



History Knowledge and Skills Progression

Year 1	Knowledge	Skills
Chronological Understanding	<ul style="list-style-type: none"> To sequence basic events related to the Battle of Bosworth To sequence basic events related to the Gunpowder plot. To describe and sequence events in their lives. To match and categorise objects to the explorers Columbus and Armstrong 	<ul style="list-style-type: none"> Sequence events in their life. Sequence 3 or 4 artefacts from different periods of time Match objects to people of different ages
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> To recognise and identify key characters/story of the Gunpowder plot. To recognise and identify who Richard III was and be able to recall basic events related to the Battle of Bosworth. To describe the basic events of The Great Fire of London. To recognise and identify who Christopher Columbus and Neil Armstrong were and be able to recall their achievements. To compare and contrast the lives of Columbus and Armstrong. To recognise and identify basic details about Nicholas Chamberlain and George Elliot and how they are significant to the local area. To identify and describe how the local area (School, Church, Shops) has changed over time. To recognise and identify a significant person in Black History and be able to describe why they are important. To recognise, identify and describe the differences between their lives now and in the past. 	<p>Recognise and observe the difference between past and present in their own and others' lives.</p> <p>Know and recall episodes from stories about the past.</p>
Interpretations of History	To recognise and identify that different events can be represented by different things (e.g. photos, stories, pictures, adults talking)	Begin to identify select and observe different ways to represent the past (e.g. photos, stories, adults talking about the past)
Historical Enquiry	To describe where they can get information from about the past.	Find answers to simple questions about the past from sources of information e.g. artefacts, pictures etc.
Organisation and Communication		Communicate knowledge through: discussions, drawing pictures, drama/role play, writing and using ICT



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Year 2	Knowledge	Skills
Chronological Understanding	<ul style="list-style-type: none"> To correctly sequence changes in toys during their lifetime and beyond. To correctly sequence changes in transport during their lifetime and beyond. To correctly sequence photos or items from their own lives and describe these events. To observe and describe changes in living memory. 	<ul style="list-style-type: none"> Sequence artefacts closer together in time Sequence events Sequence photos etc. from different periods of their life. Describe memories of key events in lives.
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> To recognise, identify and describe some of the changes in toys and families during their lifetime. To recognise and identify who George Stephenson was and describe his impact on the transport world. To recognise, identify and describe key characters/story of the Gunpowder plot and be able to recall 5th November poem. To recognise, identify and describe who Mary Seacole and Florence Nightingale are and the significance of these women and be able to compare them. To know basic details about Nicholas Chamberlain and George Elliot and how they are significant to the local area. To recognise, identify and describe a significant person in Black History and be able to summarise as to why they are important. 	<ul style="list-style-type: none"> Find out about people and events in other times Recognise why people did things, why events happened and what happened as a result Confidently describe similarities and differences between a range of artefacts Identify differences between ways of life at different times
Interpretations of History	<ul style="list-style-type: none"> To describe facts about the time period/event they are studying. To recognise, categorise and describe similarities and differences between pictures and photographs from the past. 	<ul style="list-style-type: none"> Recognise the difference between fact and fiction Compare pictures or photographs of people or events in the past
Historical Enquiry	<p>To recognise or speculate what a source is showing and to answer questions from it.</p>	<p>Select and use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>
Organisation and Communication		<p>Communicate knowledge through: discussions, drawing pictures, drama/role play, timelines, writing and using ICT</p>



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Year 3	Knowledge	Skills
Chronological Understanding	<ul style="list-style-type: none"> • To describe where the Stone Age and Iron Age fits onto a timeline, describing the dates and recognising how long ago this age was. • To recall the order of key events during the Stone Age and Iron Age. • To describe where the Ancient Greek civilisation fits onto a timeline and recall the dates. • To recognise how long ago the Ancient Greek civilisation was around. • To describe the order of key events during the Ancient Greek civilisation. 	<ul style="list-style-type: none"> • To place the time studied on a timeline. • Use dates and terms related to the study unit and passing of time. • Sequence several events or artefacts.
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> • To describe and summarise the changes in Britain from the Stone Age to the Iron Age and speculate why it changed. • To describe, speculate and summarise the lives of late Neolithic hunter-gathers and early farmers. • To describe and compare religion, technologies and travel during the Bronze age. • To describe and reason about Iron Age hill forts: tribal kingdoms, farming, art and culture. • To recognise, identify, describe and speculate about how and why the local area has changed over time. • To recognise, identify, and describe the Ancient Greeks, recognising their influence on the Western World and selecting their greatest achievements. • To identify and describe a significant person in Black History and be able to summarise and synthesise as to why they are important. 	<ul style="list-style-type: none"> • Find out about everyday lives of people in the time period studied and compare with our lives today. • Identify reasons for and results of people's actions. • Describe why people may have wanted or had to do something.
Interpretations of History	<ul style="list-style-type: none"> • To recognise that different sources can give use different versions of the same event. • To identify and describe how the time period studied has been represented. 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented. • Select between different sources – compare different versions of the same story. • Look at representations of the period – museums, cartoons, images etc.
Historical Enquiry	<ul style="list-style-type: none"> • To recognise and describe where to get some information from about the topic being studied. • To describe how to use different things to find out about a period. 	<ul style="list-style-type: none"> • Use a range of sources to find out about a period and observe small details – artefacts, pictures. • Select and record information relevant to the study. • Begin to use the library, e-learning for research. • Ask and answer questions about the time period studied.
Organisation and Communication		<ul style="list-style-type: none"> • Communicate knowledge through: discussions, drawing pictures, drama/role play, making models, timelines, writing and using ICT.



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Year 4	Knowledge	Skills
Chronological Understanding	<ul style="list-style-type: none"> To identify, describe and recall the dates of the Roman Empire and be able to place these on a timeline. To sequence and recall the dates of key events during the Roman Empire. To identify, describe and recall the dates of the Ancient Egyptian civilisation and to place these on a time line. To sequence and recall the dates of key events during the Ancient Egyptian civilisation. 	<ul style="list-style-type: none"> Place events from period studied on a time line Use terms related to the period and begin to date events. To explain the terms BCE and CE and use them correctly.
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> To identify and describe the Roman Empire and summarise and synthesise the impact it had on Britain (technology, culture, beliefs) including attempted invasions and the power of the army. To describe the British resistance to the Romans and speculate as to why this was. To describe the fall of the western Roman Empire and to speculate as to why this was. To describe and summarise some of the achievements of Ancient Egypt and recall the dates of this civilisation. To describe and summarise how the local area has changed and how this has affected people. To describe a significant person in Black History and be able to explain why they are important. 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events Look for links and effects in time studied Offer a reasonable explanation for some events
Interpretations of History	<ul style="list-style-type: none"> To describe how useful a source is. To describe how sources can be reliable or not. 	<ul style="list-style-type: none"> Look at the evidence available. Begin to evaluate the usefulness and reliability of different sources. Use of text books and historical knowledge.
Historical Enquiry	<ul style="list-style-type: none"> To describe and explain where information can be found about different periods of time. To begin to select useful materials to help explain what is known about a topic. To ask relevant questions about a topic and recognise when and where to get an answer from. 	<ul style="list-style-type: none"> 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. Ask a variety of questions and find some of the answers. Use the library, e-learning for research.
Organisation and Communication		<ul style="list-style-type: none"> Recall, select and organise historical information Display findings in a variety of ways, communicating their knowledge and understanding.



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Year 5	Knowledge	Skills
Chronological Understanding	<ul style="list-style-type: none"> To recognise, identify and explain where the Vikings and Anglo-Saxons are placed on a timeline in relation to other civilisations and time periods studied. To be able to explain, sequence and date key events of the Vikings and Anglo-Saxons in their struggle for the Kingdom of Britain. To recognise, identify and explain where the Maya civilisation are placed on a timeline in relation to other civilisations and time periods studied. To be able to explain, sequence and date key events of the Maya civilisation. To compare, summarise, synthesise and explain the differences between different civilisations studied (e.g. Maya and Egyptians or Greeks) 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies. Know and sequence key events of time studied. Use terms related to the period and labels. Relate and compare current studies to previous studies. Make comparisons between different times in history.
Range and depth of Historical Knowledge	<ul style="list-style-type: none"> To recognise, explain, draw an informed conclusion and reasoned judgement about how the Vikings and Anglo-Saxons competed and struggled for the Kingdom of Britain and to recall the dates of this time period. To describe, explain, justify and empathise about how Vikings and Anglo-Saxons raided and invaded areas of England. To recognise and recall who Alfred the Great, Athelstan and Edward the Confessor were and explain how their lives impacted England. To describe and summarise Anglo-Saxon laws and justice. To describe and reason how and when the Maya civilisation lived and compare this is to Britain. To describe how the local area has changed and explain how this has affected people through an informed conclusion. To explain about a significant person in Black History and be able to give an informed conclusion as to why they are important. 	<ul style="list-style-type: none"> Study different aspects of life of different people – differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late times studied. Compare an aspect of life with the same aspect in another period.
Interpretations of History	<ul style="list-style-type: none"> To describe explain and evaluate how useful a source is and why it is or isn't useful. To describe how sources can be reliable or not and to explain how this leads to different versions of the same event. 	<ul style="list-style-type: none"> Compare accounts of events from different sources including Fact or fiction. Offer some reasons for different versions of events.
Historical Enquiry	<ul style="list-style-type: none"> To describe the difference between a primary and secondary source. To explain how the evidence and sources available describe what life was like in the time studied. 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied. Select relevant sections of information Confident use of library, e-learning, etc. for research.
Organisation and Communication		<ul style="list-style-type: none"> Recall, select and organise historical information appropriately. Use appropriate terms, matching dates to people and events. Record and communicate knowledge in different forms.



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Year 6	Knowledge	Skills
Chronological Understanding	<ul style="list-style-type: none"> To describe when World War 1 and 2 took place on a timeline in relation to other civilisations and time periods studied. To be able to explain, sequence and date key events of World War 1 or 2 and place them on a timeline. 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to ten events on a time line
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> To describe, explain, summarise and apply knowledge of the key dates, characters and events of World War 1 and 2. To describe, speculate, empathise and develop a reasoned judgement about how the World Wars affected peoples' beliefs, behaviours and characteristics. To describe and explain the events of the Battle of Britain and how this affected people and their behaviour. To describe how and why the local area has had to change and justify how this has affected people in the area. To explain about a significant person in Black History and be able apply knowledge to give an informed conclusion and reasoned judgement as to why they are important. 	<ul style="list-style-type: none"> Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another period studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
Interpretations of History	<ul style="list-style-type: none"> To recognise and use a range of sources to study the Battle of Britain. To understand and describe how to evaluate and critique sources for accuracy. 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction & opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.
Historical Enquiry	<ul style="list-style-type: none"> To describe and explain the difference between a primary and secondary source and draw an informed conclusion how and why these contribute to our understanding of the past. To use a range of different sources to describe the Battle of Britain. 	<ul style="list-style-type: none"> Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathering from several sources together in a fluent account.
Organisation and Communication		<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms. Plan and carry out individual investigations