

Progression of Skills in history

| Skill | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Constructing the past | Identifying that things from the past might be different from today – toys | Identifying that events have happened in the past and significant people from the past have helped shape the present locally Isambard Kingdom Brunel – and the development of trains Identifying that there are some themes that link history together – locality, transport etc. | Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally The Wright brothers (1903) Harriet Quimby, Hilda Hewlett and Bessie Coleman, The Great Fire of London, Captain Robert Falcon Scott (Geography link) 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 British history from the Iron Age to Roman Britain by comparison on: <ul style="list-style-type: none">• achievements,• housing,• society,• food,• entertainment,• beliefs And by drawing comparisons to KS1 topics such as the development of trains and the impact that had on society | Comparing Viking Britain 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 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,• food,• entertainment,• beliefs Describe how historical events studied affect/influence life today. | Identifying the impact of the Ancient Greeks’ on the western world and their chronological place in the context of world history |
| Sequencing the past/Chronology | Identifying that things have happened in the past relating to themselves and within living memory (Space – Neil Armstrong) Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents Begin to understand about chronological order – use story maps to emphasis events happening in order | Identifying that events and= people from the past may have occurred across a greater period of time than just themselves - Victorians Identifying that events and changes have happened in order – development of trains Identifying that there are different periods of time in history – Victorians/ 20thC etc. | Identifying and comparing people from different periods of time – Monarchs 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 – ‘When the Wright brothers developed the first successful powered airplane because bicycle technology enabled them to generate air pressure’ Mae Jemison Patrick went into orbit because technology was much better than when the Wright brothers were alive’ | Placing Stone, Bronze and Iron Ages into wider chronological contexts in comparison with KS1 topics Placing Ancient Romans and Roman Britain into the wider context of historical chronology Developing an understanding of concurrence of civilisations around the world during these times Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Placing previously learnt periods into context and identifying their impact – railways leading to the growth of South Devon; railways linked to Victorian seaside holidays; holidays linked to local economy and growth of settlements | Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology Deeper understanding of concurrent civilisations around the world and their impact on later civilisations Describe the main changes in a period in history. Use dates to order and place significant events on a timeline. | Placing early civilisations into chronological context – in-depth Egyptians Continued development of concurrent civilisations around the world and their impact on later civilisations Describe the main changes in a period in history. Use dates to order and place significant events on a timeline. | Placing the Ancient Greeks into the wider context of historical chronology Continued development of concurrent civilisations around the world and their impact on later civilisations Describe the main changes in a period in history. Use dates to order and place significant events on a timeline. |
| Continuity and change | Identify that some things within living memory have changed and some things have stayed the same – toys, growing up, changing teachers/classrooms etc. | Identifying that changes have happened in history that can impact on today – Isambard Kingdom Brunel and the development of trains; changes in seaside holidays 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 – The Great Fire of London 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 change throughout Roman Britain from Iron Age Britain through comparison of: <ul style="list-style-type: none">• housing,• society,• food,• entertainment,• beliefs | Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of: <ul style="list-style-type: none">• housing,• society,• food,• entertainment,• beliefs | Identifying the similarities and differences between the Ancient Civilisations through: <ul style="list-style-type: none">• housing,• society,• food,• entertainment,• beliefs | Identifying the continuities and changes of Greek achievements and inventions from then to now through: <ul style="list-style-type: none">• democracy• society,• entertainment,• beliefs |

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| <p>Cause and effect</p> | <p>Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.</p> | <p>Identifying that certain events and individuals have had major consequences in history – Isambard Kingdom Brunel’s developments led to national railways etc.</p> <p>Identifying why Victorian inventors created so many inventions that are still around today</p> <p>Identifying that history can affect the local area, as well as nationally and globally – development of railways and exporting of ideas to other countries</p> <p>Identifying that there are reasons for continuity and change and begin to use the terms ‘cause’ and ‘effect’ – Victorian’s introducing school for all and impact/changes to lives due to it</p> | <p>Identifying that certain events and individuals have had major consequences in history – Samuel Peyps, The Wright brothers (1903) Harriet Quimby, Amelia Earhart, Bessie Coleman and Mae Jemison</p> <p>Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night</p> <p>Identifying specific causes and effects from different periods and beginning to establish links between them</p> | <p>Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally</p> <p>Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life</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 cause and effect of Spanish explorers on the Maya – positive or negative?</p> <p>Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.</p> <p>Identifying that one event can have multiple effects – invasions of Britain by AS and V</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>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p> |
| <p>Significance and interpretation</p> | <p>Understanding that some events and people from history are important because they have achieved something or had an effect – Neil Armstrong, Rosa Parks</p> | <p>Identifying why certain people/events are significant in history – Industrial Revolution – achievements, impact etc.</p> <p>Identifying why some individuals are significant both locally and nationally</p> <p>Begin to understand what makes someone or something significant</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>Identifying that certain individuals and events have had an impact locally, nationally and internationally</p> | <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history</p> | <p>Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance – which achievements were more impressive?</p> | <p>Compare some of the times studied with those of other areas of interest around the world</p> <p>Describe the social, ethnic, cultural or religious diversity of past societies.</p> <p>Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?</p> | <p>Appreciate that significant events in history have helped shape the country we have today</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied</p> <p>Describe the social, ethnic, cultural or religious diversity of past society</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p> |
| <p>Carrying out a historical enquiry</p> | <p>Starting to ask simple questions about people or events from within living memory</p> | <p>Did Isambard Kingdom Brunel help to change JUST our area?</p> <p>Guided enquiry using knowledge from topic</p> | <p>Guided enquiry using knowledge from topic</p> <p>Making semi-independent decisions and using evidence provided to justify</p> | <p>How much did the Romans really impact Britain?</p> <p>Begin to make independent decisions and use evidence to justify</p> | <p>Independent enquiry using a range of primary and secondary sources</p> <p>Make independent decisions and using evidence to justify</p> | <p>Independent selection of sources to provide evidence</p> <p>Making independent decisions using a range of evidence to justify</p> <p>Can I use a wide range of sources of evidence to deduce information about the past?</p> <p>Can I select suitable sources of evidence, giving reasons for choices?</p> | <p>Were the Ancient Greeks all that important for us now?</p> <p>Independent enquiry on the impact of the Greeks on western civilisation</p> <p>Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p> <p>Make confident use of a variety of sources for independent research. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Address and sometimes devise historically valid questions about change, cause, similarity</p> |

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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 time period 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 – Boudicca, Tacitus and Cassius Dio | Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence Understand that sources can contradict each other. Know that people in the past represent events or ideas in a way that persuades others. | Identify why viewpoints differ and why bias might skew these viewpoints | 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' 'order' 'time' | 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' 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' | Using phrases and words to describe the passing of time - e.g. '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' 'BC/AD' | Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to' Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable' | 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. 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias' | 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. 'democracy' 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression' |