

History Skills Progression Document

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Autumn	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past and sequence them. 	<ul style="list-style-type: none"> • Order artefacts from different time periods in their own and others' lives • Order images of life stages from birth to 5 • Order images of different types of transport from different time periods using a simple timeline 	<ul style="list-style-type: none"> • Place periods studied in Y1 and Y2 into chronological order • Place key events of the 17th Century on a timeline, including when King Charles 1 and 2 reigned, the Civil War, Plague and the Great Fire of London by ordering dates • Name key people in local history and their achievements (e.g., King Charles 1 and 2, Oliver Cromwell, Samuel Pepys) 	<ul style="list-style-type: none"> • Use BC dates to make a timeline of the Egyptian civilisation 	<ul style="list-style-type: none"> • Place different periods of time on a timeline and remember key historical facts and some dates from a period studied e.g. The Romans. • Order key dates in the Roman Empire from the beginning of the Empire, including the invasion of Britain and beyond • Describing and order the life events of a significant Roman individual 	<ul style="list-style-type: none"> • Create timelines from memory, using dates, details and eras showing knowledge of how to check for accuracy. 	
	Spring			<ul style="list-style-type: none"> • Understand and order significant explorers on a timeline • Order events in key individuals' lifetimes. • Order the dates in the development of Gatwick Airport accurately. 	<ul style="list-style-type: none"> • Order prehistoric Britain on a timeline (Stone, Bronze and Iron Age) using dates correctly 	<ul style="list-style-type: none"> • Use a timeline to order events affecting Crawley from Victorian period to present day • Create timelines from memory placing the Anglo Saxon period chronologically with reference to other periods previously studied, e.g. Stone Age, Bronze Age, Iron Age (y3), Roman invasion (y4), Vikings • Create a timeline of the main events of Anglo Saxon rule with some description • An introduction to civil rights movement in America (at an age appropriate level) Rosa Parks and MLK 	<ul style="list-style-type: none"> • Understand when the Shang Dynasty arose to power and how long the civilization lasted for • Plot events on a timeline using AD/BC dates correctly • Use a timeline to plot a timeline of Ancient civilizations 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies
	Summer	To comment on figures from the past.			<ul style="list-style-type: none"> • Understand when the medieval period in Britain was and identify this on a timeline 		<ul style="list-style-type: none"> • Sequence up to 10 events on a time line • Know key dates, characters and events of time studied (Vikings and Anglo-Saxons) 	<ul style="list-style-type: none"> • Understand and order key events in the early 20th Century and order them – Queen Victoria's death, Edwardian period, WW1, Depression, WW2, building on previous local studies and with reference to developments towards WW2

History Skills Progression Document

Range and Depth of Historical Knowledge	Autumn	<ul style="list-style-type: none"> To know some similarities and differences between things from the past and now 	<ul style="list-style-type: none"> Understand simple similarities and differences between life at different times Understand the development of transport from non-motorised to modern methods, and begin to suggest reasons for this Describe the achievement of George Stephenson and the impact this has had on modern transport 	<ul style="list-style-type: none"> Begin to understand cause and effect Describe and begin to compare how their own life is different from that of significant figures in history studied 	<ul style="list-style-type: none"> Know that Ancient Egypt was an early civilisation and discuss their achievements and how they changed the world Describe the key features of Ancient Egyptian society and compare this with society today (death, men & women, hygiene etc.) 	<ul style="list-style-type: none"> Compare two periods of history, identifying similarities and differences between them (e.g. Iron Age and Roman period) Describe the impact of life in everyday Britain, comparing it with the Iron Age period Describe The Roman Empire by AD 42 and the power of its army, including understanding the scope of the Roman invasion across Europe and North Africa (using map work) Describe British resistance to The Roman invasion e.g. Boudicca Understand the legacy of the Roman invasion on modern-day Britain 	<ul style="list-style-type: none"> Link events from periods studied to changes or developments in contemporary society e.g., food or farming. Describe how the influence of the Ancient Greeks is reflected in their own lives (e.g. art, architecture, literature, philosophy, democracy, leisure) Describe Greek life and achievements and their influence on the western world, e.g. The Olympics. 	
	Spring			<ul style="list-style-type: none"> Understand and compare the achievements of two significant explorers (e.g. Amelia Earhart, Tim Peake [including connection to locality], Neil Armstrong) and the impact of these events 	<ul style="list-style-type: none"> Understand the legacy of each prehistoric age and the impact on British History – e.g. development of metals, farming techniques Compare Prehistoric Britain with other Ancient civilisations discussed in prior learning (Ancient Egypt) 	<ul style="list-style-type: none"> Understand the impact of global events on changes to local area (e.g. WW2) Describe the Anglo-Saxon invasions, settlements and kingdoms: place names and village life Describe the influence of Anglo Saxon people on the development of the UK Link events from periods studied to changes or developments in contemporary society e.g., food or farming. Compare Anglo Saxon life with previous historical periods previously studied in KS2 and give reasons for similarities and differences, making links between different periods of British History previously studied. Introduction to civil rights movement in America (at an age appropriate level) Rosa Parks and MLK 	<ul style="list-style-type: none"> Describe the significant impact four black women made to the space race – civil rights of black Americans 	<ul style="list-style-type: none"> Understand the Maya with reference to other Ancient civilisations in the same time period Comment on the main achievements of the Maya including their legacy in Mexico today Describe the religious beliefs of the Maya Describe everyday life of the Maya

History Skills Progression Document

Historical Enquiry	Summer	<ul style="list-style-type: none"> •Comment on changes over time 			<ul style="list-style-type: none"> •Understand why people built castles and the features of castles •Understand some of the different groups in society during the medieval period •Discuss the legacy of the medieval period – kings and queens, remaining buildings and monuments 		<ul style="list-style-type: none"> •Understand some of the key aspects of life during the Shang Dynasty, including key achievements and legacy •Compare the Shang Dynasty with other Ancient civilizations previously studied in KS2 – Ancient Egypt (Y3), Ancient Greece (Y5), Ancient Rome (Y4), Vikings (Y5), Anglo-Saxons (Y4) •Describe Viking raids and invasion •Explain the resistance by Alfred the Great and Athelstan, first King of England •Describe who Edward the Confessor was and the events leading to his death in 1066 •Compare beliefs and behaviour with another time studied, recognising that not everyone shares the same views and beliefs •Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation •Understand and explain that an event can have more than one cause. 	<ul style="list-style-type: none"> •Understand which countries were allies and axis supporters in WW2 •Understand the impact of war on the "Home Front" – in particular how this affected children; this could include rationing, the role of women, evacuation, schooling and the effect of bombing •Local study of how WW2 affected the local area and rehousing to Crawley and how the recreational huts of Tilgate were used by the Canadian Army during the war •Compare of pre-war and wartime daily life •2017 Windrush Scandal – Link to post world war changes in Britain.
	Autumn	<ul style="list-style-type: none"> •Begin to make sense of own life history using birthday photos 	<ul style="list-style-type: none"> • Use images and objects from various stages of life from birth to age 5 to describe and answer questions about key events in their own lives •Begin to use resources to help them talk about past events •Ask and respond to simple questions about the past 	<ul style="list-style-type: none"> • Use a range of historical resources answer questions about the past (e.g. Interviews, photographs, maps, diaries, artefacts), using their growing historical knowledge 	<ul style="list-style-type: none"> •Begin to ask their own questions relating to history using their growing historical knowledge •Suggest relevant resources to support a line of enquiry (e.g. photo, map, artefacts) •Child led enquiry using artefacts or images to research an aspect of Ancient Egyptian life 	<ul style="list-style-type: none"> •Answer and begin to devise own Historically valid questions (e.g. How did the Romanisation of Britain occur?) •Using maps and other sources children can describe The Roman Empire by AD 42 and the power of its army, including understanding the scope of the Roman invasion across Europe and North Africa 	<ul style="list-style-type: none"> •Compare and describe how different types of evidence tell us different things about the past (Primary and Secondary Sources) •Follow more independent lines of enquiry and make informed responses based on this. 	



History Skills Progression Document

Historical Interpretations	Spring					<ul style="list-style-type: none"> •Name historical period using a range of sources including artefacts, housing, images •Use historical sources to make comparisons about different time periods •Compare Anglo Saxon life with previous historical periods previously studied in KS2 and give reasons for similarities and differences, making links between different periods of British History using sources they have and are accessing 	<ul style="list-style-type: none"> •Understand some of the key aspects of life during the Shang Dynasty, including key achievements and legacy using a range of sources to build a picture of this period in time •Compare the Shang Dynasty with other Ancient civilizations previously studied in KS2 – Ancient Egypt (Y3), Ancient Greece (Y5), Ancient Rome (Y4), Vikings (Y5), Anglo-Saxons (Y4) 	<ul style="list-style-type: none"> •Continue to answer and devise own Historically valid questions about change, cause, similarity and difference and significance •Use a range of sources to find out about an aspect of Maya Civilisation •Comment on the main achievements of the Maya including their legacy in Mexico today using a range of sources
	Summer						<ul style="list-style-type: none"> • Answer and devise own Historically valid questions about change, cause, similarity and difference and significance • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Use sources to explain that an event can have more than one cause 	<ul style="list-style-type: none"> • In-depth enquiry of the experiences of evacuees using primary and secondary sources • Understand the impact of war on the "Home Front" – in particular how this affected children; this could include rationing, the role of women, evacuation, schooling and the effect of bombing using a variety of sources • Suggest omission in sources and a means of finding • Use knowledge gathered from several sources together to form a fluent account
Historical Interpretations	Autumn		<ul style="list-style-type: none"> •Understand and talk about the simple ways in which the past is presented (e.g. photos and artefacts) •Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts 	<ul style="list-style-type: none"> •Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts •Identify ways that the GFoL is represented (photographs, pictures, maps and diaries) and begin to discuss reliability of evidence •Compare two versions of a past event (GFoL) or people by comparing pictures and photographs 	<ul style="list-style-type: none"> •Look at different representations of Ancient Egypt (museum visit) •Distinguish between different sources and compare different versions of the same story of Tutankhamun's tomb discovery 	<ul style="list-style-type: none"> •Note connections between two periods (e.g. Iron Age and Roman period) •Use contrasting sources and arguments linked to Boudicca, evaluate the usefulness and effectiveness of different sources •Understand the legacy of the Roman invasion on modern-day Britain 	<ul style="list-style-type: none"> • Compare different accounts of events from different sources with a particular focus on fiction and fact • Describe how different types of evidence and accounts tell us different things about Ancient Greece and offer some reasons for the different versions of events • Understand why contrasting arguments and interpretations occur when studying a historical period 	



History Skills Progression Document

Organising and Communication	Spring				<ul style="list-style-type: none"> Use different sources to understand the legacy of each Prehistoric age and the impact on British History focussing on cause and effects and making connections between the periods 	<ul style="list-style-type: none"> Use historical sources to make comparisons about Crawley in the Victorian period and Crawley now, evaluating the effectiveness of different sources Link events from the Anglo-Saxon period to changes or developments in other historical British periods studied and contemporary society e.g., food or farming. 	<ul style="list-style-type: none"> Assess the reliability of sources regarding the Shang Kings and provide reasons for the different versions of events 	<ul style="list-style-type: none"> Speculate and make deductions from a range of visual cues regarding the beliefs and behaviours of two different periods studied (compare Ancient Maya and Anglo-Saxon) Independently research my own sources of evidence explain if they are primary or secondary and the reliability and accuracy of the evidence they have found
	Summer	<ul style="list-style-type: none"> Understand the past through stories and books 					<ul style="list-style-type: none"> Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation (Vikings and travel) Discuss the reliability of sources and develop an awareness of the fact that different evidence will lead to different conclusions 	<ul style="list-style-type: none"> Research WW2 evacuations, linking sources to work out how conclusions were arrived at
		<ul style="list-style-type: none"> Communicate their knowledge by talking about the past 	<ul style="list-style-type: none"> Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 			<ul style="list-style-type: none"> Recall, select and organise historical information to communicate their knowledge and understanding clearly 		<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms.



History Skills Progression Document