



History Skills & Knowledge Progression

	EYFS	Year 1 & 2	Year 3	Year 4	Year 5	Year 6
Topic	Then and Now People Around Us & Dinosaurs Farming, Seaside Holidays and How We Have Changed	The Great Fire of London Grace Darling The Titanic (Inc. Local Study)	Local Study: The History of Boatbuilding Stone Age to Iron Age The Roman Empire in Britain	Ancient Saxons & Vikings Ancient Egyptian Local Study: The Isle of Wight Railway	The Shang Dynasty The Changing Role of Women Victorian Britain (Inc. Local Study)	WWII (Inc. Local Study of East Cowes) Ancient Greece Early Islamic Civilisation
Chronology	<ul style="list-style-type: none"> Describe differences between them as a baby and them now. Sequence images of themselves as baby, toddler and infant. Sort pictures and objects, matching them to babies, children and adults. Begin to understand and use some common words related to the passing of time: 'a long time ago' (e.g. fairy tales). Realise images from nursery rhymes are not from nowadays by reference to some period detail, e.g. clothes, objects no longer used. Grasp simple stories have a beginning, a middle and an end by correctly sequencing three episodes of a simple fiction story/rhyme. 	<ul style="list-style-type: none"> Use simple timelines to sequence processes, events and objects within their own experience, e.g. stages of washday. Use terms 'old', 'new', 'then' and 'now' correctly and be comfortable with the term 'the past'. Understand the world was different in the olden days. Sequence parts of a more complex story where action takes place over a period of time. Realise we use dates to describe events in time, e.g. 1666 for the Great Fire of London. Describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times. 	<ul style="list-style-type: none"> Begin to spot major anachronisms from most periods studied when compared with today. Sequence events in simple narrative e.g. Boudicca's revolt. Use words which mark the passing of time e.g. 'before and after'. Begin to differentiate within a longer period e.g. Roman, Saxon and Vikings. Use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt. 	<ul style="list-style-type: none"> Spot major anachronisms from most periods studied when compared with today. Use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as 'during' or 'while' e.g. when describing the process of mummification. Begin to talk about three periods of time. e.g. today archaeologists discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s. Talk about the past in terms of periods e.g. Egyptian, Roman. Realise Ancient means thousands of years ago. Differentiate within a longer period e.g. Roman, Saxon and Vikings. 	<ul style="list-style-type: none"> Use more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 years. Appreciate ideas of duration and interval. e.g. how long the Victorian legacy has lasted. 	<ul style="list-style-type: none"> Use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39. Match simple iconic images to each of the periods studied. Make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture.
Cause and Consequence	<ul style="list-style-type: none"> Explore people's actions. Explain why one character in a simple story took the action he or she did. (This may be a nursery rhyme, but children should be able to offer a valid reason possibly using the word 'because'.) 	<ul style="list-style-type: none"> Give a simple reason why a real person acted as they did in a historical situation, e.g. why Grace Darling acted as she did. Give simple consequences of somebody's actions, e.g. 'because of the things Florence Nightingale did, 				

		<p>soldiers got better and hospitals were cleaner'.</p> <ul style="list-style-type: none"> • Give a clear explanation of an important event, offering two or three reasons why an event took place, e.g. why the unsinkable Titanic sank. • Give simple consequences following a significant event, e.g. 'houses were built of brick, the streets were wider and straighter'. 				
Historical Enquiry	<ul style="list-style-type: none"> • Say whether a picture is of a baby or a toddler and explain why. • Point to familiar images in pictures of themselves and their own family. • Say how we know what we were like when we were younger, e.g. video, photographs, parents or grandparents telling stories. • Find an answer to a question by looking at a simple picture, e.g. which of these lights did Wee Willie Winkie carry? 	<ul style="list-style-type: none"> • Describe the main features of an artefact. • Make deductions about artefacts, spotting clues to function and use. • Study and use information from two simple sources to find information, e.g. 'how can we tell this teddy is old? Because it looks like the one in the book'. • Find answers to questions about objects by looking in books. • Realise we can find out about a person's life by using a range of sources, such as letters, as well as books. • Ask simple, but relevant, questions of the teacher in the role. • Draw simple conclusions about their own lives and others around them by reference to clues in evidence. • Gather ideas from a few simple sources when building up understanding. • Spot differences between sources and conclude as to the most common view. 	<ul style="list-style-type: none"> • Extract simple information from text/ pictures/ objects showing basic comprehension. • Make simple deductions about what a text means based on what is included, e.g. the teacher in the photograph of Victorian school is holding a cane, they must be strict. • Start combining information from more than 1 source. 	<ul style="list-style-type: none"> • Start cross-referencing information to see if other sources agree, rather than taking everything on face value. • See that some sources are more useful than others and why. • Start to raise questions about what the evidence tells us, aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, 'we cannot tell for sure.' 'Most evidence suggests.' • Start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders. 	<ul style="list-style-type: none"> • Consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ... • See that some sources are more useful than others and why. • Start to raise questions of what the evidence tells us. 	<ul style="list-style-type: none"> • Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. • Show awareness of the need to think about how and why a source was produced.

Chance and Continuity			<ul style="list-style-type: none">• See simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age.• Recognise changes over shorter period e.g. between Old Stone Age and New Stone and Age and between the Bronze Age and the Iron Age.• Identify changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles.	<ul style="list-style-type: none">• See that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled.• Grasp that change can happen quite quickly and can be reversed e.g. struggle between the Saxons and Vikings.	<ul style="list-style-type: none">• Know some changes are relative slow others happen very rapidly e.g. population growth and balance of rural and urban population in Victorian times.• Know not all change is welcomed by everyone e.g. Victorian railways. There are winners and losers e.g. factory owners and the workers.• Know some changes are much more significant than others.	<ul style="list-style-type: none">• See that some changes lead to others e.g. inventions in power affect transport factories etc.• Some changes are called a revolution because of the scale and widespread nature.
Interpretations	<ul style="list-style-type: none">• Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories.• Know that a video of a popular story may give a different version of events from the story they have just heard, simply by noting differences in how a character is shown.• See that there are several versions of a nursery rhyme by comparing pictures, e.g. of Wee Willie Winkie, and spotting the differences between them.• Understand that grandparents' recollections of their childhood seaside holidays might vary.	<ul style="list-style-type: none">• See there are different versions of real historical situations, e.g. different written, spoken and pictorial versions of Grace Darling's rescue.• Spot differences between these versions.• Realise there may be more than one way of looking at a significant historical person, e.g. soldiers loved Florence Nightingale, but many of the nurses were critical of her.• Realise not all sources of information answer the same questions, e.g. what Pepys' diary tells us about people escaping from the fire compared with a contemporary painting.• See that not all written accounts in books give the same reasons for things, e.g. why the Great Fire spread so quickly.• Know people can disagree about what happened in the	<ul style="list-style-type: none">• Identify differences between versions of the same event e.g. the video gives a different view to what we have just read.• Give a simple reason why we might have more than one version: e.g. No-one there recording the event.• See there are often different interpretations because gaps in evidence are so large they have to be filled by imaginative reconstruction, e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.	<ul style="list-style-type: none">• Realise history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of new artefacts.• Understand people create different versions of the past for different audiences and, therefore, might give a different emphasis.• Understand some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. 'This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders too'.	<ul style="list-style-type: none">• Grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.	<ul style="list-style-type: none">• Understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.

		<p>past without one of them being wrong.</p> <ul style="list-style-type: none"> • Understand it is not always possible to know for sure what happened. Sometimes people have to use their imagination to reconstruct some events e.g. the sinking of the Titanic. 				
Organisation and Communication	<ul style="list-style-type: none"> • Talk about pictures of themselves using appropriate vocabulary, e.g. 'when I was a baby'. • Write simple captions to describe, e.g. old teddy. • Label/annotate simple drawings of artefacts. 	<ul style="list-style-type: none"> • Make simple drawings, and label, artefacts. • Write four or five captions, possibly using connectives, to show the sequence of an activity from the past. • Write simple sentences describing an event, e.g. Grace Darling's rescue. • Orally retell the main episodes of famous past events e.g. the Great Fire of London in the correct sequence, and write captions to accompany sequenced pictures. • Begin to write simple sentences containing some simple period-specific details. • Explain why the Great Fire spread so quickly using phrases such as 'another reason was' and 'also' which connect the various ideas. • Use of time conventions when writing in history, e.g. 'in 1666'. • Make increasing use of subject-specific precise vocabulary, e.g. timber-framed buildings, thatch during the Great Fire. 	<ul style="list-style-type: none"> • Show understanding through oral answers and simple recording devices such as speech bubbles, annotations. • Answers contain some simple period-specific references. • Write in simple and accurate, sequenced, sentences when narrating what happened in the past. 	<ul style="list-style-type: none"> • Write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas. • Begin to sustain an answer, providing some supporting evidence. • Ideas are beginning to have some shape, though might not yet be structured in paragraphs. • Use appropriate ways of communicating their understanding. 	<ul style="list-style-type: none"> • Answers are structured and provide supporting evidence for statements made. • Able to see two sides of a question and can offer arguments on both sides. • Answers are relevant to the question set. • Widespread use of period specific detail to make the work more convincing and authentic. 	<ul style="list-style-type: none"> • When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes. • Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing. • Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.

Characteristic Features	<ul style="list-style-type: none"> • See how life must have been different in the past because nursery rhymes show kettles without plugs, wells for water, etc. • Identify old and new toys. • Begin to spot how features of life today, such as holidays, differ from those of Victorian times. 	<ul style="list-style-type: none"> • Spot differences between 'then' and 'now', e.g. what classrooms and lessons were like, or grasp that Grace Darling couldn't phone for help. • Confidently identify old and new toys and match pictures of people that would have played with them. • Describe how features of life today have changed from those in the past, referring to subject-specific details, e.g. explain a mangle. • Offer reasons why simple changes occur, e.g. why lifeboats today are safer than those years ago. • See that not everyone in the past had the same experience, e.g. accommodation on board the Titanic. 	<ul style="list-style-type: none"> • Understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in Roman Times. • Secure in understanding the main differences between today and the period being studied. • Know that not everyone in the past lived in the same way, e.g. contrast life for rich and poor in Roman times and do not describe Roman home life as if it was the same for everyone. 	<ul style="list-style-type: none"> • Show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies. (This may be more describe rather than explain.) • Understand that people in the past had a range of different ways of looking at their world and can explain ideas. 	<ul style="list-style-type: none"> • Children can make links between different features of a society to make sense of the world lived in by people in the past. • Explain beliefs and attitudes in terms of why people might have had those ideas. • Show real sense of period in an abstract way. 	<ul style="list-style-type: none"> • Understand that people's experiences varied depending on status e.g. that women's position in Greek society was very different in Athens and Sparta. They know about the importance of slave culture to the Greek society. • Describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. • Begin to instinctively avoid sweeping generalization saying instead, 'it all depends on who you were/ what position you had in society.'
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