



History Progression of Knowledge and Skills

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u> Explorers – Ibn Battuta, Mary Kingsley, Neil Armstrong Our High Street and how shopping has changed	<u>Year 2</u> The Great Fire of London Transport The Seaside in the past and today	<u>Year 3</u> Stone Age, Bronze Age, Iron Age Britain The Ancient Egyptians	<u>Year 4</u> How the Romans impacted Britain Anglo Saxons, Vikings and Scots	<u>Year 5</u> Ancient Benin, the Normans and the Tudors Ancient Greece The Victorians	<u>Year 6</u> Why the Battle of Britain was a turning point Local area study Migration
Chronological Understanding	<p>Use everyday language related to time</p> <p>Order and sequence familiar events</p> <p>Describe main story settings, events and principal characters</p> <p>Talk about past and present events in their own lives and in lives of family members</p>	<p>Organise events using basic chronology recognising that things happened before/since they were born</p> <p>Talk about past and present in regards to other objects e.g. vehicles</p> <p>Describe and sequence main story settings, events and principal characters</p>	<p>Use common words and phrases to mark the passing of time and describe what they have learned about the past</p> <p>Place known events and artefacts in the order when they happened</p> <p>Sequence events and recount changes within living memory</p> <p>Use dates when appropriate</p> <p>Use a timeline to sequence events</p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Sequence events/ artefacts/pictures on a timeline</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Use historically correct nouns to describe historical concepts such as change, similarity and difference, continuity</p>	<p>Place the time studied on a timeline</p> <p>Place key events already learned about on a timeline</p> <p>Sequence key years/events/artefacts/dates on a timeline</p> <p>Use an increasing range of common words and phrases relating to the passing of time</p> <p>Use more complex terms BC (before Christ) and AD (Anno Domini)</p>	<p>Place some historical periods in a chronological framework in relation to other time periods already studied</p> <p>Place events from within a period studied on a timeline</p> <p>Use historic terms related to the period of study and begin to date events within that period of time being studied</p> <p>Begin to use the terms BCE (Before Christian/Common and CE (Christian/Common Era)</p>	<p>Place current study on a timeline in relation to other time periods studied (Use dates)</p> <p>Know and sequence key events within time studied</p> <p>Use dates and terms accurately when describing events</p> <p>Make comparisons between different times in history</p> <p>Use more complex terms interchangeably</p>	<p>Use dates to place current study on a timeline in relation to other time periods studied</p> <p>Use dates and terms accurately in describing events from within the time studied</p> <p>Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural)</p>



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						Understand the concept of change over time, representing this along with evidence on a timeline	e.g. BCE/BC, CE/AD	
Historical Interpretations	Comment on pictures, stories, artefacts and accounts from their own lives e.g. celebrations	<p>Comment on pictures, stories, artefacts and accounts from the past explaining similarities and differences</p> <p>Describe how recent events show change over time, for example how a seed has changed over time</p>	<p>Understand that there may be different versions of the same story</p> <p>Describe changes within living memory and aspects of change in national life</p> <p>Describe significant historical events, people and places locally</p> <p>Begin to identify different ways to represent the past e.g. photos, stories or adults talking about the past</p> <p>Use stories to encourage children to</p>	<p>Describe changes within living memory and aspects of change in national life</p> <p>Describe the events beyond living memory that are significant nationally or globally (The Great Fire of London)</p> <p>Describe significant historical events, people and places in his/her own locality</p> <p>Compare pictures or photographs of people or</p>	<p>Identify and give reasons for different ways in which the past has been interpreted by historians</p> <p>Suggest and distinguish between Different historical sources</p> <p>Evaluate the usefulness and reliability of a range of sources</p> <p>Use correct historical vocabulary to describe what they have learned about the past</p>	<p>Understand that sources can contradict each other</p> <p>Look at and evaluate the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use correct historical vocabulary to describe what they have learned about the past</p> <p>Compare different versions of the</p>	<p>Make comparisons between aspects of periods of history and the present day</p> <p>Understand that the type of information available depends on the period of time studied</p> <p>Evaluate the usefulness of a variety of sources</p> <p>Compare accounts of events from different sources e.g. fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Evaluate primary and secondary sources and work out how conclusions were arrived at</p> <p>Evaluate different interpretations of an event e.g. fact, fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions e.g. letters from an evacuee will differ to that of a soldier</p> <p>Select suitable sources of evidence, giving reasons for</p>



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			<p>distinguish between fact and fiction and to help them remember key historical facts</p> <p>Compare adults talking about their past. How reliable are verbal accounts of events compared to photographs or stories from the time? Or videos from shopping from the past</p> <p>Recognise that there are reasons why people in the past acted as they did</p>	<p>events in the past and discuss the reliability of these (Paintings of the Great Fire of London)</p> <p>Be able to identify different ways to represent the past (fact and fiction) e.g. Samuel Pepys' Diary or a story. or a newspaper article</p> <p>Compare two different versions of the past e.g. Samuel Pepys' Diary with a newspaper account</p> <p>Continue to use stories to help children remember historical names, facts and events</p>		<p>same story- why might they be different? How have they been altered? Vikings?</p>	<p>Understand that no single source of evidence gives the full answer to questions about the past</p> <p>Use correct historical vocabulary to describe what they have learned about the past</p> <p>Give some reasons for some significant historical events</p>	<p>choices. E.g. have the children say which source of evidence is probably the most accurate view</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied</p> <p>Understand that no single source of evidence gives the full answer to questions about the past. Use correct historical vocabulary to describe what</p>
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				Use correct historical vocabulary to describe what they have learned about the past				they have learned about the past
<p>Developing Historical Knowledge</p> <p>Substantive and disciplinary concepts</p> <p>Cause and consequence</p> <p>Change and continuity</p> <p>Similarity and difference</p> <p>Historical significance</p>		<p>Compare old items with new items.</p> <p>Understand their own history and how they have changed over time, I.e. since being a baby.</p> <p>Compare ways that we live now with how we live in the past, e.g. old clothes vs new clothes in Jack and the Beanstalk.</p>	<p>Identify and describe significant people from the past (Ibn Battuta, Mary Kingsley, Neil Armstrong)</p> <p>Understand the different ways that explorers travelled</p> <p>Understand the achievements of the explorers and why they were important</p> <p>Understand key features of events- Know and recount episodes from stories about the past, knowing</p>	<p>Describe the key events which took place during the Great Fire of London</p> <p>Describe how buildings have changed since the Great Fire of London</p> <p>Understand why the fire spread so quickly</p> <p>Understand the lives of people who lived at the time of the Great Fire and how they were impacted by the fire</p> <p>Describe how the Great Fire impacted London</p>	<p>Describe change and continuity in Britain from the Stone Age to the Iron Age</p> <p>Describe the achievements of the earliest civilizations and a deeper knowledge of one of them: The Ancient Egyptians</p> <p>Find out about the everyday lives of people in time studied.</p> <p>Identify key turning points in Stone Age to Iron Age Britain and the causes and consequences of these.</p>	<p>Understand why the Romans came to Britain</p> <p>Understand how the arrival of the Romans impacted the local population</p> <p>Describe the Roman Empire and its impact on Britain and our local area – ruling systems, infrastructure, culture, religion, language, trade</p> <p>Describe Britain's settlement by Anglo-Saxons and Scots</p>	<p>Understand ruling systems in Ancient Greece and their impact on modern law and government</p> <p>Describe how Ancient Greeks impacted our culture today – theatre, Olympics, architecture, , art, language</p> <p>Describe significant individuals from Ancient Greece and how they impact modern society – mathematicians, scientists and philosophers</p>	<p>Suggest causes and consequences of World War two</p> <p>Understand why the Battle of Britain was a significant event</p> <p>Understand what life was like during the Battle of Britain and the Blitz</p> <p>Understand how our local area was impacted by World War Two</p> <p>Describe how the World War 2 was a turning point in British society – the roles of women, children, ethnic groups and equality</p>



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			<p>and understanding key events in relation to the lives of several explorers</p> <p>Recognise how the shops on our high street have changed within living memory</p> <p>Understand how shopping has changed</p> <p>Understand how packaging and storage has changed over time</p> <p>Understand how paying for our shopping has changed over time.</p>	<p>at the time to the present day</p> <p>Describe significant individuals and how they impacted society: George Stephenson, Henry Ford.</p> <p>Understand how trains, cars and boats have changed over time.</p> <p>Understand why modes of transport changed</p> <p>Understand how changes in modes of transport impacted society</p> <p>Describe how the use of the seaside has changed since the Victorian Era.</p> <p>Describe how travel to the</p>	<p>Describe key differences between Stone Age, Bronze Age and Iron Age society and culture</p> <p>Describe religion in the time period studied</p> <p>Describe the technological advancements of the Ancient Egyptians and their significance</p>	<p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Identify significant individuals from history and say why they were important.</p> <p>Use evidence to reconstruct life in the time studied</p> <p>Identify key features and events of time studied – ruling systems, village life, culture and society</p> <p>Identify changes which took place during time periods studied, and things which stayed the same</p>	<p>Understand Ancient Greek religion</p> <p>Describe how the history of Benin contrasts and aligns with British History from the same period of time</p> <p>Learn about the leaders of Benin and the causes and consequences of their rise to power.</p> <p>Describe what life was like in Benin</p> <p>Identify when the Kingdom of Benin was at its most powerful</p> <p>Know key changes which took place during the Victorian era in medicine, technology and society.</p>	<p>Describe how the Battle of Britain was a turning point in WW2</p> <p>Understand the impact of the Commonwealth and other countries in the Battle of Britain</p> <p>Understand why people have migrated to Britain throughout time</p> <p>Describe the experiences of migrants in Britain</p> <p>Understand the impact of the Empire on migration</p> <p>Know the key events of Windrush</p> <p>Understand how migration has impacted our local area</p>
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				<p>seaside has changed over time</p> <p>Cause and consequence – I know why people in history decided to change things, and can say if these changes were good or bad</p>		<p>Identify and describe some of the causes and consequences of changes in historical period studied. I.e. Why did the Romans invade and what was the impact of this?</p>	<p>How did the Victorians impact other parts of the world?</p> <p>Understand the causes and consequences of some of the key changes which took place during the Victorian era</p>	
<p>Historical Enquiry</p>	<p>Be curious about people and show interest in stories</p> <p>Explain own knowledge and understanding, and asks appropriate questions</p> <p>Re-tell and recount recent events</p>	<p>Answer how and why questions in response to stories or events from the past</p> <p>Know that information can be retrieved from books and computers</p> <p>Re-tell their own life-story and family's history</p> <p>Record, using marks they can interpret and explain</p>	<p>Describe some simple similarities and differences between sources and artefacts</p> <p>Ask and answer relevant basic questions about the past</p> <p>Find answers to some simple questions about the past from simple sources of information including written, visual, oral sources and artefacts</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<p>Use a range of sources to find out about a period</p> <p>Ask and answer historical questions</p> <p>Begin to identify primary and secondary sources and discuss their reliability</p>	<p>Use sources of information to answer questions about the past</p> <p>Use a variety of resources to find out about aspects of life in the past</p> <p>Use evidence to build up a picture of past society</p> <p>Choose relevant material to present a picture of on aspect of life in time past</p>	<p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research</p> <p>Answer and devise own historically valid questions about change, cause, similarity and difference and significance</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Select and record information relevant to the study</p> <p>Construct informed responses that involve thoughtful selection and organisation of</p>



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			Sort artefacts from 'then' and 'now' and put some in chronological order	Handle sources and evidence to ask and answer questions about the past on the basis of simple observations		Ask and answer a variety of valid historical questions Become more familiar with identifying primary and secondary sources	Recognise primary and secondary sources and explain how they are different and which might be more reliable Provide an account of a historical event based on more than one source	relevant historical information Suggest omissions and the means of finding out
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