

History Knowledge and Skills progression

Threads of



	Key concepts	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Historical Knowledge	Society and how we live	<p>Understanding the World: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (EYFS) <i>e.g. clothes, homes, toys.</i> Comment on images of familiar situation in the past. (DM)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.(EYFS) <i>stories about people in the past e.g. Florence Nightingale, Beatrix Potter, Mary Anning, artists, musicians (Holst)</i></p> <p>Compare and contrast characters from stories, including figures from the past. (DM)</p>	<p>Changes within living memory. <i>Capturing seaside memories (including photography)</i></p> <p>Events beyond living memory that are significant nationally or globally. <i>Gunpowder Plot</i></p> <p>Events beyond living memory that are significant in their own locality. <i>Edward Wilson and the race to the South Pole</i></p>	<p>Changes within living memory: aspects of change in national life. <i>Development of air travel</i></p> <p>Events beyond living memory that are significant nationally or globally. <i>The Great Fire of London</i></p>	<p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 <i>Entertainment through time</i></p>	<p>A non-European society that provides contrasts with British history: Mayan, Benin or Baghdad. <i>Ancient Maya including homes, kings</i></p>	<p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 <i>Space travel</i></p>	<p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 <i>Impact of electricity in homes.</i></p>
	Legacy	<p>Talk about the lives of the people around them and their roles in society. (EYFS)</p> <p>Talk about members of their immediate family and community. (DM)</p> <p>Name and describe people who are familiar to them. (DM)</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. <i>Grace Darling</i></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. <i>Neil Armstrong and Mae Jemison, Amelia Earhart, Samuel Pepys</i></p> <p>Significant historical people and places in their own locality. <i>Sir Peter Scott and WWT Slimbridge</i></p>		<p>A local history study <i>legacy of the Romans in Gloucester.</i></p>	<p>The achievements of the earliest civilisations: Ancient Egypt <i>including Pharaohs</i></p> <p>Ancient Greece: a study of Greek life and achievements and their influence on the western world. <i>including entertainment (theatre and/or Olympics), democracy</i></p>	
	Settlement				<p>Changes in Britain from the Stone Age to the Iron Age <i>including homes, food</i></p>			<p>Britain's settlement by Anglo-Saxons and Scots <i>including homes, laws</i></p>
	Invasions					<p>The Roman Empire and its impact on Britain <i>including the Roman Army</i></p>		<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <i>including Anglo-Saxon attempts to restore peace</i></p>
Historical Skills	Chronology	<p>Sequence events in their own lives.</p>	<p>Put people and events studied in chronological order. Identify similarities and differences between today and a period in the past.</p>	<p>Use timelines to order events studied (including prior study) and order key points within an event.</p>	<p>Name and order key periods studied on timelines, using the terms BCE/AD</p>	<p>Place periods studied on timelines measured in centuries, making connections between periods that overlap.</p>	<p>Order periods studied on timelines using the correct terminology. Identify ways in which different times periods are connected.</p>	<p>Sequence key events within and across periods studied. Refer to previously studied periods when drawing comparisons, using dates and terminology correctly.</p>
	Enquiry	<p>Talk about people in the past they have met through stories and respond to questions such as 'What do you notice?'.</p>	<p>Ask questions about historical objects and pictures.</p>	<p>Ask why, what, who, how and when questions about objects, images and people.</p>	<p>Ask and answer historical questions about the period studied, focusing on similarity, difference and change.</p>	<p>Ask and answer historical questions about the period studied focusing on cause and significance.</p>	<p>Devise historically valid questions of their own and understand that there may be more than one answer.</p>	<p>Use questions to construct, challenge and test claims about the past.</p>
	Sources	<p>Sort familiar objects into then and now.</p>	<p>Describe things that happened in the past from pictures</p>	<p>Use written and physical sources to find out about people and events in other times.</p>	<p>Distinguish between fact and opinion with a given reason.</p>	<p>Recognise the difference between primary and secondary sources.</p>	<p>Compare how useful different sources are in finding out about the past.</p>	<p>Select from a range of sources to answer their own historical questions.</p>