



Skills Progression for History

Strand	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Finding Out About the Past (Enquiry)	<p>Talk about and share experiences of the past and present.</p> <p>Talk about and describe artefacts from the past and present.</p>	<p>Compare aspects of the present with the past and describe simple similarities and differences.</p> <p>Give reasons for and describe changes that have taken place within living memory. (linked to national life)</p>	<p>Use simple sources of information such as artefacts, photos and books to answer simple questions about the past.</p> <p>Use key evidence to support judgements and reasoning made about aspects of the past.</p> <p>Ask and answer questions about an archaeological site.</p>	<p>Use a range of information to ask and answer questions about the past.</p> <p>Use interpretations, pictures and written sources to build a picture about the past. e.g. artefacts, primary source, secondary source.</p> <p>Give reasons why peoples account of the same event may be different.</p> <p>Talk about sources of information that contain negative views and accounts.</p>	<p>Answer questions about the past selecting information from a wide range of sources. e.g. artefacts, primary source, secondary source.</p> <p>Identify different ways in which people have represented and interpreted the past.</p> <p>Talk about and give reasons for an event being interpreted in a range of different ways.</p> <p>Give reasons for negative views and accounts in written sources of information.</p>	<p>Select, combine and present information from more than one source. e.g. artefacts, primary source, secondary source.</p> <p>Make a reasoned judgement about the validity of the different representations of the past.</p> <p>Recognise some of the strengths and limitations in terms of archaeological evidence.</p> <p>Talk about why some written sources may give a negative view or account.</p>	<p>Use sound evidence to support enquiry and conclusions.</p> <p>Use appropriate terminology and methods to present information about the past.</p> <p>To understand how our knowledge of the past is constructed from a range of sources</p> <p>Pursue historically valid enquiries including some they have framed themselves.</p> <p>Create relevant, structured and evidently support accounts.</p> <p>Identify how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Discuss how and why different arguments and interpretations of the past have been constructed</p>
	<p>Early Learning Goal Understanding the World: People and communities.</p> <p><i>To talk about past and present events in their own lives and in the lives of family members.</i></p> <p><i>To know that other children don't always enjoy the same things, and are sensitive to this.</i></p> <p><i>To know about similarities and differences between themselves and others, and among families, communities and traditions.</i></p>						
Finding Out About the Past (Chronology)	<p>Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc.</p> <p>Talk about own life and</p>	<p>Talk about events, places and people beyond living memory. (National or Global)</p>	<p>Talk with increasing accuracy and detail about events, places and people beyond living memory.</p> <p>Use an increasing range</p>	<p>Use dates and historical terms to describe historical periods, e.g. The Victorians, the Great Fire of London 1666.</p>	<p>Describe the key characteristics and features of a range of different periods of history.</p>	<p>Compare and contrast features of historical periods identifying similarities and differences.</p>	<p>Extend and deepen chronological knowledge and understanding of British, local and world history.</p>

	<p>those of people I know.</p> <p>Place objects and events within experience, in time order.</p>	<p>Use historical terms to describe the passage of time, e.g. modern, recent, long ago, artefacts, older etc.</p> <p>Place objects, people and events beyond own experiences in time order.</p>	<p>of historical terms to describe the passage of time, e.g. modern, recent, artefacts, long ago, older etc.</p> <p>Place a range of objects, people and events beyond own experiences in time order.</p>	<p>Describe how the past has been divided into different periods of time. Use the terms BC and AD to locate dates of invasion and occupation.</p> <p>Explain reasons for placing objects, people and events in a particular order.</p>	<p>Describe changes that have taken place within and across historical periods. Use historical terms effectively to describe periods within history.</p> <p>Place civilisations and events on a timeline showing an understanding of the terms BC and AD.</p>	<p>Describe and analyse the impact of change within and between periods in the past.</p> <p>Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods.</p>	<p>Analyse and evaluate the cause and effect of changes that took place in the past.</p> <p>Explain the significance of different causes and consequences.</p> <p>Describe the ways in which different types of historical sources are used rigorously to make historical claims.</p>
Historical Events	<p>Talk about events in my life and the lives of people I know.</p>	<p>Talk about events and the lives of people beyond living memory. (Own locality)</p>	<p>Talk about and describe, in simple terms features of key events and people in the past.</p> <p>Compare similar events from the present and past.</p> <p>Talk about the impact of events on the lives of the people of the time.</p>	<p>Describe features of historical events beyond living memory.</p> <p>Identify common themes and features.</p> <p>Explain and give reasons for events in the present and past.</p>	<p>Describe a range of different features of key historical events.</p> <p>Compare and contrast events from different historical periods, e.g. Victorians and 1960's.</p> <p>Talk about the impact of events on different groups within society at that time.</p>	<p>Describe features of past events and make links between them.</p> <p>Interpret and evaluate a key historical event from more than one perspective or view point.</p> <p>Support evaluations with a range of evidence from a range of sources.</p>	<p>Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.</p> <p>Understand and explain the reasons for, and results of, key historical events, situations and changes.</p> <p>Support evaluations with a range of effective evidence from a range of appropriate sources.</p> <p>Sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>
Lifestyles of People in the Past	<p>Talk about and describe my home and the way I live, e.g. day to day life, things I do, my house, my family etc.</p>	<p>Talk about similarities and differences between my life and that of others.</p> <p>Describe similarities and differences between the lives of people.</p>	<p>Talk about and describe the home and the way people lived, e.g. day to day life, things they did, their house, their family etc.</p> <p>Describe and give reasons for similarities and differences between the lives of people.</p>	<p>Compare and contrast the ways of life of people from different historical periods.</p> <p>Compare and describe features of life now and in the past beyond living memory.</p> <p>Describe and give</p>	<p>Identify and describe features and characteristics of past societies.</p> <p>Compare and describe the characteristics of a range of significant groups from the past, e.g. Romans, Anglo-Saxons etc.</p>	<p>Describe and make links between a range of past societies.</p> <p>Analyse and give reasons for the characteristics of a range of significant groups from the past, e.g. Aztecs and Mayans etc.</p>	<p>Talks and write about the past, give overviews as well as detailed accounts noting connections, contrasts and trends over time.</p> <p>Point out trends as well as links between</p>

			Describe the changes and differences in lifestyle in the past and present.	reasons for the changes and differences in lifestyle in the past and present.	Compare and analyse the factors that caused change in the past. Talk about the impact of change on past societies, e.g. migration on economic grounds, displacement due to war or famine.	Describe and give reasons for the beliefs held by different societies in the past. Compare and contrast the distinctive features of past societies.	events, situations and changes within and between different periods and societies over long arcs of time. Explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past Societies.
Significant Historical People	Talk about important people in my life and those of people I know.	Talk about important people beyond living memory using a range of historical vocabulary. (National and International achievements)	Talk about and describe events in the life of a well-known historical person. Describe key events in their life from a range of sources of information. Talk about the actions of, and events in the life of a well-known historical person.	Use a range of sources of information to find out about a significant historical person from a historical period, e.g. Queen Elizabeth I, Florence Nightingale. Identify and describe key events in their life from a range of sources of information. Talk about and give reasons for the actions of, and events in the life of a well-known historical person.	Use a range of sources of information to find out about significant historical people from a key historical period, e.g. Charles Darwin and Queen Victoria. Compare and contrast a range of information about a significant historical person.	Use a wide range of evidence to compare and analyse the lives of significant historical people from the same historical period. Use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods.	Conduct an in depth local study. Describe a significant society or issue in world history and its interconnections with other world developments. Use appropriate evidence sources to identify how people's lives have been shaped by people and events.
Significant People		<u>KS1</u> <ul style="list-style-type: none"> • Queen Elizabeth I • Queen Elizabeth II • Mary Seacole • Neil Armstrong • Christopher Columbus • Florence Nightingale • William Wilberforce (Local Politician) • Sir Stamford Raffles (statesman, founder of Singapore/ London Zoo) • Samuel Pepys (Great Fire of London) • Amelia Earhart • Wright Brothers 			<u>KS2</u> <ul style="list-style-type: none"> • The Druids • Boudica • Greek Gods/ Goddesses • Roman Gods/ Goddesses • Nero (Romans) • Julius Caesar (Romans) • Edward the Confessor, 1066 • Alfred the Great (Anglo Saxons) • King John (1215, Magna Carta) • Tutankhamen (Ancient Egypt) • Cleopatra (Ancient Egypt) • Howard Carter (Ancient Egypt) • Edith Cavell 	<ul style="list-style-type: none"> • Chichen Itza, Mexico (Mayans) • Anne Franks • Adolf Hitler • Queen Victoria & Prince Albert • Charles Darwin • Isambard Kingdom Brunel • Archduke Franz (WW1) • Walter Toll (WW1) • Charles Darwin • Queen Victoria • Queen Elizabeth I • Sir Walter Raleigh • William Caxton • Tim Berners-Lee • Pieter Brugel the Elder • LS Lowry • Rosa Parks • Martin Luther King 	

		(1 st aeroplane flight)				<ul style="list-style-type: none"> Emily Davidson 	
Vocabulary KS2 Topics	<u>Stone Age to Iron Age</u> Prehistory Hunter-gatherer Nomad Palaeolithic Mesolithic Neolithic Tribe Neanderthal Homosapiens Celt Bronze Druid Domesticate	<u>Ancient Romans</u> Empire Toga Aqueduct Coliseum Centurion Emperor Amphitheatre Senate Gladiator Republic Mosaic Arch Chariot Tunic Aquila Pantheon Legionary	<u>Anglo Saxons</u> Angles Saxons Jutes Mead Rune Thatch Farmer-warrior Sutton Hoo Lindisfarne Hengest and Horsa Monk Illumination Manuscript Weregeld Athelstan Christianity Augustine Alfred the Great Aethelred the Unready	<u>Vikings</u> Longboat Longhouse Chieftain Berserker Danegeld Thing Feast Raid Trade Yggdrasil Runes Farmer-warrior Pagan Danelaw Asgard Jarl Karl Figurehead Chainmail Valhalla	<u>Ancient Greeks</u> Democracy Acropolis City-state Parthenon Marathon Olympics Citizen Philosopher Alphabet Tragedy Agora Hellenistic Phalanx Aristocrat Mythology Column Hoplite Peninsula Oracle Terraced	<u>Ancient Sumer</u> City-state Cuneiform Cylinder seal Scribe Ziggurat Lyre Stylus Akkadian Dynasty Irrigation Gilgamesh Code of Hammurabi Shekel Marduk Domesticate Shrine Cultivate Aqueduct Whitewash Muskinu	<u>Indus Valley</u> Harappans Aryans Nomadic Vedas Gana Raja Caste system Guru Dhoti Monsoon Floodplain Barter Sanskrit Brahman/Brahmin Ganges Mauryan Buddhism Dharma Stupa Citadel
Vocabulary KS2 Topics	<u>Ancient Egypt</u> Pharaoh Scarab Papyrus Scribe Amulet Canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Irrigation Shaduf Sphinx Oasis Egyptologist Ankh Pyramid	<u>Shang Dynasty</u> Dynasty Hu Acupuncture Bamboo Buddhism Pagoda Confucius Oracle bones Ding Terracotta Peasant Artisan Diviner Sacrifice Ancestor Millet Rural Yellow River	<u>Early Islam</u> Abbasid Caliphate Caliph Dinar Hadith Hajj Imam Qur'an Calligraphy Mecca House of Wisdom Mongols Crusades Sultan Scholar Bazaar Mosque Caravan Tolerance	<u>Ancient Maya</u> Ahau Dynasty Maize Codex Hieroglyphics Stela Scribe Haab Jade Sacrifice City-states Terraced Pyramid Peasant Bloodletting Cacao Cenote Huipil	<u>Kingdom of Benin</u> Animists Ogo Guild Brass Elders Dynasty Yam Cowrie Shell Oracle Oral culture Sacrifice Ivory Edo Ife Slave trade Ceremony Plaque Igodomigodo		

	Barter Rosetta Stone	Ritual Bronze	Baghdad Algebra	Popol Vuh Tzolk'in	Storyteller Merchant		
Subject Content Pupils should be taught British History (taught chronologically) and Broader History study .	Key Stage 1 <ul style="list-style-type: none"> Changes within living memory, including where appropriate 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 or international achievements. Comparison of aspects of life in different periods. Significant historical events, people and places in the locality. 		Key Stage 2 <ul style="list-style-type: none"> Changes in the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England <u>to the time of Edward the Confessor</u> A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 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 Ancient Greece – a study of Greek life and achievements and their influence on the western world 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. 				