



History Progression of Knowledge and Skills

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u> Explorers – Ibn Battuta, James Cook 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/Comm on and CE (Christian/Comm on 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 e.g. BCE/BC, CE/AD</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		
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 style="color: blue;">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 <i>different versions of the</i></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</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><i>same story- why might they be different? How have they been altered? Vikings?</i></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>reasons for 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 at the time to the present day</p> <p>Describe significant individuals and how</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>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of</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>Understand Ancient Greek religion</p> <p>Describe how the history of Benin contrasts and aligns</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> <p>Describe how the Battle of Britain was a turning point in WW2</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>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 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>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>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>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>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>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>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>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>Sort artefacts from 'then' and 'now' and put some in chronological order</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>Handle sources and evidence to ask and answer questions about the past on the basis of simple observations</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>Ask and answer a variety of valid historical questions</p> <p>Become more familiar with identifying primary and secondary sources</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>Recognise primary and secondary sources and explain how they are different and which might be more reliable</p> <p>Provide an account of a historical event based on more than one source</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 relevant historical information</p> <p>Suggest omissions and the means of finding out</p>