



History knowledge and skills progression map Knowledge and skills progression map

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		<p>A. NC: Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>B. NC: Pupils should be taught about significant historical events, people and places in their own locality.</p>	<p>A. NC: Pupils should be taught about events beyond living memory that are significant nationally or globally.</p> <p>B. NC: Pupils should be taught about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>C. NC: Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>A. NC: Pupils should be taught about Changes in Britain from the Stone Age to the Iron Age.</p> <p>B. NC: Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>C. NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>A. NC: Pupils should be taught about the Roman Empire and its impact on Britain.</p> <p>B. NC: Pupils should be taught Britain's settlement by Anglo-Saxons and Scots</p> <p>C. NC: Pupils should be taught the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>A. NC: Pupils should be taught non-European society that provides contrasts with British history.</p> <p>B. NC: Pupils should be taught a local history study.</p> <p>C. NC: Pupils should be taught post 1066 study.</p>	<p>A. NC: Pupils should be taught post 1066 study.</p>
Knowledge	<p>Children can make observations of animals and plants and explain why some things occur and talk about changes. (The World ELG)</p> <p>Children can look closely at similarities, differences, patterns and change. (The World 40-60m)</p>	<p>A. Children at Parish will: Look at how they have changed since they were born, how their school has changed since they were born and how the community within Middleton has changed since they were born.</p> <p>B. Children at Parish: Will learn about changes that have occurred since their parents were born. Children will have the opportunity to look at technology, toys / games, travel and transport and compare them to things they are familiar with.</p> <p>C. Children will visit St. Leonard's church and consider what the building is like. Is it old or new? How do we know? etc.</p>	<p>A. Children at Parish will: be introduced to the concept of Remembrance Day and will learn why people in this country wear poppies in November. Pupils will learn how to ask relevant questions about WWI and to deduce facts about the war based on their own investigations and to use this knowledge to explain why it is important to remember significant past events, like WWI.</p> <p>B. Children at Parish will: Children will consider why money was raised and sent to London, how and why the fire spread so quickly and the impact of the fire on future building and firefighting.</p> <p>C. Children at Parish will: find out about Christopher Columbus, what he discovered and how. They will consider what it might be like to explore and what future explorers e.g. Amelia Earhart, Tim Peake did and how.</p>	<p>A. Children at Parish will: be introduced to the idea that people have been living in Britain for a very long time. They will learn about the changes that occurred between the middle Stone Age (Mesolithic Times) to the Iron Age – a period of over 10,000 years! For most of the period there is no written evidence, so the archaeological record is very important.</p> <p>B. Children at Parish will: be introduced to the key features of Ancient Egyptian civilisation through the beliefs and attitudes of these ancient people. Children will examine the similarities and differences between their ancient beliefs and beliefs held today and how these beliefs fitted into society and culture at the same time as exploring the world of the ancient Egyptians.</p> <p>C. Children at Parish will: Children will use a range of sources to find about the life and achievements of the Ancient Greeks. Through their investigations they will find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period. They will then look at the continuing legacy of Ancient Greeks exploring their influence on education, language, architecture, government and the Olympic Games.</p>	<p>A. Children at Parish will: interpret both written texts and artefacts to come to conclusions about the Roman Army and the Roman Empire and the impact they had on Britain.</p> <p>B. Children at Parish will: learn that people from other societies have been coming to Britain for a long time. They will learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still and how Saxons and Vikings and Scots contributed to the development of institutions, culture, and ways of life in the country.</p> <p>C. Children will learn about the Anglo-Saxon Kings of England and the struggle for power including who Edward the Confessor was and what happened after he died including The Battle of Hastings.</p>	<p>A. Children at Parish will: The children will look at Benin, a non-European society which is very different from their own. The arrival of the Eweka Dynasty in the 12th century is related to the history of Benin together with a broadly based understanding of Africa from earliest times to the present day. The children will make use of a range of sources including pictures of the Benin bronzes, written accounts, and pictures, together with oral tradition.</p>	<p>A. Children will look at how crime and punishment has changed over time.</p> <p>A,B. Children will find out about what life was like in Britain during world war 2, the role women played, what it meant to be evacuated and the significance of the Battle of Britain.</p>

Historical Skills

Historical Enquiry	<p>Children can answer how and why questions about experiences and in response to stories of events (CAL – ELG)</p>	<p>Children show some understanding of how people find out about the past.</p> <p>Children can ask questions such as: What happened? How long ago.</p> <p>Children can show some understanding of how evidence is collected and used to <u>make evidence and investigate</u> historical facts.</p> <p>Children are beginning to answer questions using different sources, such as an information book or pictures</p>	<p>Children can understand and talk about how people find out about the past.</p> <p>Children can ask questions such as: What was it like for people? What happened? How long ago.</p> <p>Children can research the life of someone who used to live in Middleton using the internet and other sources to find out about them.</p> <p>Children can show understanding of how evidence is collected and used to <u>make establish and continue to challenge</u> historical facts.</p> <p>Children can answer questions using a specific source such as an information book.</p>	<p>Children can use a source of evidence for historical enquiry in order to gain a more accurate understanding of history through questioning.</p> <p>Children are beginning to recognise the part that archaeological sources have had in helping us understand more about what happened in the past.</p> <p>Children are beginning to use research skills to find out facts about the time period they are studying.</p> <p>Children are beginning to use evidence to ask questions and find answers to questions about the past.</p> <p>Children are beginning to suggest suitable sources of evidence for historical enquiry.</p>	<p>Children can use evidence to ask questions and <u>lead suggest</u> answers to questions about the past.</p> <p>Children can recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Children can use research skills to find out about the time period they are studying.</p> <p>Through research, children can compare and contrast different forms of evidence.</p> <p>Children can suggest suitable sources of evidence for historical enquiry. <u>Particular Particularity Primary and Secondary sources and their reliability</u></p> <p>Children can use more than one source of evidence for historical</p>	<p>Children can devise historical questions about the period they are studying.</p> <p>Children can seek out and analyse evidence in order to justify claims about the past.</p> <p>Children are beginning to understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Children are beginning to appreciate how historical artefacts have helped us understand more about lives in the present and past.</p> <p>Children can use some different sources of evidence to deduce information about the past.</p> <p>Children can select suitable sources of evidence, sometimes giving reasons for choices.</p>	<p>Children can devise historical questions about change, cause, similarities and differences, and significance relating to the period they are studying.</p> <p>Children can seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Children can understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Children can appreciate how historical artefacts have helped us understand more about lives in the present and past.</p> <p>Children can use a wide range of sources of evidence to deduce information about the past.</p>
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				Children are beginning to compare and contrast different forms of evidence in research	enquiry in order to gain a more accurate understanding of history through questioning	Children can give a reason to support an historical argument.  Children can identify propoganda and begin to show their understanding of it.	Children can select suitable sources of evidence, giving reasons for choices.  Children can give more than one reason to support an historical argument.  Children can identify and explain understanding of propoganda.  Children can refine lines of enquiry as appropriate.
Chronological Understanding	Children can talk about past and present events in their own life and in the lives of family members (P&C ELG)	Children can sequence images representing stages of children's lives up until their current age, on a timeline.  Children will be able to talk about things that happened when they were little.  Children will be able to label timelines with pictures, words or Phrases.  Children will begin to Use dates to talk about people or events from the past.	Children can place events or artefacts in order on a timeline.  Children can label timelines with pictures, words or phrases and give reasons for their order.  Children can make connections between long- and short-term time scales.  Children can use dates to talk about people or events from the past.  Children can connect new learning of historical people or events to others that they have learnt about before.	Children are beginning to use dates and historical terms to describe events.  Children are beginning to use a timeline within a specific time in history to set out the order things may have happened.  Children can place events, artefacts and historical figures on a timeline using dates.	Children can use dates and historical terms to describe events.  Children can use a timeline within a specific time in history to set out the order things may have happened.  Children can place events, artefacts and historical figures on a timeline using dates explaining why they have done this.	Children can use dates and historical terms more accurately in describing events.  Children are beginning to place features of historical events and people from past societies and periods in a chronological framework.  Children are beginning to create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.  Children can explain the chronology of different time periods (local, British and world history)	Children can use dates and historical terms accurately in describing events.  Children can place features of historical events and people from past societies and periods in a chronological framework.  Children can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.  Children can explain the chronology of different time periods (local, British and world history) and how they relate to one and other on a timeline.

## Historical Concepts

Continuity and Change	Children will begin to tell others about changes that have happened in their own lives since they were born and since their parents were born.	Children will be able to talk about how things have changed during a period of modern history. Children will begin to tell others about changes that have happened in their own lives since they were born  Children will be able to talk about how things have changed since their parents or grandparents were children.	Children are beginning to understand the concept of change over time, representing this, along with evidence, on a timeline.	Children can understand the concept of change over time, representing this, along with evidence, on a timeline.	Children are beginning to describe the main changes in a period of history using terms such as: social, religious and cultural.  Children are beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a timeline  Children are beginning to make connections and contrasts between different time periods studied and talk about trends over time.	Children can describe the main changes in a period of history using terms such as: social, religious, political, technological and cultural. Children can understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.  Children can describe the main changes in a period of history using terms such as: social, religious, political, technological and cultural.  Children can make connections and contrasts between different time periods studied, building on prior knowledge and talk about trends over time.
Cause and Consequence	Children are beginning to choose and use parts of stories and other sources to show that they know and understand key features of events. Children are beginning to be able to talk about the life of a significant individual who contributed local achievements. Children will be able to talk about a significant person from their lifetime and their parent's lifetime and their impact on the world today.	Children can choose and use parts of stories and other sources to show that they know and understand key features of events. Children are able to talk about the life of significant individuals who contributed to national and international achievements. Children will be able to talk about a significant person from modern history and their impact on the modern world.	Children can comment on the importance of causes and effects for some of the key events and developments within ancient civilisations.	Children can explain with confidence the significance of particular causes and effects for many of the key events and developments.	Children can explain the role and significance of different causes and effects of a range of events and developments.	Children can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects.
Similarity, difference and significance	Children will be beginning to be able to talk about the similarities and differences in their lives as children and their parent's lives as children e.g., toys and technology.  Children will be able to talk about a significant person from their life time and their parent's lifetime.	Children will be able to talk about the similarities and differences in the lives of people today compared to the lives of people in modern history.	Children will be able to talk about the similarities and differences in the lives of people today compared to the lives of people in ancient history in respect of their cultures and day to day life. Children will begin to recognise the significance of the ideas of ancient civilisations.	Children will be able to recognise the significance of the ideas of ancient civilisations.	Children are beginning to make connections and contrasts between different time periods studied and talk about trends over time. Children are beginning to be able to discuss the significance of time periods and their impact on the modern world.	Children can make connections and contrasts between different time periods studied, building on prior knowledge and talk about trends over time. Children will be able to discuss the significance of time periods and their impact on the modern world.

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