

Progression in History Knowledge and Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme		Great Fire of London	Victorians	Medieval Castles	Roman Britain	World War Two
Skills						
Chronology		<ul style="list-style-type: none"> - Sequence key events or artefacts - Begin to use dates related to the period of history <p><i>Eg Great Fire of London, The Gun Powder Plot, The Great Plague</i></p>	<ul style="list-style-type: none"> - Sequence several events - Use dates and terms related to the period of history <p><i>Eg Victorian, era, late, early, empire</i></p>	<ul style="list-style-type: none"> - Place key events from the period studied on a timeline <p><i>Eg Death of Edward the Confessor, Battle of Hastings, Peasants revolt</i></p> <ul style="list-style-type: none"> - Use terms related to the period and date key events 	<ul style="list-style-type: none"> - Know and sequence key events of the time studied - Understand BC and AD - Use relevant terms and period labels <p><i>Eg invasion, empire, conquered rebellion</i></p> <ul style="list-style-type: none"> - Make comparisons between different times in the past <p><i>Eg Britain before and after the Roman invasion</i></p>	<ul style="list-style-type: none"> - Place the current study on a time line in relation to other studies <p><i>Eg How long after Victorian era? Ordering of Queen /kings up to WW2</i></p> <ul style="list-style-type: none"> - Use relevant dates and terms - Sequence up to 10 events on a timeline
Range and depth of historical knowledge	<ul style="list-style-type: none"> - Recognise the difference between the past and present in their own and others' lives - They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> - Recognise why people did things, why events happened and what happened as a result - Identify differences in ways of life at different times <p><i>Eg 17 Century Britain and now</i></p>	<ul style="list-style-type: none"> - Find out about everyday lives of people in the time studied - Compare with our life today <p><i>Eg school, toys</i></p> <ul style="list-style-type: none"> - Identify reasons for and results of people's actions <p><i>Eg Social change – Lord Shaftsbury</i></p> <ul style="list-style-type: none"> - Understand why people may have wanted to do something 	<ul style="list-style-type: none"> - Identify key features of the time studied <p><i>Eg Norman Invasion Building of castles Knights</i></p> <ul style="list-style-type: none"> - Use evidence to reconstruct life of the time studied <p><i>Eg Life living in a castle (Lord / Lady / servants)</i></p> <ul style="list-style-type: none"> - Look for links and effects in the time studied 	<ul style="list-style-type: none"> - Study different aspects of different people <p><i>Eg Celts / Romans</i></p> <ul style="list-style-type: none"> - Examine causes and results of great events and the impact on people <p><i>Eg Why the Romans invaded. Impact on celts</i></p> <ul style="list-style-type: none"> - Compare life in early and late times studied 	<ul style="list-style-type: none"> - Know key dates, characters and events of the time studied <p><i>Eg Allied and Axis leaders</i></p> <ul style="list-style-type: none"> - Write another explanation of a past event in terms of cause and effect to support and illustrate their explanation

			<i>Eg Technological development (steam trains and railways) or everyday inventions</i>	- Offer a reasonable explanation for some events <i>Eg Death of Edward the Confessor and the Norman Invasion</i>	<i>Eg Legacy left by the Romans</i>	<i>Eg Start of WW2, The Blitz, Evacuation, Rationing</i>
Interpretation of History	- Use stories to encourage children to distinguish between fact and fiction - Compare adults talking about the past – how reliable are their memories?	- Compare 2 versions of a past event - Compare pictures or photographs of people or events in the past. - Discuss the reliability of photos/ accounts / stories <i>Eg Great Fire of London sources</i>	- Look at representations of the period <i>Eg Photos, artefacts, living museum, cartoons etc</i> - Identify and give reasons for different ways in which the past is represented	- Use a range of sources - Begin to evaluate the which sources are most useful <i>Eg 1st hand accounts, paintings from the time, pictures in text books</i>	- Compare accounts of events from different sources – fact or fiction - Offer some reasons for different versions of events <i>Eg Pictures and descriptions of Boudicca and her revolt</i>	- Link sources and work out how conclusions were arrived at. - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion <i>Eg Photos, 1st hand accounts, video clips, radio announcements</i>
Historical enquiry	- Find answers to simple questions about the past from sources of information	- Use sources – observe or handle sources to answer questions about the past <i>Eg documents, paintings, maps and artefacts</i>	- Use a range of sources to find out a period of - Observe small details in artefacts, pictures - Select and record information relevant to the study <i>Eg School life, home life, rich or poor</i>	- Use evidence to build up a picture of a past event - Choose relevant material to present a picture of one aspect of life in time past <i>Eg Norman Invasion Peasants revolt</i>	- Begin to identify primary and secondary sources - Use evidence to build up a picture of a past event - Select relevant sections of information <i>Eg Boudicca revolt Roman Baths Hadrian's Wall</i>	- Recognise primary and secondary sources - Use a range sources to find out about and aspect of time past Bring knowledge gathered from several sources together in a fluent account <i>Eg Evacuation, Rationing</i>
Organisation and communication	- Communicate their knowledge through: <i>Discussion</i>	- Communicate their knowledge through: <i>Discussion</i>	- Communicate their knowledge through: <i>Discussion</i>	- Recall, select and organise historical information	- Recall, select and organise historical information	- Select and organise information to produce structured

	<p>Drawing pictures Drama / Role Play Making models Writing Using ICT</p>	<p><i>Drawing pictures Drama / Role Play Making models Writing Using ICT</i></p>	<p><i>Drawing pictures Drama / Role Play Making models Writing Using ICT</i></p>	<p>- Communicate their knowledge and understanding <i>Discussion Timelines Labelled photos, pictures and diagrams Drama / Role Play / Debate Making working models / replica artefacts Recounts, letters, diaries, descriptions, Using ICT</i></p>	<p>- Communicate their knowledge and understanding <i>Discussion Timelines Labelled photos, pictures and diagrams Drama / Role Play / Debate Making working models / replica artefacts Recounts, letters, diaries, descriptions, Using ICT</i></p>	<p>work, making appropriate use of dates and terms. <i>Discussion Timelines Labelled photos, pictures and diagrams Drama / Role Play / Debate Making working models / replica artefacts Recounts, letters, diaries, descriptions, Using ICT</i></p>
Historical Terms	<p>Eg <i>a long time ago</i> <i>Recently, when my, younger, older, years, decades, centuries</i></p>	<p>Eg <i>a long time ago</i> <i>Recently, when my, younger, older, years, decades, centuries</i></p>	<p>Eg <i>Empire, monarch, civilisation</i></p>	<p>Eg <i>Empire, monarch, civilisation</i></p>	<p>Eg <i>propaganda, bias, sources,</i></p>	<p>Eg <i>propaganda, bias, sources,</i></p>