

Progression of Skills

Subject: History

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | |
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| Investigate and Interpret the Past | <p>Knows the difference between past and present events in his/her own life and some reasons why people's lives were different in the past.</p> <p>Content: <i>-How has our local area changed?</i></p> <p><i>-Changes in technology (Space)</i></p> <p><i>-Houses and homes</i></p> | <p>Observe and handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: what was it like for people? What happened? How long ago?</p> <p>Content: <i>-Look at old and new London landmarks and investigate when they were built, who built them, why it was built and why people go to visit them.</i></p> <p><i>-Ask questions about what it was like for people in the past and how we know this.</i></p> | <p>Observe and handle evidence to ask questions and find answers to questions about the past.</p> <p>Identify some of the different ways the past has been represented.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Content: <i>-How do we know about the Great Fire of London?</i> <i>-What are the key sources of evidence? (Pictures, artefacts, diaries-link to Samuel Pepys)</i></p> <p><i>-Contrasting views of South Africa before Nelson Mandela. How are they represented?</i></p> <p><i>-Use evidence to find out about the past (Wonders of the ancient and modern world)</i> <i>-Compare sources of evidence from ancient to modern wonders.</i></p> | <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Use evidence to ask questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Content: <i>-How has the local area changed? What is the same but what is different? How has it affected the community?</i> <i>-How do we know what Wembley was like in the past (sources of evidence)?</i></p> <p><i>-How do we know about the life of trailblazing scientists such as Mae C Jemison?</i> <i>-What are the alternative sources of evidence that we would use to find out about scientists further in the past?</i></p> | <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Use evidence to ask questions about the past.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some reasons why the accounts may differ.</p> <p>Content: <i>-How do we know about life in Tudor London?</i> <i>-Cause and effect questions and enquiry linked to: trade and industry, health and hygiene, crime and punishment, democracy.</i></p> <p><i>-How do we know about life in ancient Benin? How can artefacts tell us about the past?</i></p> | <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Use evidence to ask questions about the past.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some reasons why the accounts may differ.</p> <p>Content: <i>-How do we know about life in Tudor London?</i> <i>-Cause and effect questions and enquiry linked to: trade and industry, health and hygiene, crime and punishment, democracy.</i></p> <p><i>-How do we know about life in ancient Benin? How can artefacts tell us about the past?</i></p> | <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Content: <i>-Life in Victorian Britain. Artefacts and primary and secondary sources to plot an overview of life at the time.</i> <i>-Colonial links. How do we know what life was like in the colonies?</i></p> <p><i>-How do we know about contrasting views of the civil rights movement?</i> <i>-Propaganda vs. truth</i></p> <p><i>-Why have many Islamic artefacts been lost? How do we</i></p> | <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of evidence to form testable hypotheses about the past.</p> <p>Refine lines of enquiry where appropriate.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of the evidence studied.</p> <p>Content: <i>- Use sources of evidence to understand why the Second World War began.</i> <i>-To understand the impact of the war on communities.</i> <i>-How did the Second World War come to an end and what impact did it have on British and Global society?</i></p> |

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| | | | <p><i>-Use pictures and online sources of evidence to learn about the past.</i></p> <p><i>-Use pictures of Shakleton to look for clues about who he was, when he lived and what he did in his life.</i></p> <p><i>-Diary extracts as sources of evidence. How reliable are they? (introduce fact and opinion)</i></p> | <p><i>-Identify influential artefacts linked to Ancient Egypt.</i></p> <p><i>-Understand the role of an archaeologist in gathering evidence.</i></p> <p><i>-How do we know about the Stone age and the Bronze age? How do artefacts help us? What sources of evidence are available?</i></p> <p><i>-Why has so much history during the Stone and Bronze ages gone unrecorded?</i></p> <p><i>-What is the difference between primary and secondary sources?</i></p> | <p><i>-Are all sources of evidence sound? How can we test this?</i></p> <p><i>-Describe how artefacts and remains help historians to understand daily life in ancient Greece.</i></p> <p><i>-What is meant by the word 'reliable'?</i></p> <p><i>-Use historical sources, including reports from Roman writers, organise information about Celtic warfare.</i></p> <p><i>-Use sources to prove that iron age communities were able to farm more land with iron-made tools.</i></p> <p><i>-What are the significant artefacts from Iron age Britain that help us to understand what life was like for different sections of society.</i></p> | <p><i>know about life in Baghdad between 900 and 1200?</i></p> <p><i>-What evidence is there that trade had an influence in spreading Islamic culture and beliefs?</i></p> <p><i>-How do we know about the part the Anglo-Saxons played in British history?</i></p> | <p><i>-Women's rights from the Suffragettes to the modern day (Malala): using primary and secondary sources of evidence, including news reports to gain an understanding of changes and global impact.</i></p> <p><i>-Identify sources of evidence that help historians understand Roman life.</i></p> <p><i>-Identify key primary and secondary sources that help us to understand the significance of the Romans on Britain today.</i></p> <p><i>-Julius Caesar was killed because he wanted too much power and control. Discuss using multiple historical sources to justify your answer.</i></p> <p><i>-How can Pompeii tell use so much about Roman life?</i></p> <p><i>-Organise information about significant Viking artefacts and what they tell us about this era.</i></p> |
| <p>Build an Overview of World History</p> | <p>Understands that different people have different attitudes, beliefs, customs and traditions and why it is important to treat them with respect.</p> <p>Content: <i>-Anansi Stories</i></p> <p><i>-Patron Saints of the UK (Andrew, George, Patrick and David)</i></p> | <p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Content: <i>-Who was Rosa Parks?</i> <i>-Why do we remember her?</i> <i>-What did she achieve?</i> <i>How was she Brave?</i></p> | <p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Content: <i>-Facts about the Great Fire of London: when,</i></p> | <p>Describe the social, ethnic, cultural or religious diversity of a past society.</p> <p>Describe characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe changes that have happened in the</p> | <p>Describe the social, ethnic, cultural or religious diversity of a past society.</p> <p>Describe characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Give a broad overview of life in Britain from</p> | <p>Identify continuity and change in the history of the locality of the school.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Compare times studied with other areas of interest around the world.</p> | <p>Identify continuity and change in the history of the locality of the school.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Give a broad overview of life in Britain from the medieval until the Tudor and Stuarts times.</p> |

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| <p>-Astronauts and Space Stations (First Man on the Moon)</p> <p>-Celebrations in different cultures.</p> <p>-Famous Landmarks (Thames and the Tiber)</p> | <p>-Tall buildings across the world: how were they built? What are they used for? Why are they significant?</p> | <p>where, who, why, what etc.</p> <p>-Who was Samuel Pepys and why is he a significant historical figure?</p> <p>-Who was Nelson Mandela and why do we remember him?</p> <p>-What changes did he make? Why did he make them?</p> <p>-Why were the wonders of the world built? Why are they special and significant?</p> <p>Comparison of how and when they were built.</p> <p>-Why did Shackleton go the Antarctic?</p> <p>-The journey of endurance</p> <p>-Locked in a land of ice.</p> <p>-How did they survive?</p> <p>-Why is Shackleton remembered today?</p> | <p>locality of the school throughout history.</p> <p>Content:</p> <p>-Investigate the Wembley community. How has it changed?</p> <p>-What was it like to live in Wembley in 1800s, 1900s, 1950s, 1980s, present day etc?</p> <p>-The life and times of Mae C Jemison and her impact in her field and on the choices for women.</p> <p>-Significant Egyptian inventions and their impact on the world.</p> <p>-Ancient Egyptian rulers</p> <p>-Ancient Egyptian beliefs: burials, the afterlife, differences between rulers and everyday people.</p> <p>-Egyptian society.</p> <p>-Settlements and the Nile.</p> <p>-Why is the Rosetta stone important?</p> <p>-Settlements. When did they become more permanent?</p> <p>-Hunter gatherer</p> <p>-Weapons</p> <p>-Key events in the Bronze age</p> <p>-How does it compare to the Stone age?</p> <p>-Jewellery and hoards.</p> | <p>ancient to medieval times.</p> <p>Compare some of the times studied with other areas of interest around the world</p> <p>Content:</p> <p>-Life in the past in Tudor London.</p> <p>-How does it compare to key periods before and after the Tudors?</p> <p>-What was life like globally in Tudor times? How does it compare to the UK?</p> <p>-Compare rulers and life in Ancient Benin (creation of the kingdom, beliefs, daily life, rulers, after AD 900-1300, how was it destroyed)</p> <p>-What are the legacies of Ancient Greece?</p> <p>-Who finally conquered them?</p> <p>-Myths</p> <p>-What is civilization and government and why is it important when learning about Ancient Greece?</p> <p>-What is a city-state?</p> <p>-What was significant about the Iron age?</p> <p>-Who were the tribes who settled in Britain?</p> <p>-What is surplus and why is it significant that communities were able to grow surplus food? How did they preserve it?</p> <p>-What is 'conquest'?</p> <p>-What weapons were used?</p> | <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Content:</p> <p>-What was life in Victorian times for children in London (Docklands focus)?</p> <p>-How did life compare to children in the colonies at that time?</p> <p>-Queen Victoria's reign and the impact and changes of society.</p> <p>-Changes in civil rights: Slavery, segregation in the 1900s, Ida B Wells, Little Rock Nine, Freedom Rides, Civil rights act of 1964 etc.</p> <p>Settlements:</p> <p>-Baghdad as a capital city (government, rulers, founding to the destruction by the Mongols)</p> <p>-Baghdad as a centre of learning.</p> <p>-Trade and traders</p> <p>-How did travel and exploration spread Islamic beliefs and culture?</p> <p>-Silk Roads</p> <p>-The Golden Age of Islam.</p> <p>-Beliefs</p> <p>-Inventors and innovators.</p> <p>-Why did the Anglo-Saxons come to Britain?</p> <p>-The 4 main kingdoms in the ninth century.</p> <p>-The fight against the Vikings</p> | <p>Content:</p> <p>-Leaders during the second world war.</p> <p>-Reasons why war was declared.</p> <p>-The Blitz in London</p> <p>-Impact of the Blitz on communities.</p> <p>-Evacuees and children in the second world war.</p> <p>-The end of the war and the impact on Great Britain</p> <p>-Detailed study on the suffragettes.</p> <p>-Comparison with women's rights campaigns globally.</p> <p>-Malala</p> <p>-The impact and influence of Romans on Britain.</p> <p>-Compare and contrast the invasion of Britain in 55BC and 54BC with the invasion of 43BC</p> <p>-Why did the Romans leave Britain?</p> <p>-What happened at Pompeii?</p> <p>-Changes in how the Roman Empire was governed.</p> <p>-Compare and contrast daily life in Rome with life in Roman Britain.</p> <p>-Compare and contrast a famous Viking ruler with a famous Viking Anglo Saxon one.</p> <p>-What makes Vikings so significant to British history?</p> <p>-Viking explorers and traders.</p> <p>-Raid and conquest</p> |
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| <p>Understand Chronology</p> | <p>Use everyday language related to time.</p> <p>Content: <i>-Changes in own lives: As a baby, I would... etc.</i> <i>-Sequencing: baby to adulthood</i></p> | <p>Recount changes that have happened in their own lives.</p> <p>Use dates where appropriate.</p> <p>Place events and artefacts in order on a time line.</p> <p>Content: <i>-Use timelines to plot when landmarks were built using simple historical vocabulary.</i> <i>-When did Rosa Parks live (key dates and chronology)</i> <i>-When were the world's tallest building built?</i> <i>Timeline and compare using language such as before, after, next etc.</i></p> | <p>Recount changes that have happened in their own lives.</p> <p>Use dates where appropriate.</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present older and newer.</p> <p>Content: <i>-Timeline of the key events of the Great Fire of London.</i> <i>-How has the city of London changed from 1666 to the present day?</i> <i>-Chronology of changes in South Africa pre and post Mandela.</i> <i>-Place wonders in chronological order.</i> <i>-Label timelines,</i> <i>-Use dates to explain and describe.</i> <i>-List important dates in exploration.</i> <i>-Label and illustrate a timeline from 1914-1916 with key events in Shackleton's' life. Add other significant events from units studied (before and after)</i></p> | <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Use dates and terms to record events.</p> <p>Content: <i>-Timelines for key changes in the locality.</i> <i>-Key scientific changes through history.</i> <i>-Key ancient Egyptian dates. Compare with other eras studied.</i> <i>-Chronology of Ancient Egyptian times using photographs of significant artefacts.</i> <i>-Use a timeline and historical language, including the word chronology, to describe changes that took place in the Stone age and Bronze age.</i> <i>-Create and annotate a timeline including stone age and bronze age dates and use to compare the two periods.</i></p> | <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time representing this, along with evidence, on a time line.</p> <p>Content: <i>-Key events linked to the Tudor period.</i> <i>-Where does the Tudor period fit into key historical events globally?</i> <i>-Chronology of the Kingdom of Benin AD 900-1300.</i> <i>-Where does the kingdom fit into world history?</i> <i>-Label a timeline with important dates in Greek history and use historical language to add detail.</i> <i>-Create a timeline that explains how democracy has been used over the course of history.</i> <i>-Create an overview of the key changes from the Stone Age to the Iron age focusing on food, farming and settlements.</i> <i>-Create a timeline including stone age, bronze age and iron age dates. Use to compare and contrast</i></p> | <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</p> <p>Use dates and times accurately in describing events.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little activity.</p> <p>Content: <i>-Chronology of the main social changes during the reign of Queen Victoria.</i> <i>-Contrast with changes in the colonies.</i> <i>-Chronology of key events in the civil rights movement globally and the impact on society.</i> <i>-Label timelines with the dates of Baghdad's founding and it's destruction by the Mongols.</i> <i>-How do important dates in British history fit into this?</i> <i>-Overview of the changes in Britain from the Stone Age to Anglo-Saxon times.</i> <i>-Create maps to show where the main kingdoms of Anglo-</i></p> | <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</p> <p>Use dates and times accurately in describing events.</p> <p>Understand the concept of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Content: <i>-Where does the second world war fit into world history and eras that the children have previously studied.</i> <i>-Chronology of key events in the second world war and the impact that these had on society.</i> <i>-Changes in women's rights (link to social, political and cultural changes)</i> <i>-Organise information about the Roman Empire</i> <i>-Timeline of events of the Roman Empire compared to events in Roman Britain.</i> <i>-Using a timeline and historical vocabulary, give an overview of</i></p> |

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| | | | | | <i>society in the different time periods.</i> | <i>Saxon times were and use key dates to show how they changed over time.</i> | <i>significant Viking and Anglo-Saxon events. -Who were the three rulers who laid claim to the English throne in 1066?</i> |
| Communicate Historically | <p>Talk about the past and present events in their own life and of family members.</p> <p>Use everyday language related to time.</p> <p>Content: -Ask questions about our local area.</p> <p>-Share key events in our own lives.</p> <p>-How do we celebrate?</p> | <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to show the passing of time.</p> <p>Show understanding of the concept of a nation and a nation's history.</p> <p>Content: -Draw landmarks and write simple captions describing key information such as, years, a long time ago, decades etc.</p> <p>-Recount changes.</p> | <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to show the passing of time.</p> <p>Show an understanding of concepts such as: civilization, monarchy, parliament, democracy, war, and peace.</p> <p>Content: -Written account of the Great Fire of London.</p> <p>-Investigate concepts such as democracy in light of the work of Mandela.</p> <p>-Recount changes</p> <p>-Explain the significance of ancient and modern wonders on civilizations and societies.</p> <p>-Diary entries from Shackleton (Developing empathy) -Explain why Shackleton's work was so important and how it is still used today. -Describe how Arctic/Antarctic exploration has changed since Shackleton's time.</p> | <p>Use appropriate historical vocabulary to communicate including: dates, time period, era, change and chronology.</p> <p>Use English, maths and computing skills to a good standard to communicate information about the past.</p> <p>Content: -Written account of the lives of trailblazing scientists.</p> <p>-Hieroglyphics to communicate. -Organise information about important Egyptian rulers. -Compare and contrast daily life for pharaohs and ordinary people.</p> <p>-Explain changes that took place in the stone age and bronze age. -Compare and contrast settlements.</p> | <p>Use appropriate historical vocabulary to communicate including: dates, time period, era, change and chronology.</p> <p>Use English, maths and computing skills to a good standard to communicate information about the past.</p> <p>Content: -Written accounts of key events in the Tudor period and the impact on life in London at that time.</p> <p>-Changes and legacy in West Africa (Benin and Ellen Johnson Sirleaf)</p> <p>-Describe what it meant by the word 'myth'. -Give an overview of significant Greek myths and explain why they are significant.</p> <p>-Summarise key features of an Iron age settlement. -Make observations about Celtic tribes. -Explain the effects Iron Age tools and weapons had on society.</p> | <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.</p> <p>Use English, maths and computing skills to an exceptional standard to communicate information about the past.</p> <p>Content: -What was Queen Victoria's legacy? How did it affect society, particularly on the lives of children?</p> <p>-Debate (Civil rights. Passive vs. protest)</p> <p>-Explain why Baghdad was a centre of learning. -Investigate the Silk Roads -Provide evidence that early Islamic civilizations were more advanced than those in Europe.</p> <p>-Compare and contrast the beliefs of the Anglo-Saxons when they first arrived in Britain with their beliefs at the start of the tenth century. -Summarise significant changes in the social, ethnic, cultural and religious</p> | <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.</p> <p>Use English, maths and computing skills to an exceptional standard to communicate information about the past.</p> <p>Use original ways to present information about the past.</p> <p>Content: - Explain why WW2 is such a significant event in British and Global history. -Investigate some changes that took place in Britain in the decade after the end of the war.</p> <p>-Detailed study on the life and times of the Suffragettes.</p> <p>-Explain, using historical vocabulary, the impact that the Romans had on Britain.</p> <p>-Explain how changes in how the Roman Empire was governed. -Prove that the Vikings were not just fierce warriors.</p> |

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| | | | | | | <i>diversity of Britain during the Anglo-Saxon times.</i> | |
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