

History Progression of Skills

	THEMES/TOPICS	PROGRAMME OF STUDY	SKILLS TAUGHT		AN HISTORIAN IN THIS YEAR GROUP...
EYFS	<ul style="list-style-type: none"> All about me – looking at when they were young how they have changed. chn to discuss past events that have occurred within their immediate family. (Sharing scrap books together) 	Early Learning Goals: Children talk about past and present events in their own lives and in the lives of family members.	Area of EYFS curriculum: People and Communities	<ul style="list-style-type: none"> Children to sequence events in their life, birthdays and special days. How I have changed as I grow up Sequence daily events. Discuss past events within their lives. 	...is able to sequence significant events in their life such as birthdays. They are able to talk about how they have changed growing up. They are able to order and sequence events in their day. They are able to talk about events which have happened in their lives.
YEAR 1	<ul style="list-style-type: none"> Local History: chn to compare Wimbledon now and in the past. Explorers: chn to compare and contrast Columbus and Armstrong Seaside: chn to look at changes in UK seaside from past-present 	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	Chronological Understanding Range & Depth of Historical Knowledge Interpretations of History Historical Enquiry	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) 	...is able to sequence life events and artefacts from different time periods. They are able to draw comparisons between life now with life in the past, in both their own lives and lives of others. They are able to assess the reliability of historical recounts, distinguishing between fact and fiction. They are able to engage with sources of information and finding answers to simple questions.
YEAR 2	<ul style="list-style-type: none"> Knights & Castles Great Fire of London Samuel Pepys Significant people – Roald Dahl History of Transport; Isambard Brunel 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality. 	Chronological Understanding Range & Depth of Historical Knowledge Interpretations of History Historical Enquiry	<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	...is able to sequence artefacts from different time periods, using books as a reference. They are able to describe their memories of key events in their lives. They are able to talk about reasons why events happened in the past and what are the consequences. They are able to talk about the differences between life during different times as well as comparing different versions of the same events. They are able to analyze and discuss the reliability of different artefacts. They are able to answer questions about the past and make observations using historical sources.
YEAR 3	<ul style="list-style-type: none"> Stone age to Iron Age Romans Victorians 	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	Chronological Understanding Range & Depth of Historical Knowledge Interpretations of History Historical Enquiry	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research 	...is able to place events on a time line and to sequence artefacts. They are able to research the lives of people in periods they have studied and to compare with their lives today. They are able to analyse people's actions, including their motivations and the consequences. They are able to critically analyse different sources relating to the same events. They are able to observe and begin to dissect different types of historical sources. They are able to do their own independent research using the library and the internet.

YEAR 4	<ul style="list-style-type: none"> ▪ Ancient Civilizations: Greece ▪ Nelson Mandela & Apartheid – A significant turning point in History ▪ Ancient Civilizations: Egypt 	<ul style="list-style-type: none"> ▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world ▪ 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 	Chronological Understanding	<ul style="list-style-type: none"> ▪ Place events from period studied on time line ▪ Use terms related to the period and begin to date events ▪ Understand more complex terms eg BC/AD 	<p>...is able to place events on a timeline and to use and understand relevant periodic terms. They are able to reconstruct events using evidence as well as identifying significant features and events. They are able to find links and see effects as well as giving reasons to explain events. They are able to study relevant evidence and different source, analyzing and evaluation how useful and effective they are in different contexts. They are able to draw on their own historical knowledge as well as extracting relevant information from books. They are able to collate evidence in order to develop a broader picture of past events. They are able to conduct research using the library and internet as well as being able to ask a variety of questions.</p>
			Range & Depth of Historical Knowledge	<ul style="list-style-type: none"> ▪ Use evidence to reconstruct life in time studied ▪ Identify key features and events of time studied ▪ Look for links and effects in time studied ▪ Offer a reasonable explanation for some events 	
			Interpretations of History	<ul style="list-style-type: none"> ▪ Look at the evidence available ▪ Begin to evaluate the usefulness of different sources ▪ Use text books and historical knowledge 	
			Historical Enquiry	<ul style="list-style-type: none"> ▪ Use evidence to build up a picture of a past event ▪ Choose relevant material to present a picture of one aspect of life in time past ▪ Ask a variety of questions ▪ Use the library and internet for research 	
YEAR 5	<ul style="list-style-type: none"> ▪ Anglo Saxons & Vikings. ▪ Shackleton & The Imperial Trans-Antarctic Expedition ▪ Mayan civilization 	<ul style="list-style-type: none"> ▪ Britain's settlement by Anglo-Saxons and Scots ▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ▪ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	Chronological Understanding	<ul style="list-style-type: none"> ▪ Know and sequence key events of time studied ▪ Use relevant terms and period labels ▪ Make comparisons between different times in the past 	<p>...is able to sequence key historical events and to use relevant terminology. They are able to draw comparisons between different historical periods. They are able to differences and different aspects of different people as well as the causes and impact of significant events. They are able to draw comparisons between different 'times' and different aspects of life at different times. They are able to compare different historical accounts as well as considering why different events have various, sometimes contradictory, sources. They are able to distinguish between primary and secondary sources and to use them effectively. They are able to use the library and internet to conduct research and to extract relevant information.</p>
			Range & Depth of Historical Knowledge	<ul style="list-style-type: none"> ▪ Study different aspects of different people - differences between men and women ▪ Examine causes and results of great events and the impact on people ▪ Compare life in early and late 'times' studied ▪ Compare an aspect of life with the same aspect in another period 	
			Interpretations of History	<ul style="list-style-type: none"> ▪ Compare accounts of events from different sources – fact or fiction ▪ Offer some reasons for different versions of events 	
			Historical Enquiry	<ul style="list-style-type: none"> ▪ Begin to identify primary and secondary sources ▪ Use evidence to build up a picture of a past event ▪ Select relevant sections of information ▪ Use the library and internet for research with increasing confidence 	
YEAR 6	<ul style="list-style-type: none"> ▪ Tudors ▪ WW2 (including local History) 	<ul style="list-style-type: none"> ▪ a local history study ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	Chronological Understanding	<ul style="list-style-type: none"> ▪ Place current study on time line in relation to other studies ▪ Use relevant dates and terms ▪ Sequence up to 10 events on a time line 	<p>...is able to sequence up to 10 historical events and periods on a time line and knows their corresponding dates and historical terms. They are able to research different aspects of people in history and to compare beliefs, behavior and characteristics within and across different time periods. They are able to offer alternative reasons to explain past events using relevant evidence to support their arguments. They know and can talk about significant dates and characters relating to specific time periods. They are able to draw connections between different various sources and forms of evidence, offering reasonable explanations as to how conclusions have been reached. They demonstrate an understanding that different conclusions can be drawn from different forms of evidence. They are able to use the library and internet to conduct research. They are able to recognise and distinguish between primary and secondary historical sources and to use these to find out information relating to specific aspects of time in the past. They are able to combine the information they have acquired from a range of researched sources and draw it together in one clear account.</p>
			Range & Depth of Historical Knowledge	<ul style="list-style-type: none"> ▪ Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings ▪ Compare beliefs and behaviour with another time studied ▪ Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation ▪ Know key dates, characters and events of time studied 	
			Interpretations of History	<ul style="list-style-type: none"> ▪ Link sources and work out how conclusions were arrived at ▪ Consider ways of checking the accuracy of interpretations – fact or fiction and opinion ▪ Be aware that different evidence will lead to different conclusions ▪ Confidently use the library and internet for research 	
			Historical Enquiry	<ul style="list-style-type: none"> ▪ Recognise primary and secondary sources ▪ Use a range of sources to find out about an aspect of time past ▪ Suggest omissions and the means of finding out ▪ Bring knowledge gathered from several sources together in a fluent account 	