elizabeth II's reign, Grace Darling's heroic rescue etc. Identifying that history can affect the local area, as well as nationally and globally – development of railways and exporting of ideas to other countries Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect' – Titanic sinking and health and safety changes made due to it	Identifying that certain events and individuals have had major consequences in history – The Great Fire of London brought changes in construction and town planning etc. Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night Identifying specific causes and effects from different periods and beginning to establish links between them – Cook and Patrick's missions for exploration	Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)	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 Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.	Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc. Identifying that one event can have multiple effects – invasions of Britain by AS and V Identifying the cause and effect of Spanish explorers on the Maya – positive or negative?	Identifying why evacuation was significant in children's lives. Identifying the effect of the Silk Roads (power and wealth) and then the effect this had on the dissolution of the empire (expensive and changing priorities). Identifying the cause and effect Crime and Punishment has had over the years (positive and negative).
Significance and interpretation	Understanding that some events and people from history are important because they have achieved something or had an effect – Remembrance etc.	Identifying why certain people/events are significant in history – achievements, impact etc. Identifying why some individuals are significant both locally and nationally – George Stephenson – growth of the area, growth of railways nationally etc. Begin to understand what makes someone or something significant -	Identifying why certain people/events are significant in the wider context of history – Queen Elizabeth II is the longest reigning British monarch etc. Identifying that certain individuals and events have had an impact locally, nationally and internationally	Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence	Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified 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	Using Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints Identify why interpretations can change in light of new evidence – change in meaning of the word 'barbarian' Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance – which achievements were more impressive?	Identifying the significance of Early Islamic achievements and their impact on today Understanding why others might choose alternative achievements Interpreting the achievements of the Britain during World War II and the impact this has had then and now?

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Carrying out a historical enquiry	Starting to ask simple questions about people or events from within living memory	To begin to understand how we learn about the past through looking at simple sources.	To examine a wider range of primary and secondary sources including ICT to answer simple questions about the past. Making semi-independent decisions and using evidence provided to justify	Small independent enquiry using pre-selected primary and secondary sources Begin to make independent decisions and use evidence to justify	Independent enquiry using a range of primary and secondary sources Make independent decisions and using evidence to justify	Independent enquiry on the impact of the Anglo Saxons/Vikings on Britain Independent selection of sources to provide evidence Making independent decisions using a range of evidence to justify	Independently identifying important achievements from Ancient Islamic Civilisation & later in Britain in World War II – Critical thinking, reasoning, research and debate Independent selection of sources, arguments and evidence to justify opinion Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate
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 old and new, photographs of Queen Elizabeth II etc Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.	Understanding the difference between primary and secondary sources Make reasoned interpretations about individuals and events by using a small selection of focused sources	Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages	Questioning the validity of sources and contradictions with other sources– 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 – Battle of Thermopylae – Herodotus and Tacitus Identify why viewpoints differ and why bias might skew these viewpoints Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings	Conducting an enquiry about the greatest impact of Crime and Punishment – using sources as evidence in a debate Identify the effectiveness of sources as evidence Use sources of evidence as the basis for an opinion Begin to make references to evidence as justification
Vocabulary and communication	Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then' Nursery: Family, people, grow, time, old, new, change, before, after, different, difference, same, order, today, tomorrow, yesterday, picture, a long time ago. Reception: past, present/futures, modern, family tree, photograph, history, compare.	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 simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' 'time order' 'chronology' Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer' 'artefacts' 'change' 'compare' 'democracy' 'equality' 'equal rights' 'segregation'.	Using phrases and words to describe the passing of time - e.g. 'BC/AD' 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'significant power' 'development' 'compare and contrast' 'influence' 'Ancient Civilisation'.	Using phrases and words to describe the passing of time - e.g. 'BC/AD' 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to' Using words and phrases to describe events and people from the past – e.g. 'ancient civilisation' 'empire' 'emperor' 'migration' 'conquest' 'conquer' 'cause' 'effect' 'consequence' 'innovation' 'invasion' 'legacy' 'monarchy' 'peasant' 'rebellion' 'reliable' 'democracy' 'myth' 'legend' 'invader' 'social structure'.	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...' Using words and phrases to describe events and people from the past – e.g. 'farmer-warrior' 'democracy' 'Christianity' 'raider' 'global' 'invader' 'interpretation' 'viewpoint' 'bias' 'invasion' 'rise and fall' 'hierarchy' 'bias' 'prejudice' 'oppression' 'Empire' 'rebellion' 'retreat' 'continuity'.	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history' Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression' 'Invasion' 'allies' 'evacuation' 'Ideologies' (Political, Religious and cultural) 'Birth right' 'Advocate' 'Democracy' 'Interpretation' 'Commemorate' 'Caliph' 'dynasty'.