

## History Progression in Skills

Key subject areas	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>Three and Four-Year-Olds Understanding the World: Begin to make sense of their own life-story and family's history.</p> <p>Reception Understanding the World: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>Local history :Our School (Autumn 2) NC Link: significant historical events, people and places in their own locality.</p> <p>Changes and developments in transport. (Spring 2) NC link: events beyond living memory that are significant nationally or globally.</p> <p>Changes in toys (Summer 2) NC link: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>The Great Fire of London. (Autumn 2) NC link: events beyond living memory that are significant nationally or globally.</p> <p>Hospitals and Healthcare (Spring 2) NC link: significant historical events, people and places.</p> <p>Titanic/sea safety (Summer 1) NC Link: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally</p>	<p>Local history 'Know your place' (Autumn 1 ) NC link: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Stone Age to the Iron Age?(Spring 1) NC link: changes in Britain from the Stone Age to the Iron Age.</p> <p>The Shang Dynasty NC link: The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>Ancient Egypt (Autumn 2) NC Link: the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Roman Empire (Spring 2) NC link: Britain's settlement by Anglo-Saxons and Scots</p> <p>Roman Britain (Summer 1) NC Link: The Roman Empire and its impact on Britain</p>	<p>The Anglo- Saxons and Scots (Autumn 2) NC link: Britain's settlement by Anglo-Saxons and Scots</p> <p>The Vikings (Spring 1) NC Link: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Ancient Greece (Summer 1) NC Link: Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p>	<p>The Early Islamic Civilisation (Autumn 2) NC Link: a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>The First World War (Spring 1) NC Link: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>The Second World War (Spring 2) NC Link: a study of an aspect or theme in</p>

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							British history that extends pupils' chronological knowledge beyond 1066
<b>Historical Terms</b>	ELG: Talk about the lives of people around them and their roles in society	Talk about the past and present using simple historical language.	Use common words or phrases relating to the passing of time  Use a wide vocabulary of everyday historical terms	Talk about the past and present using appropriate dates, centuries and time vocabulary	Talk about the past and present using appropriate dates, centuries, BC/AD and time vocabulary	Talk about the main changes in a period of history using appropriate vocabulary	Continue to develop chronologically secure knowledge and understanding of British, local and world history.
<b>Chronology</b>	ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.	Order the people, objects and events studied according to when they happened.	Know where the people or periods they study fit within a chronological framework.	Order people, objects and events drawn from British, local and world history using a time line.	Place people, events and objects drawn from British, local and world history that they have found out about on a timeline.	Use a timeline to talk about people, events and places drawn from British, local and world history that they have found out about.	Use a timeline to talk about people, events and places drawn from British, local and world history that they have found out about.
<b>Enquiry</b>	Ask questions.	Ask historical questions	Ask and answer questions	Ask valid historical questions and use a wide variety of evidence to find answers	Ask valid historical questions and suggest a wide range of sources of evidence to find answers Present information about the past using a wide range of methods, that they choose themselves	Ask historical questions relating to cause, change, similarity and difference and choose reliable sources of evidence to find answers. Begin to realise that there often is not a single answer.	Can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance

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<b>Similarities and Differences</b>	ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Identify some simple similarities and differences between ways of life in the different periods they study	Identify similarities and differences between ways of life in different periods	Identify similarities and differences between the periods of history they study.	Identify similarities and differences between the periods of history they study using appropriate detail to justify ideas.	Identify similarities and differences between the periods of history they study using appropriate detail to justify ideas and begin to recognise trends over time.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information
<b>Historical Interpretations</b>	ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.	Use books, stories, objects, people and places to find out about the past	Understand some of the ways we find out about the past and the different ways it is represented.  Understand key features of events from stories or other sources	Use a wide variety of sources to find out about the past and begin to explain why there may be differences	Use a wide variety of sources to find out about the past and explain why there may be differences	Use a wide variety of sources to find out about the past and give clear reasons why there may be different accounts of history.	Understanding how knowledge of the past is constructed from a range of sources.