

# Progression of Skills in History

|                    | EYFS  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   | Year 6   |
|--------------------|---|--|--|--|--|--|--|
| History Vocabulary | Today, yesterday, tomorrow, the present, past, future, day, week, month, long ago, old, new, recent, family tree, memory, lifetime, who? What? When? Change, remember | Year, decade, century, ancient, modern, long ago, timeline, chronology, similar, different, living memory, inventions, generation, memories, sources, fact, opinion, future, present, past, artefact | Anachronism, historians, era/period, explorers, encounter, impact, fact, Parliament, pioneer, memorial, investigate, research, opinion, newspaper, chronological order, significant, survive, evidence | B.C.E (before the common era), B.C (before Christ), C.E (The common era), A.D (Anno Domini), anachronism, chronological order, era/period, legacy, thousands of years, millennium, invasion, significance, revolt, invention, archaeological, colony, resistance , empire. | B.C.E (before the common era), B.C (before Christ), C.E (The common era), A.D (Anno Domini), anachronism, chronological order, era/period, legacy, millennium, cause, consequence. democracy evidence, culture, significance, reputation, civilization, archeologist | B.C.E (before the common era), B.C (before Christ), C.E (The common era), A.D (Anno Domini), anachronism, chronological order, era/period, legacy, monarchy, cause, consequence, democracy, evidence, eyewitness, reformers, reliable, execution, archeologist | B.C.E (before the common era), B.C (before Christ), C.E (The common era), A.D (Anno Domini), anachronism, chronological order, era/period, legacy, alliance, morale, stereotype, biased, excavate, motive, reformers, reliable, evidence, archeologist |
| Topic              | Family History<br>Dinosaurs   | The Gunpowder Plot.<br>Changes within living memory – seaside.<br>Grace Darling.   | The Great Fire of London<br>A Time to Remember - toys, school, communication<br>Rosa Parks, Remembrance  | Stone Age to Iron Age.<br>The Roman Empire and its impact on Britain.<br>Titanic.  | Ancient Civilizations (Ancient Egypt focus but link to Indus Valley, Ancient Sumer, Shang Dynasty).<br>Tudors.   | Ancient Greece – a study of Greek life and achievements and their influence on the Western World.  | The Blitz<br>Black History Month.<br>Local history – WW1.<br>Non-European society –AD  |

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|                            |  |  | Day, Chetwynd Barracks explosion.<br>Captain Scott.  |  | Britain's settlement: Anglo-Saxons & Scots.  | Crime and Punishments beyond 1066.<br>Local history – Daventry   | 900; Mayan civilization.   |
| Significant people studied | Mary Anning  | Guy Fawkes, Grace Darling  | Samuel Pepys, Captain Scott<br>Rosa Parks  | Julius Caesar, Boudicca  | Edward the Confessor   | Sir Robert Peel  | Adolf Hitler   |
| Historical Interpretations | <p>Comment on images of familiar situation in the past.</p> <p>Know some similarities and differences between things in the past and now drawing on their own experiences and what has been read in class.</p> | <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Begin to compare two versions of a past event.</p> | <p>Begin to use stories or accounts to distinguish between fact and fiction. Explain that there are different types of evidence and sources that can be used to help represent the past.</p> | <p>Look at two versions of the same event or story in history and discuss differences. Compare different accounts of historical events to find out information about the events.</p> | <p>Look at more than two versions of the same event or story in history and identify differences.</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> | <p>Find and analyse a wide range of evidence about the past. Begin to understand the difference between primary and secondary evidence and the impact of this on reliability. Begin to understand that people in the past represent events or ideas in a way that may be to persuade others.</p> | <p>Use a range of evidence to offer some clear reason for different interpretations of events, linking this to factual understanding about the past. Consider different ways of checking the accuracy of interpretations of the past. Show an awareness of the concept of propaganda.</p> <p>Begin to evaluate the</p> |

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|                           |  |  |  |  |   |  | usefulness of different sources.  |
| Historical investigations |  | Begin to observe or handle evidence to ask simple questions about the past. Use evidence to make simple observations. Select evidence to talk about. | Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. Choose and select evidence and say how it can be used to find out about the past. | Begin to use a range of sources to find out about the past. Construct responses about one aspect of a key event in the past through careful selection of relevant historical information. Regularly address and sometimes devise own questions to find answers about the past. | Use a range of sources to find out about the past. Construct informed responses about one aspect of life or a key event in the past through careful selection and organization of relevant historical information. Gather more detail from sources such as maps to build up a clearer picture of the past. Begin to undertake their own research. | Begin to explore primary and secondary sources of information to investigate the past. Begin to use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. Investigate their own lines of enquiry by posing historically valid questions to answer. | Recognise when they are using primary and secondary sources of information to investigate the past. Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, |

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|                             |                             |   |   |   |  |   | sculptures, historic sites. Select relevant sections of information to address historically valid questions and construct detailed, informed responses.   |
| Chronological understanding | I can sequence now and then | I can describe some features, events, people and themes from the past. Sequence pictures from different periods. Describe memories and changes that have happened in their own lives. | Sequence artefacts and events that are close together in time. Order dates from earliest to latest on simple timelines. Describe memories and changes that have happened in their own lives. Use words and phrases such as: old, new, earliest, latest, | Begin to sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). | Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). | Order significant events, movements and dates on a timeline using dates accurately. They accurately use dates and terms to describe historical events. Begin to draw comparisons of how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. | Order an increasing number of significant events, movements and dates on a timeline using dates accurately. Understand and describe in some detail the main changes to an aspect in a period in history. They understand how some |

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|   |  |   | past, present, future, century, newest, oldest, modern, before, after to show the passing of time.   |   |  |  | historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.  |
| Knowledge and understanding of events, people and changes in the past | Compare and contrast characters from stories, including figures from the past. | Recognise some similarities and differences between the past and the present. Explain some stories and significant events in history. Describe significant individuals from the past. | Identify similarities and differences between ways of life in different periods. Know and recount episodes from stories and significant events in history. Understand that there are reasons why people in the past acted as they did. | Begin to note key changes over a period of time. Compare the everyday lives of people in a time studied to their own experiences. Explain how people and events in the past have influenced life today. Begin to identify key features, aspects and events of the time studied. | Note key changes over a period of time and are able to give reasons for those changes. Find out about the everyday lives of people in time studied compared with our life today. Identify key features, aspects and events of the time studied. Describe connections and contrasts between aspects of history, people, events and artefacts studied. | Begin to identify and note connections, contrasts and trends over time in the everyday lives of people. Begin to use historical terms such as culture, religious, social, economic and political when describing the past. | Identify and note connections, contrasts and trends over time in the everyday lives of people. Use appropriate historical terms such as culture, religious, social, economic and political when describing the past. Examine causes and results of great events and the |

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|  |                      |  |  |   |   |   | impact these had on people. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.  |
| Presenting, organising and communicating | Sorting old and new. | Show a developing understanding of historical terms, such as monarch, parliament, government, war, remembrance. Begin to talk, write and draw about things from the past. Use drama/role play to communicate their knowledge about the past. | Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance. Talk, write and draw about things from the past. Use historical vocabulary to retell simple stories about the past. Use drama/role play to | Begin to use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms. Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, | Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms. Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including recounts, | Begin to deepen their understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as | Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. Confidently present, communicate and organise ideas about from the past |

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|  |  |  | <p>communicate their knowledge about the past.</p> | <p>adverts, diaries, and posters.<br/>Begin to discuss ideas based on their own research about a studied period.</p> | <p>poems, adverts, diaries, and guides.<br/>Begin to present ideas based on their own research about a studied period.</p> | <p>myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> | <p>using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.<br/>plan and present a self-directed project or research about the studied period.</p> |
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