

History progression of knowledge and skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological events	<p>Put significant events in their lives in order.</p> <p>Begin to understand past and present.</p>	<p>Classifying objects belonging to the past.</p> <p>Put things in order significant to themselves.</p> <p>Sequence events or objects in chronological order.</p>	<p>Classifying old and new and explain what an object might be used for.</p> <p>Sequence events within a topic.</p> <p>Describe memories of key events in life.</p>	<p>Order events with a specific period of history.</p> <p>Order events over a larger timescale.</p> <p>Use dates related to the passing of time.</p>	<p>Order events over a large time scale using centuries and beginning to think about the impact of historical events/people.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BCE/AD</p>	<p>Shows some understanding and talks with some clarity about the impact of historical events.</p> <p>Place current study on a time line in relation to other studies.</p> <p>Make comparisons between different times in history.</p>	<p>Talk in depth about the topic in relation to other historical events and the impact of these, linking to modern day.</p> <p>Place current study on a time line in relation to other studies.</p>
Range and depth of historical knowledge		<p>Begin to describe similarities and differences in artefacts.</p>	<p>Find out about people and events in other times.</p>	<p>Find out about everyday lives of people in time studied.</p> <p>Compare with our life today.</p> <p>Identify reasons for and reasons</p>	<p>Identify key features and events.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Offer a reasonable</p>	<p>Study different aspects of life in different people.</p> <p>Examine causes and results of great events and the impact on people.</p>	<p>Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p>

				<p>of people's actions.</p> <p>Understand why people may have had to do something.</p> <p>Develop a broad understanding of ancient civilisations.</p>	<p>explanation for some events.</p> <p>Develop a broad understanding of ancient civilisations.</p>	<p>Compare life in early and late time studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p>	<p>Compare beliefs and behaviour with another period studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p>
<p>Interpretation of History</p> <p>Use of sources</p>	<p>Ask questions to find out more about people or photographs.</p> <p>Say own ideas and opinions.</p>	<p>People, photographs, personal opinions and facts.</p>	<p>Offers opinions and facts with some reasoning about an historical event.</p> <p>Compare pictures or photographs of people or events in the past.</p>	<p>Distinguishing between fact and opinions and given reasons.</p> <p>Identify and give reasons for different ways in which the past is represented.</p>	<p>Understanding the difference between primary and secondary sources.</p> <p>Begin to evaluate the usefulness of different sources.</p>	<p>Use a variety of reliable sources to gain a deeper understanding of the subject.</p> <p>Compare historical sources and suggest validity of these.</p> <p>Offer some reasons for</p>	<p>Understand the methods of historical enquiry, including how it is used to make historical claims.</p> <p>Consider ways of checking the accuracy of interpretations –</p>

						different versions of events.	fact or fiction or opinion. Be aware that different evidence will lead to different conclusions.
Historical enquiry	Ask questions to find out more information.	Children begin to ask Who? Where? When? Questions relating to new and old.	Children begin to ask who? Where? When? Why events happened and answer questions related to the topic.	Children pose own questions to gain an understanding of the topic.	Generate purposeful questions.	Begin to use questions to understand significant events.	Identify significant events, make connections, draw contrast and analyse trends.
Analyse and evaluate the impact of significant people/events in history	Begin to talk about why something has happened showing their own understanding.	To talk simply about why something happened.	Explore a particular event and how it affected people at the time.	Question why something happened and how it impacted people.	Question why something happened and how it impacted people long term.	A detailed study of a particular famous person and their historical legacy.	A detailed study of a particular famous key event/person and their historical legacy from at least two different perspectives.

Our school progression

Year	Autumn		Spring		Summer	
Reception	<u>Autumn 1</u> Incredible Me <ul style="list-style-type: none"> Talking about the lives of people who are important to them Comment on images from the past Harvest 	<u>Autumn 2</u> Percy the Park Keeper <ul style="list-style-type: none"> Remembrance Sunday Talking about why Remembrance Sunday is important and what it means to different people across generations 	<u>Spring 1</u> Transport and travel <ul style="list-style-type: none"> Special places in the community Learning that we are all different, but that we are all important. 	<u>Spring 2</u> Down on the farm <ul style="list-style-type: none"> Changing seasons Observing seasons over time 	<u>Summer 1</u> Once upon a time <ul style="list-style-type: none"> Compare and contrast characters from stories in the past 	<u>Summer 2</u> Rumble in the jungle <ul style="list-style-type: none"> Natural treasures Comparing treasures from past and present
Year 1	Explorers and Adventurers <ul style="list-style-type: none"> Understand and explain what a famous explorer is and why they are famous. Learn about famous explorers such as; Neil Armstrong, Namira Salim, Amelia, Earhart, Rosa Parks and Emily Davison. Learn about a local explorer – 		Difference between their school days and their grandparents <ul style="list-style-type: none"> Look and photographs from grandparents school days (eg classrooms) and today. How are they the same? How are they different? History of toys and 		Discreet history: famous explorer <ul style="list-style-type: none"> Look at famous ocean/water explorers, such as Ellen MacArthur who is known for sailing solo around the world, or Grace Darling. Link the famous ocean explorer with geography – look at map 	

	<p>Raymond Priestly?</p> <ul style="list-style-type: none"> Compare two famous explorers and how they are similar and different. 	<p>technology.</p> <ul style="list-style-type: none"> Timeline of changes in living memory – how toys/technology have changed through time. Practically look at toys/technology through time. 	<p>of world of where they travelled.</p>
Year 2	<p>Great Fire of London</p> <ul style="list-style-type: none"> Explain the timeline of events of the Great Fire of London. Explore the individuals involved in the Great Fire. Locate London on map of UK. Explain Remembrance. 	<p>Castles</p> <ul style="list-style-type: none"> Explain how and why castles were built. Explore castles on a timeline, and explain how they have developed over time. Understand the current and historical role of kings and queens. Describe the locations of castles and their floor plans – aerial viewpoint. Explain the different roles of and in a castle. 	<p>Discreet history: Katie Morag</p> <ul style="list-style-type: none"> Compare map of island over time Compare the lives of people who live on the Isle of Coll with locality
Year 3	<p>Prehistoric Britain</p> <ul style="list-style-type: none"> Explain the timeline of events from Stone age to Iron age. Describe life in prehistoric Britain using sources of evidence such as artefacts. 	<p>Discreet history: Japan</p> <ul style="list-style-type: none"> History of Japan 	<p>Ancient Greece</p> <ul style="list-style-type: none"> Explain the key events of Ancient Greece on a timeline. Locate Ancient Greece on a map of the world. Describe the life in Ancient

	<ul style="list-style-type: none"> • Explain Stonehenge and locate on a map. • Explore the Mesolithic man found during the Victorian era at Cheddar Gorge - black hair, black skin, blue eyes. 		<p>Greece, and the different roles of women, men and children.</p> <ul style="list-style-type: none"> • Explain the Ancient Olympics and compare them to modern day Olympics. • Explore the Greek Gods and Goddesses and explain the roles of each.
Year 4	Ancient Egypt <ul style="list-style-type: none"> ○ Locate Ancient Egypt on a map of the world. ○ Explain the key events of Ancient Egypt on a timeline. ○ Describe life in Ancient Egypt. ○ Describe the importance of the ancient pyramids. ○ Explain the roles of different Gods and Goddesses, as well as Pharaohs. ○ Compare the ancient civilisations of Ancient Greeks and Ancient Egyptians ○ Study Cleopatra and Tutankhamun and their importance 	Discreet history: rainforests <ul style="list-style-type: none"> • Study the Amazon rainforest over time – how has the area changed? 	Roman Empire <ul style="list-style-type: none"> ○ Explain the ‘Romanisation’ of Britain and the influence they had on modern life. ○ Locate Ancient Rome on a map of Europe and describe the Empire they had. ○ Explain the timeline of events during Roman Britain. ○ Explain the key individuals involved in Roman Britain. ○ Describe life in Roman Britain. ○ Study Julius Caesar and his importance
Year 5	Roman Withdrawal <ul style="list-style-type: none"> ○ Locate the routes the Anglo-Saxons 	World War 2 <ul style="list-style-type: none"> ○ Explain the key events of WW2 on 	Discreet history: Switzerland and Gloucester

	<p>took to Britain on a map, and see which countries they came from.</p> <ul style="list-style-type: none"> ○ Explain the timeline of events during the time of the Roman withdrawal and the arrival of the Anglo-Saxons in Britain. ○ Describe life in Anglo-Saxon Britain. ○ Explain the key individuals and the roles they had in Anglo-Saxon times. ○ Describe the different areas of Britain that the Anglo-Saxons took over. 	<p>a timeline.</p> <ul style="list-style-type: none"> ○ Understand the importance of Remembrance and explain the impact the world war had on modern day life. ○ Explain the impact the war had on life during war time – especially evacuation. ○ Locate on a world map the countries involved in the world war and describe the allies and axis. ○ Explain life in WW2, including rationing and air raid shelters. 	<ul style="list-style-type: none"> ● History of Switzerland ● History of Gloucester
Year 6	<p>Early Islamic Empire</p> <ul style="list-style-type: none"> ○ Locate Baghdad on a world map or atlas. ○ Explain the key events of the Empire using a timeline. ○ Explain the lives of key individuals and their roles. ○ Describe life in Baghdad for different people. 	<p>Discreet history: Earth matters</p> <ul style="list-style-type: none"> ● Compare and contrast how areas have changed over time 	<p>Viking and Saxon</p> <ul style="list-style-type: none"> ○ Explain the timeline of events during Viking and Saxon Britain. ○ Locate the routes the Vikings and Saxons took on a map of Europe. ○ Describe the life of the Vikings and Saxons and discuss how they differ. ○ Explain the impact Viking and Saxon Britain had on modern day Britain. ○ Compare Viking and Saxons and how they lived.