HISTORY PROGRESSION OF SKILLS DOCUMENT

SKILL AREA	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Constructing the past What were people's lives like during this period? What were/was society, houses, etc. like during this period?	Identify that things from the past might be different from today – , birthday parties windmills, boats etc.	Identify that events have happened in the past and significant people from the past have helped shape the present locally – Lord Ebury's railway and the development of trains and transport links	Briefly describe significant events and individuals from the past and how they have helped shape the present locally, nationally and internationally. E.g. Scott of the Antarctic Identify that the past is remembered or 'constructed' in different ways across the world and that the past can be commemorated each year at specific times, e.g. Rosa Parks Day in America (4th February)	Build knowledge of the Stone, Bronze and Iron ages and Roman period in Britain by comparison throughout most lessons, focusing on: • achievements, • housing, • society, • food, • entertainment, • beliefs E.g. identify some of the achievements made by Stone Age Civilisation Draw comparisons to KS1 topics such as Lord Ebury's railway.	Build a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations, focusing on: • achievements, • housing, • society, • food, • beliefs e.g. Recall a number of details about the Ancient Egyptians and their achievements Identify the impact of the ancient Greeks' on the western world and their chronological place in the context of world history	Be able to provide overviews of the most significant features of British history from Roman Britain through to Anglo-Saxon and Viking Britain by focusing on:: • achievements, • housing, • society, • food,, • beliefs	Be able to show an awareness of features covered in Upper KS2 through comparison of: • achievements, • housing, • society, • food, • beliefs e.g. British history from Roman Britain through to Anglo-Saxon and Viking Britain and Viking Britain with ancient Benin civilisation
Sequencing the past/Chronology When did this event occur? What was it like then? How long did this period last? What came before and after this historical period? What was going on elsewhere in the world during this historical period? What came before and after this historical period? What was going on elsewhere in the world during this historical period?	Identify that things have happened in the past, relating to themselves and within living memory- birthdays, timeline of birthdays/events Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents.	Identify that events and changes have happened in order Identify that events and people from the past may have occurred across a greater period of time than just themselves Have a timeline which shows 'within living memory' and 'beyond living memory' 'within living memory' - place pictures of toys, homes ,and shops from parents and grandparents childhood, 'beyond living memory' –Lord Ebury and the development of the Ebury Railway, toys .	Identify that there are different periods of time in history Place significant individuals on timeline to show 'beyond living memory', e.g. Scott of the Antarctic, Mary Seacole etc. Identifying and comparing people from different periods of time – Mary Seacole, Florence Nightingale, Rosa Parks and Scott of the Antarctic.	Place Stone Age, Iron Age, Roman period on a timeline and understand what was going on in the world at the same time Sequence a few events or artefacts. Understand BC/ AD .	Place ancient Egyptians and Greeks on a timeline and understand what was going on in the world at the same time Place previously learnt periods onto a timeline and sequence many of the main events. Understand BC/ AD – link to Maths counting down and up; year 0 (BCE – before the common current era). Why do we have two terms: BC and BCE? Why might some people prefer one to another? Develop a deeper understanding of concurrent civilisations around the world and their impact on later civilisations (Romans and Egyptians)	Place Anglo Saxon period and Viking invasions on a timeline. Place previously learnt periods onto a timeline. Place (date) events from Anglo Saxon and Vikings studied on a time line including Roman withdrawal, Scot and Viking invasions, kingdoms, Alfred the Great and Edward the Confessor Use mathematical skills to work out the exact time scales and differences. Continue to develop a deeper understanding of concurrent civilisations around the world and their impact on later civilisations	Place ancient Benin on time line in relation to other studies from previous years:, Place previously learnt periods onto time line. Sequence events on a timeline in era studied – ancient Benin Crime and Punishment through the ages since 1066 Place a specific event on a timeline by decade. Continue to develop a deeper understanding of concurrent civilisations around the world and their impact on later civilisations
Continuity and change How long did it last? Is it still like that today? How and why has it changed?	Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc. Discuss difference from Nursery Change homes, windmills, weddings Next year Sequence of school day/. Changes Days of week etc. Kipper Birthday	Identify a few similarities, differences and changes which occur in a topic, e.g. Lord Ebury's railway/compare to now. Similarities and differences between early and modern toys. Identify that continuity or change can be a good thing or a bad thing, e.g. compare toys of today. Are they better than the toys their parents and grandparents played with?	Identify independently a range of similarities, differences and changes within a specific time period, E.g Florence Nightingale and she changed nursing .	Identify some of the continuity and changes throughout the Stone, Bronze and Iron Ages and throughout the Roman period by comparison of: • housing, • society, • food, • beliefs	Identify the continuity and changes between the Ancient Egyptians and Roman Britain and of Greek achievements and inventions from then to now through • housing, • society, • food, • beliefs Explain why some changes and developments were of particular significance, E.g burying their dead.	Identify the continuity and change, in terms of the importance and progress of the change, through Anglo-Saxon and Viking Britain from Roman Britain through comparison of: • housing, • society, • food, • entertainment, • beliefs	Compare independently the continuity and change, in terms of their chosen focus.

Cause and effect Why did this happen? What was the result? How has this historical period influenced the world today?	Identify that certain choices have a consequence to them Consequences of actions-Hannda's surprise, Little Red Hen	Identify at least one events/ individual who has had major consequences in history e.g., Roosevelt and The Teddy Bear Identify that history can affect the local area, as well as nationally and globally – railways From the above, Begin to understand 'cause and effect' '	Identify a few causes and effects for some of the main events covered, E.g Why Rosa Parks started the US civil Right movement and its effect -Why Florence Nightingale changed the face of nursing 'Nightingale model of Nursing' - Causes of the Great Fire of London and its effect (After different materials were used to build houses to make them safer.) Identify how events from history are so significant that they are remembered each year – Annual Rosa Parks Day in some state of the US	Identify the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally, e.g., the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life Identify the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identify the effects on following civilisations and today	Identify the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations) Identify the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.	Explain the role and significance of different causes and effects of a range of events and developments, e.g. the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc. Explain that one event can have multiple effects – invasions of Britain by Anglo Saxons and Vikings.	Explain independently the different types of causes and effects for most of the events, e.g. The effect of the British invasion of Benin – Slavery, trade and decline. The effect of war on the local community
Significance and interpretation What is significant about this historical event or period? What were the main achievements of this historical period? What did this person think? Why does that person see it differently?	Significance Understand that some events and people from the past are important because they have achieved something or had an effect. Remembrance, traditions within families, authors/inspiration JD biography	Significance Identify why some individuals are significant locally Lord Ebury Begin to understand what makes someone or something significant	Significance Identify that certain individuals and events have had an impact locally, nationally and internationally – e.g., Memorials of Scott around the world, His research proved that the continents were join together (Useful in YR3 when talking about Dogger Land) Interpretation Consider what available evidence can teach us e.g. artefacts; accounts from the period – Scott's diaries	Significance Identify why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain Identify why Boudicca is such a significant individual for both British and Roman British history Interpretation Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence, e.g., evidence from tools e.g. hunter gatherers and use Boudicca primary sources to understand that there is one viewpoint which cannot be verified Identify and give reasons for different ways in which the past is represented, e.g. Stone Age Art to a cartoon image of Stone Age	Significance Identify the ancient Greeks impact on the western world. Interpretation – 2 viewpoints E.g. Athenians and Spartans Begin to evaluate the usefulness of sources – consider what information we know as a fact from it and what we might infer Use the Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints	Significance Identify how the Anglo Saxons have influenced today E.g. place names Interpretation- more than 2 viewpoints Compare accounts of events from different sources – e.g. a factual account and a fictionalised account of an event (can relate to class book) Offer some reasons for different versions of events e.g. bias, historical perspective and knowledge Link sources and work out how conclusions were arrived at: what is common between sources, what is different, why might they have been interpreted in different ways?	Significance e.g., the significance of ancient Benin art Identify the significance of war memorials, in particular The Lion and the Eagle. In their independent research, a theme beyond 1066, identify the significance of the changes that occur **Interpretation** Consider ways of checking the accuracy of interpretations – fact or fiction and opinion, E.g. the decline of the Benin Empire Consider the motivation of individuals and groups of people in secondary sources - bias Investigate how different evidence will lead to different conclusions Confidently use the reference library and or internet for research to answer own questions devised on a broad theme. (study beyond 1066)
Historical enquiry (Sources and questions) What do I think about this historical event? What do others past and present) think about this historical event?	**Using sources** Look at pictures, sites and objects and encourage deductive reasoning and questioning from children. Photos of their birthdays\ homes Games – Pass the Parcel etc. **Questions** Start to ask simple questions about people or events from within living	**Using sources** Look at pictures, sites and artefacts **Questions** Children to look carefully and pose questions and suggest what it might tell us. (Children give a plausible explanation)	**Using sources** Select information independently from pictures, sites, artefacts and small extracts of text-based evidence to research the life of a famous person (Rosa Parks, Scott of the Antarctic) **Questions** Children to begin formulating historical questions with teacher support.	**Using sources** Use primary and secondary sources: - artefacts - maps, diagrams, photographs - text-based source e.g., Stonehenge, cave paintings in France and Spain and information from the internet Consider why information might be different or the same :**Questions** Children to formulate historical questions with teacher support Formulate class questions to research	**Using sources** Use primary and secondary sources: - artefacts and sites - maps, diagrams, photographs - text-based source Children to distinguish between certainty, guessing, and not knowing **Questioning** Children to formulate historical questions in groups to research.	**Using sources** Use primary and secondary sources: - artefacts and sites - maps, diagrams, photographs - text-based source Independent selection of sources to provide evidence (Link to art – primary sources) **Questioning** Children to start suggesting historical enquiries of their own to research or	**Using sources** Use primary and secondary sources: - artefacts and sites - maps, diagrams, photographs - text-based source Independent selection of sources, arguments and evidence to justify opinion **Questions** Children suggest historical enquiries of their own to research.

	memory with help from teacher modelling and prompting.	E.g, ask and answer questions about old and new objects Spot old and new objects in a picture	Formulate a class question to research	e.g. Why was the Roman army so successful?		at least negotiating these with the teacher. Making independent decisions using a range of evidence to justify	Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate
Historical enquiry (Using sources as evidence) What is the evidence for this historical period? What can this source tell me? Can I trust it? Where can I check this information?	Understand 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. Through school – learning about your new school nurse	Analyse a variety of primary sources to infer about an individual or event – (pictures of toys, shops, homes} Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events. (What is this toy made from? Whom do you think it belonged to?)]	Understand the difference between primary and secondary sources Make reasoned interpretations about individuals and events by using a small selection of focused sources	Identify primary and secondary sources – artefacts, books, internet etc. Identify why sources are limited for the Stone, Bronze and Iron ages Introduce idea of validity– Boudicca, Tacitus and Cassius Dio	Question the validity of sources and contradictions Identify why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence (Rosetta Stone)	Identify why viewpoints differ and why bias might skew these viewpoints Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings	Conduct an enquiry about how a theme has changed throughout history, e.g. Toys, food etc. Identify the effectiveness of sources as evidence Begin to make references to evidence as justification
Historical enquiry (Vocabulary and communication)	Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'	Use 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'	Use 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'	Use 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'	Use 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' 'reliable' 'democracy' 'rebellion'	Use 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. 'farmer-warrior' '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. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'