

History Skills Progression

EYFS		
Breadth of Study	Skills	Vocabulary
<p>People and communities: Talk about past and present events in their own lives and in the lives of family members.</p> <ul style="list-style-type: none"> - Links are made with celebrations drawing on children's experience - Family traditions e.g. regular visits to a friend or relative are explored - Learn about how their lives are different to those of their parents and grandparents, e.g. changes in technology, playground games and toys. <p>Learn to use everyday language related to time such as, a long time ago, yesterday, old, new, before, after, now</p>	<p>Chronological understanding: Begin to talk about events using everyday language related to time. Begin to order and sequence familiar events. Describe main story settings, events and principal characters.</p> <p>Historical enquiry: Be curious about people and show interest in stories. Answer 'How' and 'Why' questions in response to stories and events. Explain their own knowledge and understanding and begin to ask appropriate questions. Know that information can be retrieved from books and computers. Begin to record using marks they can interpret and explain.</p> <p>Knowledge and interpretation: Begin to look closely at similarities, differences, patterns and change. Begin to develop an understanding of change over time.</p>	<p>A long time ago After Before New Now Old Yesterday</p>

History Skills Progression

	<p>Children begin to question why things happen and give explanations.</p> <p>They begin to recognize similarities and differences between themselves and others and among families, communities and traditions.</p> <p>They recognize and describe special times or events for family and friends.</p>	
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Year 1		
Breadth of Study	Skills	Vocabulary
<p>Changes within living memory - How have toys changed?</p> <p>Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Changes in living memory Y1 - how have things changed since parents or grandparents were children with regard to the toys that they played with? Did they have iPads or an Xbox? Using an artefacts box from Preston Hall Museum, children will have an opportunity to look at toys and see how things have changed.</p>	<p>Chronological understanding: Compare up to three objects and place them in chronological order. Begin to understand their lives as being part of a chronology - compare life now to life in 1960s, or when their parents and grandparents were young.</p> <p>Use a wide vocabulary of everyday historical terms: old, older, oldest, new, past, then, now and a long time ago.</p> <p>Historical enquiry: Begin to ask and answer questions about old and new objects. Compare artefacts and look for similarities and differences. Ask questions using artefacts or photographs. Talk about what an object is</p>	<p>A long time ago</p> <p>After</p> <p>Artefact</p> <p>Before</p> <p>Century</p> <p>Change</p> <p>Chronology</p> <p>Long ago</p> <p>New</p> <p>Now</p> <p>Old</p> <p>Past</p>

History Skills Progression

<p>Understand that some objects belonged to the past and have changed significantly whilst others remain similar. Think about how technology has become so important with regard to toys.</p> <p>Look at toys from the 1960's. How are they similar/different to toys now?</p> <p>Possible visit to Preston Hall Museum to look at toys from the past.</p> <p>Events beyond living memory that are significant nationally or globally:</p> <p>Great Fire of London</p> <p>Where is London?</p> <p>How do we know about the Great Fire of London?</p> <p>What happened in the Great Fire of London?</p> <p>Why did the fire spread so quickly? How are houses different now to 1666?</p> <p>How was London rebuilt?</p>	<p>and how it was used in the past. Recognise similarities and differences and are able to talk about them. Ask grandparents what life was like when they were 6 years old. What did they play with? Think about what has changed.</p> <p>Knowledge & interpretation: Begin to recognise the main differences between old and new items. Begin to identify objects as belonging to the past. Give examples of things which are different today than they were when their grandparents were young. Talk about changes in simple terms.</p> <p>Chronological understanding: To understand that the 'Great Fire of London' happened a long time ago and place it in a chronology compared to their own lives and the lives of their grandparents.</p> <p>Historical enquiry: To think about how we know that the Great Fire of London happened - photographs, documents, diary (Samuel Pepys).</p> <p>Knowledge and interpretation: Be able to recount some interesting facts relating to an historical event (The Great Fire of London) such as where the fire started.</p>	<p>Present Today Yesterday</p>
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History Skills Progression

How was the Great Fire of London significant nationally?	Why the fire spread so quickly. How the houses were different back then. How Samuel Pepys kept diaries which tell us about the fire. Why people buried valuable items like papers, cheese and wine. How London was rebuilt. Implications for future fire safety.	
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Year 2		
Breadth of Study	Skills	Vocabulary
<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>James Cook Y2 - significant person</p> <p>Visit to Whitby and Captain Cook Birthplace Museum</p>	<p>Chronological understanding.</p> <p>Use words and phrases like: before I was born, when I was younger...</p> <p>Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning.</p> <p>Use the words past and present correctly.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Sequence a set of events in chronological order and give reasons for their order.</p> <p>Sequence a set of events in chronological order and give reasons for their order.</p> <p>Recap prior learning (when grandparents were young) Place this period of history on a timeline and then add historical events to be</p>	<p>Artefact</p> <p>Century</p> <p>Change</p> <p>Chronology</p> <p>Discovery</p> <p>Execution</p> <p>Explorer</p> <p>Long ago</p> <p>Parliament</p> <p>Past</p> <p>Present</p> <p>Primary evidence</p>

History Skills Progression

<p>Who was James Cook? Where was he born? Can you explain how Captain James Cook helped others? Why did he explore the world? What were the key events from the voyages of discovery? What was the impact of the discovery of Australia on the Australian Aboriginal people? What was the greatest danger Cook faced on his voyage? Compare artefacts and equipment to modern ones.</p> <p>Guy Fawkes Y2 Who was Guy Fawkes? How did the Gunpowder Plot start? What were the main events of the Gunpowder Plot? What happened to the plotters once the Gunpowder Plot was discovered?</p>	<p>studied during Y2 as they are taught so that children recognise different periods in history - what came first? Where do our lives fit on the timeline? Where is Guy Fawkes in relation to us now? Where is James Cook on the timeline? Who came first, Guy Fawkes or James Cook? How do we know?</p> <p>Historical enquiry: Children will begin to ask and answer questions about the past. They will research about a famous event (November 5th) and begin to understand why it has been remembered for so long. They will begin to understand the historical importance of the event and why it is celebrated.</p> <p>Children will use books, video clips and photographs to help them answer questions about the gunpowder plot.</p> <p>Children will research the lives of famous Britons from the past (Guy Fawkes & James Cook) using different resources to support them.</p> <p>Children will research the life of someone who used to live in their area (James Cook - Marton) using the internet and other sources (Visit to James Cook birthplace museum) to find out about him. In doing so they will begin to understand some ways that we find out about the past, e.g. Photos & artefacts at Captain Cook Museum provide primary evidence of his expeditions.</p> <p>Historical Knowledge and Interpretation: Recognise that we celebrate certain events, such as 'Bonfire night', because of what</p>	<p>Settler Traitor Treason Yesterday</p>
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History Skills Progression

<p>How is Guy Fawkes remembered?</p>	<p>happened many years ago. Guy Fawkes attempt to blow up the Houses of Parliament. Explain what is meant by 'parliament' in relation to Guy Fawkes and the gunpowder plot. Explain how their local area was different in the past, e.g. when James Cook was alive. Explain why someone in the past acted in the way that they did, e.g. why did Guy Fawkes want to blow up parliament. Why did James Cook travel around the world?</p>	
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History Skills Progression

Year 3		
Breadth of Study	Skills	Vocabulary
<p><i>Achievements of earliest civilizations:</i> <u>Ancient Egypt</u> Who were the ancient Egyptians and when did they exist? Why did the Ancient Egyptians build pyramids? How do pyramids help us know so much about life in Ancient Egypt?</p> <p>Learn about Howard Carter's (archaeologist) famous discovery of King Tut's tomb. What do the artefacts (hieroglyphics/discoveries in tombs) tell us about the lives of the ancient Egyptians? *clothing, makeup, farming, jobs. Who were the pharaohs of Egypt? - Visit to Hancock museum (Pharaoh workshop) What is mummification? What is the Afterlife? Why was the River Nile so important to the ancient Egyptians? Appreciate that the</p>	<p>Chronological Understanding Create a timeline of events from Ancient Egypt to present day using BC, AD and decade. Describe events from the past using dates to show when things happened.</p> <p>Knowledge and Interpretation Suggest why ancient Egyptians acted as they did in history by studying their rituals and beliefs (mummification and the afterlife).</p> <p>Historical Enquiry Recognise the part that archaeologists (Howard Carter) have had in helping us understand more about what happened in the past. Use various sources of evidence (mummified pets, hieroglyphics, jewellery, pottery) to answer questions. Research a specific event from the past (discovery of King Tut's tomb).</p>	<p>AD Ancient civilisations Archaeology Artefact BC Century Change Chronology Decade Emperor Empire Invention King/Queen Monarchy Primary evidence</p>

History Skills Progression

effect of the river Nile has been changed by the construction of the Aswan Dam.

Local History Study:

Victorians

What does the Victorian time mean?

What was it like living in the Victorian era?

Compare Victorian life to life today:

Toys - what did children play with? What did they have as hobbies?

Clothing - What did adults and children wear?

Food.

Did rich and poor Victorians wear the same clothes?

Schools - What were Victorian schools like?

What happened to children who misbehaved?

Houses - What are the features of Victorian homes? Can you spot Victorian houses in the local area?

Transport (How did Victorians get around?)

Chronological Understanding

Use a timeline within a specific time in history (The life of Queen Victoria) to set out the order things happened.

Describe events from the past using dates to show when things happened.

Knowledge and Interpretation

Understand that the Victorians would not have communicated or eaten as we do today.

Suggest why certain events happened as they did during the Victorian era.

Historical Enquiry

Use various sources of evidence (toys and clothing from the past) to answer questions.

History Skills Progression

History Skills Progression

Year 4		
Breadth of Study	Skills	Vocabulary
<p>Children need to be able to build up a picture of what life was like for the early settlers.</p> <p>Children need to be able to begin identifying these events on a timeline.</p> <p>Can I describe events from the past using dates when things happened? What do the words ancient and century mean? How does a timeline help me to set out the order in which events happened?</p> <p>Why has Britain been invaded by several different groups of people overtime? How did these invasions change/shape Britain?</p> <p>Why did people in the past cook and travel differently to us? How were their weapons</p>	<p>Roman Empire and impact on Britain</p> <p>Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor</p> <p>Settlement by Anglo Saxons and Scots</p> <p>Chronological Understanding</p> <p>To create and use a timeline identifying the invasions of Britain.</p> <p>To be able to begin to recognise and quantify the different time periods that exist between different groups that invaded Britain.</p> <p>To be able to apply that knowledge by referring to dates of events in their work.</p> <p>Knowledge and Interpretation</p> <p>Be able to explain how the invasions by the different groups of people affected/changed Britain.</p> <p>To understand what the lives of the British people were like during this time frame.</p> <p>Historical Enquiry</p> <p>Investigate the times of the Romans, Anglo Saxons and Vikings by using a range of historical texts from</p>	<p>AD</p> <p>Archaeology</p> <p>Artefact</p> <p>BC</p> <p>Century</p> <p>Chronology</p> <p>Conquest</p> <p>Decade</p> <p>Emperor</p> <p>Empire</p> <p>Invasion</p> <p>Nation</p> <p>Primary evidence</p> <p>Settler</p>

History Skills Progression

<p>different? How did the lives of the wealthy and poor differ?</p> <p>What is the role of archeologists in helping us to understand the past?</p> <p>What are the similarities and differences between the times of the Romans and the Anglo Saxons?</p> <p>Why are two versions of an event different?</p> <p>What was life like for children?</p>	<p>different points of view and using a range of evidence such as artefacts discovered by archeologists, historical pictures or information texts.</p> <p>Apply these skills by comparing different points of view and use research skills to compare the times studied to modern day.</p> <p>Begin building historical arguments for events, providing points of view and comparing them.</p>	
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Year 5

History Skills Progression

Breadth of Study	Skills	Vocabulary
<p>Ancient Greece How was the Olympics created? When did ancient Greece occur in our timeline? How is our democracy different? What happens in Greek mythology? Do I know about Alexander the Great? Linked Texts - Who Let the Gods Out?</p> <p>Stone Age to Iron Age</p>	<p>Chronological Understanding Place periods of history on a timeline showing periods of time and understand the terms BC & AD. Place historical events and people from past societies and periods in chronological order. Create timelines, which outline the development of specific features, such as weaponry, clothing, etc. Develop their use of appropriate historical terms.</p> <p>Knowledge and Interpretation Explain how people who lived in the past and how democracy was different in Ancient Greece compared to today in our country. Understand how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past - what primary and secondary evidence do we have to help us build an accurate picture of life in the past? Primary evidence, e.g. first-hand accounts from artefacts, diaries, manuscripts or other sources of information created at the time. Secondary sources, e.g. books and articles written by people after the event.</p> <p>Historical Enquiry Give more than one reason to support an historical argument. Understand how knowledge of the past is constructed from a range of sources.</p> <p>Chronological Understanding</p>	<p>AD Ancient civilisations Archaeology Artefact BC Century Chronology Decade Democracy Discovery Hunter-gatherer Invention Iron Age Metal-working Primary evidence Secondary evidence Stone Age</p>

History Skills Progression

<p>What was it like in that time period? How long ago was stone age to iron age? To know and understand the chronology of Stone age to bronze age to iron age. What were the people like? How did they live? Did weapons change over time? How has clothing developed?</p>	<p>Begin to build up a picture of what main events happened in Britain/ the world during different centuries. Use their mathematical skills to work out exact time scales and differences as needed. Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. Create timelines, which outline the development of specific features, such as clothing; weaponry; etc.</p> <p>Knowledge and Interpretation Explain how events from the past have helped shape our lives. Recognise that the lives of wealthy people were very different from those of poor people in different periods of history. Understand how items found belonging to the past help us to build up an accurate picture of how people lived in the past.</p> <p>Historical Enquiry Understand how knowledge of the past is constructed from a range of sources - diaries, historical documents, artefacts, buildings, photographs, etc. Research what life was like for a child in a given period from the past and use photographs and illustrations to present their findings. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p>	
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History Skills Progression

Year 6		
Breadth of Study	Skills	Vocabulary
<p>Aspect or theme in British History to extend knowledge beyond 1066 - WW2 Y6</p> <p>Word War Two</p> <p>Visit to Eden Camp</p> <p>Visit the Cenotaph on</p> <p>When and why did WW2 start?</p> <p>Who were the key people?</p> <p>What were the key events?</p> <p>How did WW2 shape the country we are today?</p> <p>What was propaganda?</p> <p>How might different groups of people have been affected by the war?</p> <p>Viewpoints of different people.</p>	<p>Chronological Understanding:</p> <p>Use dates and historical language in their work.</p> <p>They compare WW2 to other periods of history studied in Y5, say where this period of history fits on a timeline.</p> <p>Place a specific event on a timeline by decade - know where WW2 fits by recognising the dates and where they fit.</p> <p>Place features of historical events and people from past societies and periods in a chronological framework.</p> <p>Develop their use of appropriate historical terms.</p> <p>Knowledge and Interpretation:</p> <p>Recognise and summarise the main events from a specific period in history (WW2), explaining the order in which key events happened.</p> <p>Summarise how Britain has had a major influence on world history in relation to WW2 and talk about their learning.</p> <p>Historical Enquiry:</p>	<p>AD</p> <p>Ancient civilisations</p> <p>Archaeology</p> <p>Artefact</p> <p>BC</p> <p>Century</p> <p>Chronology</p> <p>Decade</p> <p>Democracy</p> <p>International</p> <p>Invasion</p> <p>Islam</p> <p>Nation</p> <p>Oral history</p> <p>Parliament</p> <p>Primary evidence</p>

History Skills Progression

<p>Linked texts - Letters from the Lighthouse, Biographies, Anne Frank</p> <p>Non- European Society (Early Islamic Civilization) Children can be introduced to the idea that people from other civilisations have contributed to many ideas that impact on us still. They can learn about some of the differences in way of life between citizens of Baghdad and London c. AD 900. Links can be made with other cultures that contributed to the formation of</p>	<p>Look at more than one version of events and say how the author may be attempting to persuade or give a specific viewpoint relating to WW2.</p> <p>Begin to identify and explain their understanding of propaganda. Describe a key event from Britain's past using a range of evidence from different sources.</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.</p> <p>Chronological understanding: Recognise where a period of history (Early Islamic Civilisation) fits on a timeline and can use dates and historical language in their work. Be able to appreciate and explain that some ancient civilisations showed greater advancements than people who lived centuries after them.</p> <p>Knowledge and interpretation: Summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently. Be able to describe features of historical events and people from past societies (Early Islamic Society) and periods they have studied. Recognise and describe differences and similarities/changes and continuity between different periods of history. Discuss and summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently.</p>	<p>Sacrifice Secondary evidence</p>
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History Skills Progression

<p>theories that are still used within modern day Britain.</p> <p>Children will also be introduced to personalities who undertook challenges on a huge scale to leave behind fascinating legacies. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.</p> <p>Explain why Muslims split into two separate groups after the death of Muhammad and describe some of the beliefs of these groups.</p> <p>Describe in greater detail the cultural and economic significance of Baghdad and explain how its geographical location was important.</p>	<p>Historical Enquiry:</p> <p>Look at more than one source of evidence or version of events and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>Identify and explain their understanding of propaganda.</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p>	
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History Skills Progression

<p>Understand the impact of early Islamic inventions and discoveries made on the wider world and be able to explain this.</p> <p>Recognise and compare different examples of Islamic art.</p> <p>Say who Muhammad was and know that he was the founder of Islam.</p> <p>Know some key facts about Baghdad and give some reasons to explain how it became a major world power.</p> <p>Describe what the House of Wisdom is and know some key individuals who studied there.</p> <p>Give some reasons to explain how the work of the early Islamic doctors impacted on modern medicine.</p> <p>Describe some other important discoveries and inventions that came from the early Islamic civilisation.</p> <p>Describe some features and styles of Islamic art</p>		
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History Skills Progression

Linked texts - Breadwinner and Arabian Nights		
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What are we going to commemorate?

St. Georges Day - assembly

2020 75th anniversary of VE-Day -focused study Monday - Thursday.

Bonfire Night - Y2 Guy Fawkes

Remembrance Sunday - assembly and Y6. Visit to Cenotaph. Whole school display of poppies in the hall.

Official birthday of the Queen - Trooping the Colour - assembly