



History progression

<u>Skill</u>	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<u>Constructing the past</u>	Identifying that things from the past might be different from today – technology, cars, houses etc.	Identifying that events have happened in the past and significant people from the past have helped shape the present – Gunpowder plot and Great Fire of London. This includes local events, such as coal mining.	Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – War and Remembrance and Florence Nightingale.	Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on: <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on: <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Building a coherent knowledge of the earliest civilisations, their chronological place in history and their impact on future civilisations</p>	Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on: <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Identifying the impact of the Ancient Egyptians' on the western world and their chronological place in the context of world history</p>	Comparing Britain with the Mayan civilisation through: <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>and understanding the reasoning for similarities/differences between each civilisation.</p> <p>Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history</p>
<u>Sequencing the past/Chronology</u>	Identifying that things have happened in the past, relating to themselves and within living memory Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents	Identifying that events and people from the past may have occurred across a greater period of time than just themselves Identifying that events and changes have happened in order – development of coal mining	Identifying and comparing periods of time – Florence Nightingale Identifying how periods of time can impact on individuals and events Demonstrate a basic understanding of why certain events happened at certain	Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements Developing an understanding of concurrence of civilisations around the	Placing Stone, Bronze and Iron Ages into wider contexts Placing early civilisations into chronological context – in-depth Egyptians Placing Ancient Romans and Roman Britain into the wider context of historical chronology	Placing Stone, Bronze and Iron Ages into wider contexts Placing early civilisations into context – in-depth Egyptians Placing Ancient Romans and Roman Britain into wider context	Placing Stone, Bronze and Iron Ages into wider contexts Placing early civilisations into context – in-depth Maya Placing Ancient Romans and Roman Britain into wider context

		Identifying that there are different periods of time in history	times with some reasoning	world during these times	Deeper understanding of concurrent civilisations around the world and their impact on later civilisations	Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology Continued development of concurrent civilisations around the world and their impact on later civilisations	Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons Continued development of concurrent civilisations around the world and their impact on later civilisations
<u>Continuity and change</u>	Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.	Identifying that changes have happened in history that can impact on today – coal mining Identifying that some things have stayed the same – Remembrance Day/Bonfire night every year	Identifying that changes throughout history have had important consequences – housing safety, Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.	Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs Identifying the continuity and changes to the local area through Ironstone Mining: <ul style="list-style-type: none"> • population • jobs • local significance 	Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs Identifying the continuities and differences between the Ancient Egyptians and Roman Britain through: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs Identifying the continuities and changes of Egyptian achievements and inventions from then to now through: <ul style="list-style-type: none"> • democracy • society, • entertainment, • beliefs 	Identifying the continuity and change from Victorian Britain (Industrial Revolution) to the modern day through comparison of: <ul style="list-style-type: none"> • housing, • society, • education • entertainment Comparing continuities and changes between the Ancient Maya and Britain through comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs

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<u>Cause and effect</u>	Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.	Identifying that certain events and individuals have had major consequences in history – Gunpowder plot, Great Fire of London	Identifying that certain events and individuals have had major consequences in history – Florence Nightingale/Mary Seacole/Rosa Parks	Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life	Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today	<p>Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.</p> <p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)</p>	<p>Identifying why Victorian inventors created so many inventions that are still around today</p> <p>Identifying the effect of inventions on today's world</p> <p>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p> <p>Identifying the effects of industrialisation – explaining the local and national impacts/how changes have affected way of life</p>

<p><u>Significance and interpretation</u></p>	<p>Understanding that some events and people from history are important because they have achieved something or had an effect</p>	<p>Identifying why certain people/events are significant in history – achievements, impact etc.</p> <p>Identifying why some individuals are significant nationally – Guy Fawkes</p>	<p>Identifying why certain people/events are significant in the wider context of history – Florence Nightingale’s impact on the wider world.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history</p>	<p>Identify why interpretation of these sources is critical to our understanding of the past</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p>	<p>Using primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints</p> <p>Identify why interpretations can change in light of new evidence</p>	<p>Identifying the significance of Greek achievements and their impact on today</p> <p>Understanding why others might choose alternative achievements</p> <p>Interpreting the achievements of other civilisations in the context of then and now</p>
<p><u>Carrying out a historical enquiry</u></p>	<p>Starting to ask simple questions about people or events from within living memory</p>	<p>How did coal mining change our area?</p> <p>Guided enquiry using knowledge from topic</p> <p>Enquiry into different objects and images</p>	<p>Guided enquiry using knowledge from topic</p> <p>Making semi-independent decisions and using evidence provided to justify</p>	<p>Small independent enquiry using pre-selected primary and secondary sources</p> <p>Begin to make independent decisions and use evidence to justify</p>	<p>Independent enquiry using a range of primary and secondary sources</p> <p>Make independent decisions and using evidence to justify</p>	<p>Independent selection of sources to provide evidence</p> <p>Making independent decisions and using a range of evidence to justify</p>	<p>Independent enquiry on the impact of the Greeks on western civilisation</p> <p>Independent selection of sources, arguments and evidence to justify opinion</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</p>
<p><u>Using sources as evidence</u></p>	<p>Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an</p>	<p>Analyse a variety of artefacts/objects to infer about an individual or event –</p>	<p>Understanding the difference between primary and secondary sources</p>	<p>Identifying primary and secondary sources – artefacts, books, internet etc.</p>	<p>Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio</p>	<p>Using sources to interpret viewpoints, including bias – WW2 propaganda</p>	<p>Conducting an enquiry about the greatest impact of the Greeks on today – using</p>

	object from a certain place or event	George Stephenson's suitcase Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.	Make reasoned interpretations about individuals and events by using a small selection of focused sources	Identifying why sources are limited for the Stone, Bronze and Iron ages	Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence	Identify why viewpoints differ and why bias might skew these viewpoints Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings	sources as evidence in a debate Identify the effectiveness of sources as evidence Use sources of evidence as the basis for an opinion Begin to make references to evidence as justification
<u>Vocabulary and communication</u>	Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'	Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now' Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'	Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to' Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...' Using words and phrases to describe events and people from the past – e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history' Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'