

## History Skills and Knowledge Progression

	Nursery	Reception	Year 1 Castles	Year 2 Bonfire Night and the Great Fire of London	Year 3 The Stone Age	Year 4 Ancient Egypt	Year 5 The Anglo Saxons versus Viking	Year 6 The Maya Civilisation
	National Curriculum/ Development Matters							

## History Skills and Knowledge Progression

Autumn Term	Talk about who is in their family.	Talk about who is in their family.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age
	Talk about what they do as a family.	Talk about what they do as a family.	Events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries	Events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries	Roman Britain Pupils should be taught about the Roman empire and its impact on Britain	Roman Britain Pupils should be taught about the Roman empire and its impact on Britain	Roman Britain Pupils should be taught about the Roman empire and its impact on Britain	Roman Britain Pupils should be taught about the Roman empire and its impact on Britain
	Know that there are lots of different types of families.	Know that there are lots of different types of families.	The lives of significant individuals in the past who have contributed to national and international achievements	The lives of significant individuals in the past who have contributed to national and international achievements	Anglo-Saxons & Scots Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots	Anglo-Saxons & Scots Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots	Anglo-Saxons & Scots Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots	Anglo-Saxons & Scots Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots
	Talk about different family members and how they fit into their lives.	Talk about different family members and how they fit into their lives.	Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell	Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell	Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
	Aware of and can talk about their personal life experiences.	Aware of and can talk about their personal life experiences.	Significant historical events, people and places in their own locality.	Significant historical events, people and places in their own locality.	Local History Pupils should be taught about an aspect of local history" "Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Local History Pupils should be taught about an aspect of local history" "Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Local History Pupils should be taught about an aspect of local history" "Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Local History Pupils should be taught about an aspect of local history" "Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	Recognise the difference between past and present in their own and other's lives.	Recognise the difference between past and present in their own and other's lives.	Significant historical events, people and places in their own locality.	Significant historical events, people and places in their own locality.	Ancient Civilizations Pupils should be taught about 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;	Ancient Civilizations Pupils should be taught about 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;	Ancient Civilizations Pupils should be taught about 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;	Ancient Civilizations Pupils should be taught about 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;
	Know that people at different ages need different things, e.g. a baby compared to a school child.	Know that people at different ages need different things, e.g. a baby compared to a school child.						
	Know that all humans, plants and animals change as they grow up.	Know that all humans, plants and animals change as they grow up.						
	Make observations about how they have grown up.	Make observations about how they have grown up.						
	Know about the symbol of the poppy for Remembrance Day.	Know about the symbol of the poppy for Remembrance Day.						
Talk about what their parents and grandparents did in the past.	Talk about what their parents and grandparents did in the past.							
Know that some things happened in the past, e.g. dinosaurs	Know that some things happened in the past, e.g. dinosaurs							

## History Skills and Knowledge Progression

	<p>Find out about the life history of other people, e.g. Kings and Queens</p> <p>Can compare old and new toys</p> <p>Know that transport and vehicles were different in the past.</p> <p>Talk about how some animals have changed over time</p> <p>Know that some animals have become 'extinct'</p> <p>Answer 'how' and 'why' questions about their experiences and in response to events.</p>	<p>Talk about what their parents and grandparents did in the past.</p> <p>Know that some things happened in the past, e.g. dinosaurs</p> <p>Find out about the life history of other people, e.g. Kings and Queens</p> <p>Can compare old and new toys</p> <p>Know that transport and vehicles were different in the past.</p> <p>Talk about how some animals have changed over time</p> <p>Know that some animals have become 'extinct'</p> <p>Answer 'how' and 'why' questions about their experiences and in response to events.</p>	<p>places in their own locality.</p>	<p>The Indus Valley; Ancient Egypt; or The Shang Dynasty of Ancient China, Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>Non-European Study Pupils should be taught about 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; or Benin (West Africa) c. AD 900-1300</p>	<p>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; or The Shang Dynasty of Ancient China, Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>Non-European Study Pupils should be taught about 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; or Benin (West Africa) c. AD 900-1300</p>	<p>appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; or The Shang Dynasty of Ancient China, Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>Non-European Study Pupils should be taught about 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; or Benin (West Africa) c. AD 900-1300</p>	<p>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; or The Shang Dynasty of Ancient China, Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>Non-European Study Pupils should be taught about 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; or Benin (West Africa) c. AD 900-1300</p>
	<b>Knowledge</b>						

## History Skills and Knowledge Progression

	<p>Talk about past and present events in my own life and the lives of my family Children can talk about who is in their family</p> <p>Children can talk about what they do as a family. Children know that there are lots of different types of families. Children know that people celebrate festivals</p> <p>Children know about the symbol of the poppy for Remembrance Day</p> <p>Children can talk about what their parents and grandparents did in the past</p> <p>Children can compare old and new toys. Children know that some things happened in the past, e.g., dinosaurs</p> <p>Significant to children: parents, grand-parents, etc. Children can find out about the life history of other people, e.g., Kings and Queens</p> <p>Remembrance Day</p>	<p>Talk about past and present events in my own life and the lives of my family</p> <p>Children can talk about who is in their family. Children can talk about what they do as a family. Children know that there are lots of different types of families. Children know that people celebrate festivals</p> <p>Children know about the symbol of the poppy for Remembrance Day</p> <p>Children can talk about what their parents and grandparents did in the past</p> <p>Children can compare old and new toys. Children know that some things happened in the past, e.g., dinosaurs</p> <p>Significant to children: parents, grand-parents, etc.</p> <p>Children can find out about the life history of other people, e.g., Kings and Queens</p> <p>Remembrance Day</p>	<p>Explain my historical understanding through a range of practical and written activities</p> <p>Recall events from the past from stories that have been read to me</p> <p>Ask and answer questions about artefacts and pictures from the past</p> <p>Give a plausible explanation about what an object was used for in the past</p> <p>Identify objects from the past and say how I know</p> <p>Identify the main differences between old and new objects/photos</p> <p>Explain how my local area was different in the past</p> <p>Use words and phrases such as; now, yesterday, last week, recently, when I was younger, a long time ago, before I was born, when my parents were young</p>	<p>Ask questions to find out about people/events in the past (who, what, when, why, where) (beyond living memory)</p> <p>Recount the life of someone famous who lived in the past and what they did</p> <p>Suggest why people acted as they did</p> <p>Identify some of the ways we find out about the past and know that some are more reliable than others</p> <p>Use words and phrases to describe when things happened e.g., decade, century</p> <p>Give reasons for the order of events or people using vocabulary relating to the passing of time</p>	<p>Ask and answer questions about how things were different in the past and how aspects of life have changed over time</p> <p>Suggest various sources of evidence to help me answer questions about the past</p> <p>Ask historical questions based on Evidence</p> <p>Say how items found belonging in the past are helping us to build an accurate picture of how people lived in the past</p> <p>Describe some similarities and differences between people, events and artefacts from the past</p> <p>Explain how events from the past have shaped our lives today</p>	<p>Explain some similarities and differences between people, events and artefacts from the past and explain the significance of these</p> <p>Identify differences in accounts of history and suggest reasons for these</p> <p>Use words and phrases accurately such as, century, before, during to describe the passing of time and events studied</p> <p>Use chronology to explain how an aspect of life has changed over more than one historical era</p>	<p>Ask and answer questions about change, causes, difference and significance</p> <p>Explain with clear reasons why there may be different accounts of history</p> <p>Use historical sources to understand bias/contrasting arguments</p> <p>Decide whether a source of evidence is reliable to describe: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g., rich and poor I can make comparisons between different events in history; explaining things that have changed and things that have stayed the same</p> <p>Explain why this might have happened using evidence</p> <p>Explain how events in history are significant in British and World history</p> <p>Use dates, historical Vocabulary when ordering, and comparing events from the past</p>	<p>Give more than one reason to support an historical argument</p> <p>Summarise the events from a specific period in history, explaining the order in which they happened</p> <p>Explain what Britain may have learnt from other countries and civilisations through time</p> <p>Recognise and describe differences and similarities changes and continuity between periods of history</p> <p>Explain how people have points of view and this can affect their interpretation of the past</p> <p>Give clear reasons why there might be different accounts of history</p> <p>Use a timeline and dates to demonstrate changes and developments in aspects of life over time</p>
--	---	---	---	---	--	---	---	---

## History Skills and Knowledge Progression

	Skills							

## History Skills and Knowledge Progression

			<p>Use pictures and artefacts to say what was different in the past</p> <p>Use pictures, drama, roleplay, build models and use timelines to present my work</p> <p>Put a few events, photos or objects in order of when they happened</p>	<p>Use photographs, written accounts and stories to present my understanding</p> <p>Use a range of sources to find out about the past - stories, eyewitness accounts, pictures, artefacts</p> <p>Use books to help me find out about the events I am studying</p> <p>Make comparisons between some aspects of life in different time periods</p> <p>Order events and people I have studied using a simple timeline</p> <p>Compare when the events took place (those I am studying in relation to those studied before)</p>	<p>Draw labelled diagrams and write about them to tell others about people, objects and events from the past</p> <p>Use more than one source to collect evidence about the past e.g., photographs, written accounts, artefacts</p> <p>Use evidence to describe some of the following: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g., rich and poor</p> <p>Order the periods I am studying on a timeline and compare to events I already know about</p> <p>Use a timeline to order events and significant people for the period of time I am studying</p>	<p>Present my findings about the past using speaking, writing ICT, drama and drawing skills</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based on what I have found out</p> <p>Collect evidence from a range of sources and interpret it to provide an idea of what life was like in the past</p> <p>Lead my own historical enquiry into an important historical person or event and present my findings in a clear and succinct manner</p> <p>Use evidence to describe some of the following and explain how they are similar or different</p> <p>Different time periods: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g., rich and poor</p>	<p>Choose the most appropriate way to present my information, for an intended audience and purpose</p> <p>Use a range of primary and secondary evidence</p> <p>Use artefacts to pose questions/hypothesis, which I back up using other sources.</p> <p>Distinguish between reliable and unreliable sources if evidence to answer questions about the past</p> <p>Lead my own enquiry into an aspect of British or World history and present my findings in a range of ways</p> <p>Use dates, historical Vocabulary when ordering, and comparing events from the past</p> <p>Draw timelines to show a range information e.g. periods of history, events, significant people</p> <p>Use a timeline to compare periods history that I have studied so far</p> <p>Use chronological skills to show when places developed</p>	<p>Use extended writing and presentations to explain key aspects of a time period</p> <p>Confidently use a range of sources of evidence to change and continuity during periods studied</p> <p>Lead my own enquiry into an aspect of World history and present my findings in a range of ways</p> <p>Evaluate evidence choose which is the reliable form</p> <p>Use a timeline and dates to demonstrate changes and developments in aspects of life over time</p> <p>Use a timeline that uses the reference points: Ancient civilizations, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians, Modern Day to place events in the right place</p>
--	--	--	---	--	---	---	--	---

## History Skills and Knowledge Progression

						<p>Place periods of history on a timeline showing periods of time</p> <p>Use a timeline to order events and significant people for the period of time I am studying</p>	<p>and how life has changed in the local area and an aspect of history e.g., space exploration</p>	
--	--	--	--	--	--	---	--	--

## History Skills and Knowledge Progression

	Nursery	Reception	Year 1 The Greatest Explorer	Year 2 Holidays	Year 3 The Bronze Age/ Iron Age	Year 4 Local History	Year 5 The History of Medicine	Year 6 The Ancient Greeks
	National Curriculum/ Development Matters							

## History Skills and Knowledge Progression

Spring Term	Talk about who is in their family.	Talk about who is in their family.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age
	Talk about what they do as a family.	Talk about what they do as a family.			Roman Britain Pupils should be taught about the Roman empire and its impact on Britain	Roman Britain Pupils should be taught about the Roman empire and its impact on Britain	Roman Britain Pupils should be taught about the Roman empire and its impact on Britain	Roman Britain Pupils should be taught about the Roman empire and its impact on Britain
	Know that there are lots of different types of families.	Know that there are lots of different types of families.	Events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries	Events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries	Anglo-Saxons & Scots Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots	Anglo-Saxons & Scots Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots	Anglo-Saxons & Scots Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots	Anglo-Saxons & Scots Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots
	Talk about different family members and how they fit into their lives.	Talk about different family members and how they fit into their lives.			Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
	Aware of and can talk about their personal life experiences.	Aware of and can talk about their personal life experiences.			Local History Pupils should be taught about an aspect of local history"	Local History Pupils should be taught about an aspect of local history"	Local History Pupils should be taught about an aspect of local history"	Local History Pupils should be taught about an aspect of local history"
	Recognise the difference between past and present in their own and other's lives.	Recognise the difference between past and present in their own and other's lives.	The lives of significant individuals in the past who have contributed to national and international achievements	The lives of significant individuals in the past who have contributed to national and international achievements	"Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	"Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	"Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	"Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	Know that people at different ages need different things, e.g. a baby compared to a school child.	Know that people at different ages need different things, e.g. a baby compared to a school child.	Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell	Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell	Ancient Civilizations Pupils should be taught about 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; or The Shang Dynasty of Ancient China, Ancient Greece	Ancient Civilizations Pupils should be taught about 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; or	Ancient Civilizations Pupils should be taught about 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; or	Ancient Civilizations Pupils should be taught about 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; or
	Know that all humans, plants and animals change as they grow up.	Know that all humans, plants and animals change as they grow up.						
	Make observations about how they have grown up.	Make observations about how they have grown up.						
	Know about the symbol of the poppy for Remembrance Day.	Know about the symbol of the poppy for Remembrance Day.						
Talk about what their parents and grandparents did in the past.	Talk about what their parents and grandparents did in the past.							
Know that some things happened in the past, e.g. dinosaurs	Know that some things happened in the past, e.g. dinosaurs							
Find out about the life history of other people, e.g. Kings and Queens	Find out about the life history of other people, e.g. Kings and Queens							
Can compare old and new toys	Can compare old and new toys							

## History Skills and Knowledge Progression

	<p>Know that transport and vehicles were different in the past.</p> <p>Talk about how some animals have changed over time</p> <p>Know that some animals have become 'extinct'</p> <p>Answer 'how' and 'why' questions about their experiences and in response to events.</p>	<p>the past, e.g. dinosaurs</p> <p>Find out about the life history of other people, e.g. Kings and Queens</p> <p>Can compare old and new toys</p> <p>Know that transport and vehicles were different in the past.</p> <p>Talk about how some animals have changed over time</p> <p>Know that some animals have become 'extinct'</p> <p>Answer 'how' and 'why' questions about their experiences and in response to events.</p>	<p>places in their own locality.</p>	<p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>Non-European Study Pupils should be taught about 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; or Benin (West Africa) c. AD 900-1300</p>	<p>The Shang Dynasty of Ancient China, Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>Non-European Study Pupils should be taught about 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; or Benin (West Africa) c. AD 900-1300</p>	<p>Pupils should be taught about 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; or The Shang Dynasty of Ancient China, Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>Non-European Study Pupils should be taught about 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; or Benin (West Africa) c. AD 900-1300</p>	<p>Pupils should be taught about 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; or The Shang Dynasty of Ancient China, Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>Non-European Study Pupils should be taught about 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; or Benin (West Africa) c. AD 900-1300</p>
<b>Knowledge</b>							

## History Skills and Knowledge Progression

	<p>Children recognise that there are other places in the world/UK that are different to where they live.</p> <p>Children are aware of their personal life experiences. Children know that people at different ages need different things, e.g. a baby compared to a school child.</p> <p>Children know that all humans, plants and animals change as they grow up.</p> <p>Children know that transport and vehicles were different in the past.</p>	<p>Children recognise that there are other places in the world/UK that are different to where they live.</p> <p>Children are aware of their personal life experiences.</p> <p>Children know that people at different ages need different things, e.g. a baby compared to a school child.</p> <p>Children know that all humans, plants and animals change as they grow up.</p> <p>Children know that transport and vehicles were different in the past.</p>	<p>Explain my historical understanding through a range of practical and written activities</p> <p>Recall events from the past from stories that have been read to me</p> <p>Ask and answer questions about artefacts and pictures from the past</p> <p>Give a plausible explanation about what an object was used for in the past</p> <p>Talk about things that happened to me in living memory</p> <p>Name something that happened to other people or events in living memory</p> <p>Identify objects from the past and say how I know</p> <p>Use words and phrases such as; now, yesterday, last week, recently, when I was younger, a long time ago, before I was born, when my parents were young</p>	<p>Explain my historical through a range of practical and written activities</p> <p>Ask questions to find out about people/events in the past (who, what, when, why, where) (beyond living memory)</p> <p>Suggest why people acted as they did</p> <p>Identify some of the ways we find out about the past and know that some are more reliable than others</p> <p>Use words and phrases to describe when things happened e.g., decade, century</p> <p>Give reasons for the order of events or people using vocabulary relating to the passing of time</p>	<p>Ask and answer questions about how things were different in the past and how aspects of life have changed over time</p> <p>Suggest various sources of evidence to help me answer questions about the past</p> <p>Ask historical questions based on evidence</p> <p>Say how items found belonging in the past are helping us to build an accurate picture of how people lived in the past</p> <p>Describe some similarities and differences between people, events and artefacts from the past</p> <p>Explain how events from the past have shaped our lives today</p> <p>Say what is similar and different about two Different accounts of the same event and how this can affect our understanding of history</p>	<p>Explain some similarities and differences between people, events and artefacts from the past and explain the significance of these</p> <p>Suggest the causes of key events and changes in the time periods I am studying</p> <p>Identify differences in accounts of history and suggest reasons for these</p> <p>Provide examples of how events in the past shaped people's lives over time and have influences how we live today</p> <p>Use words and phrases accurately such as, century, before, during to describe the passing of time and events studied</p> <p>Use chronology to explain how an aspect of life has changed over more than one historical era portraits</p>	<p>Ask and answer questions about change, causes, difference and significance</p> <p>Use historical sources to understand bias/contrasting arguments</p> <p>Decide whether a source of evidence is reliable to describe: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g., rich and poor I can make comparisons between different events in history; explaining things that have changed and things that have stayed the same</p> <p>Explain how events in history are significant in British and World history</p>	<p>Give more than one reason to support an historical argument</p> <p>Explain how significant events have helped shape the country we have today</p> <p>Summarise the events from a specific period in history, explaining the order in which they happened</p> <p>Summarise how Britain has had a major influence on world history</p> <p>Explain what Britain may have learnt from other countries and civilisations through time</p> <p>Recognise and describe differences and similarities changes and continuity between periods of history</p> <p>Explain how people have points of view and this can affect their interpretation of the past</p> <p>Give clear reasons why there might be different accounts of history</p> <p>Use a timeline and</p>
--	---	--	---	--	---	---	---	--

## History Skills and Knowledge Progression

								dates to demonstrate changes and developments in aspects of life over time
<b>Skills</b>								

## History Skills and Knowledge Progression

	<p>Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Make simple models which express their ideas.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Help children to develop their drawing and modelmaking.</p> <p>Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing</p>	<p>. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	<p>Find out about something in the past by asking someone who can remember the event</p> <p>Use pictures, drama, roleplay, build models and use timelines to present my work</p> <p>Put a few events, photos or objects in order of when they happened</p>	<p>Use photographs, written accounts and stories to present my understanding</p> <p>Use a range of sources to find out about the past - stories, eyewitness accounts, pictures, artefacts</p> <p>Use books to help me find out about the events I am studying</p> <p>Make comparisons between some aspects of life in different time periods</p> <p>Order events and people I have studied using a simple timeline</p>	<p>Select and organise information to answer a question, communicated for example, as a presentation, a poster, written form</p> <p>Draw labelled diagrams and write about them to tell others about people, objects and events from the past</p> <p>Use more than one source to collect evidence about the past e.g., photographs, written accounts, artefacts</p> <p>Use evidence to describe some of the following: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g., rich and poor</p> <p>Order the periods I am studying on a timeline and compare to events I already know about</p> <p>Use a timeline to order events and significant people for the period of time I am studying</p>	<p>Present my findings about the past using speaking, writing ICT, drama and drawing skills</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based on what I have found out</p> <p>Collect evidence from a range of sources and interpret it to provide an idea of what life was like in the past</p> <p>Lead my own historical enquiry into an important historical person or event and present my findings in a clear and succinct manner</p> <p>Use evidence to describe some of the following and explain how they are similar or different</p> <p>Different time periods: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g., rich and poor</p>	<p>Choose the most appropriate way to present my information, for an intended audience and purpose</p> <p>Use a range of primary and secondary evidence</p> <p>Distinguish between reliable and unreliable evidence to answer questions about the past</p> <p>Use dates, historical Vocabulary when ordering, and comparing events from the past</p> <p>Draw timelines to show a range information e.g. periods of history, events, significant people</p> <p>Use chronological skills to show when places developed and how life has changed in the local area and an aspect of history e.g., space exploration</p>	<p>Use extended writing and presentations to explain key aspects of a time period</p> <p>Confidently use a range of sources of evidence to change and continuity during periods studied</p> <p>Lead my own enquiry into an aspect of World history and present my findings in a range of ways</p> <p>Evaluate evidence choose which is the reliable form</p> <p>Use a timeline and dates to demonstrate changes and developments in aspects of life over time</p> <p>Use a timeline that uses the reference points: Ancient civilizations, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians, Modern Day to place events in the right place</p>
--	---	--	--	--	--	---	--	---

	Nursery	Reception	Year 1 Great Inventions	Year 2 Our Local Heroes	Year 3 Romans	Year 4 Tudor	Year 5 Crime and Punishment	Year 6 The Impact of War
--	---------	-----------	----------------------------	----------------------------	------------------	-----------------	--------------------------------	-----------------------------

## History Skills and Knowledge Progression

National Curriculum/ Development Matters

## History Skills and Knowledge Progression

Summer Term	Talk about who is in their family.	Talk about who is in their family.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age
	Talk about what they do as a family.	Talk about what they do as a family.	Events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries	Events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries	Roman Britain Pupils should be taught about the Roman empire and its impact on Britain	Roman Britain Pupils should be taught about the Roman empire and its impact on Britain	Roman Britain Pupils should be taught about the Roman empire and its impact on Britain	Roman Britain Pupils should be taught about the Roman empire and its impact on Britain
	Know that there are lots of different types of families.	Know that there are lots of different types of families.	The lives of significant individuals in the past who have contributed to national and international achievements	The lives of significant individuals in the past who have contributed to national and international achievements	Anglo-Saxons & Scots Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots	Anglo-Saxons & Scots Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots	Anglo-Saxons & Scots Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots	Anglo-Saxons & Scots Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots
	Talk about different family members and how they fit into their lives.	Talk about different family members and how they fit into their lives.	Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell	Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell	Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
	Aware of and can talk about their personal life experiences.	Aware of and can talk about their personal life experiences.	Significant historical events, people and places in their own locality.	Significant historical events, people and places in their own locality.	Local History Pupils should be taught about an aspect of local history"	Local History Pupils should be taught about an aspect of local history"	Local History Pupils should be taught about an aspect of local history"	Local History Pupils should be taught about an aspect of local history"
	Recognise the difference between past and present in their own and other's lives.	Recognise the difference between past and present in their own and other's lives.	Significant historical events, people and places in their own locality.	Significant historical events, people and places in their own locality.	"Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	"Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	"Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	"Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	Know that people at different ages need different things, e.g. a baby compared to a school child.	Know that people at different ages need different things, e.g. a baby compared to a school child.	Significant historical events, people and places in their own locality.	Significant historical events, people and places in their own locality.	Ancient Civilizations Pupils should be taught about 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 Civilizations Pupils should be taught about 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 Civilizations Pupils should be taught about 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 Civilizations Pupils should be taught about 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;
	Know that all humans, plants and animals change as they grow up.	Know that all humans, plants and animals change as they grow up.	Significant historical events, people and places in their own locality.	Significant historical events, people and places in their own locality.				
	Make observations about how they have grown up.	Make observations about how they have grown up.						
	Know about the symbol of the poppy for Remembrance Day.	Know about the symbol of the poppy for Remembrance Day.						
Talk about what their parents and grandparents did in the past.	Talk about what their parents and grandparents did in the past.							
Know that some things happened in the past, e.g. dinosaurs	Know that some things happened in the past, e.g. dinosaurs							
Find out about the life history of other people, e.g. Kings and Queens	Find out about the life history of other people, e.g. Kings and Queens							
Can compare old and new toys	Can compare old and new toys							

## History Skills and Knowledge Progression

	<p>Know that transport and vehicles were different in the past.</p> <p>Talk about how some animals have changed over time</p> <p>Know that some animals have become 'extinct'</p> <p>Answer 'how' and 'why' questions about their experiences and in response to events.</p>	<p>Find out about the life history of other people, e.g. Kings and Queens</p> <p>Can compare old and new toys</p> <p>Know that transport and vehicles were different in the past.</p> <p>Talk about how some animals have changed over time</p> <p>Know that some animals have become 'extinct'</p> <p>Answer 'how' and 'why' questions about their experiences and in response to events.</p>		<p>places in their own locality.</p>	<p>Ancient Egypt; or The Shang Dynasty of Ancient China, Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>Non-European Study Pupils should be taught about 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; or Benin (West Africa) c. AD 900-1300</p>	<p>and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; or The Shang Dynasty of Ancient China, Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>Non-European Study Pupils should be taught about 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; or Benin (West Africa) c. AD 900-1300</p>	<p>and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; or The Shang Dynasty of Ancient China, Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>Non-European Study Pupils should be taught about 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; or Benin (West Africa) c. AD 900-1300</p>	<p>and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; or The Shang Dynasty of Ancient China, Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>Non-European Study Pupils should be taught about 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; or Benin (West Africa) c. AD 900-1300</p>
<b>Knowledge</b>								

## History Skills and Knowledge Progression

	<p>Children make observations about how they have grown up. Children can answer 'how' and 'why' questions about their experiences and in response to events. Children can talk about how some animals have changed over time</p> <p>Children know that some animals have become 'extinct'</p>	<p>Children make observations about how they have grown up. Children can answer 'how' and 'why' questions about their experiences and in response to events. Children can talk about how some animals have changed over time</p> <p>Children know that some animals have become 'extinct'</p>	<p>Explain my historical understanding through a range of practical and written activities</p> <p>Recall events from the past from stories that have been read to me</p> <p>Ask and answer questions about artefacts and pictures from the past</p> <p>Give a plausible explanation about what an object was used for in the past</p> <p>Talk about things that happened to me in living memory</p> <p>Name something that happened to other people or events in living memory</p> <p>Identify objects from the past and say how I know</p> <p>Identify the main differences between old and new objects/photos</p> <p>Use words and phrases such as; now, yesterday, last week, recently, when I was younger, a long time ago, before I was born, when my parents were young</p>	<p>Ask questions to find out about people/events in the past (who, what, when, why, where) (beyond living memory)</p> <p>Recount the life of someone famous who lived in the past and what they did</p> <p>Recall facts about significant local people from the past and explain how they have influenced life today</p> <p>Identify some of the ways we find out about the past and know that some are more reliable than others</p>	<p>Ask and answer questions about how things were different in the past and how aspects of life have changed over time</p> <p>Suggest various sources of evidence to help me answer questions about the past</p> <p>Ask historical questions based on Evidence</p> <p>Say how items found belonging in the past are helping us to build an accurate picture of how people lived in the past</p> <p>Describe some similarities and differences between people, events and artefacts from the past</p> <p>Explain how events from the past have shaped our lives today</p> <p>Say what is similar and different about two Different accounts of the same event and how this can affect our understanding of history</p> <p>Describe events and periods of time using the words; BC, AD, century, ancient</p> <p>Describe events from the past using dates when things happened</p>	<p>Suggest why certain events happened or people acted as they did in history</p> <p>Explain some similarities and differences between people from the past and explain the significance of these</p> <p>Suggest the causes of key events and changes in the time periods I am studying</p> <p>Identify differences in accounts of history and suggest reasons for these</p> <p>Use words and phrases accurately such as, century, before, during to describe the passing of time and events studied</p> <p>Use chronology to explain how an aspect of life has changed over more than one historical era</p>	<p>Ask and answer questions about change, causes, difference and significance</p> <p>Use historical sources to understand bias/contrasting arguments</p> <p>Decide whether a source of evidence is reliable to describe: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g., rich and poor I can make comparisons between different events in history; explaining things that have changed and things that have stayed the same</p> <p>Explain why this might have happened using evidence</p>	<p>Identify and explain propaganda and why someone might want to persuade another person about a version of events</p> <p>Explain how significant events have helped shape the country we have today</p> <p>Summarise the events from a specific period in history, explaining the order in which they happened</p> <p>Summarise how Britain has had a major influence on world history</p> <p>Use a timeline and dates to demonstrate changes and developments in aspects of life over time</p>
--	---	---	---	---	--	---	--	--

## History Skills and Knowledge Progression

	Skills							

## History Skills and Knowledge Progression

			<p>Use pictures and artefacts to say what was different in the past</p> <p>Use pictures, drama, roleplay, build models and use timelines to present my work</p> <p>Put a few events, photos or objects in order of when they happened</p>	<p>Use photographs, written accounts and stories to present my understanding</p> <p>Use a range of sources to find out about the past - stories, eyewitness accounts, pictures, artefacts</p> <p>Use books to help me find out about the events I am studying</p>	<p>Use historical sources to create written narrative and structure accounts</p> <p>Select and organise information to answer a question, communicated for example, as a presentation, a poster, written form</p> <p>Draw labelled diagrams and write about them to tell others about people, objects and events from the past</p> <p>Use more than one source to collect evidence about the past e.g., photographs, written accounts, artefacts</p> <p>Use evidence to describe some of the following: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g., rich and poor</p> <p>Order the periods I am studying on a timeline and compare to events I already know about</p> <p>Use a timeline to order events and significant people for the period of time I am studying</p>	<p>Present my findings about the past using speaking, writing ICT, drama and drawing skills</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based on what I have found out</p> <p>Collect evidence from a range of sources and interpret it to provide an idea of what life was like in the past</p> <p>Lead my own historical enquiry into an important historical person or event and present my findings in a clear and succinct manner</p> <p>Use evidence to describe some of the following and explain how they are similar or different</p> <p>Different time periods: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g., rich and poor</p>	<p>Choose the most appropriate way to present my information, for an intended audience and purpose</p> <p>Use a range of primary and secondary evidence</p> <p>Distinguish between reliable and unreliable sources if evidence to answer questions about the past</p> <p>Lead my own enquiry into an aspect of British or World history and present my findings in a range of ways</p> <p>Use dates, historical Vocabulary when ordering, and comparing events from the past</p> <p>Use chronological skills to show when places developed and how life has changed in the local area and an aspect of history e.g., space exploration</p>	<p>Use extended writing and presentations to explain key aspects of a time period</p> <p>Confidently use a range of sources of evidence to change and continuity during periods studied</p> <p>Lead my own enquiry into an aspect of World history and present my findings in a range of ways</p> <p>Evaluate evidence choose which is the reliable form</p> <p>Use a timeline and dates to demonstrate changes and developments in aspects of life over time</p> <p>Use a timeline that uses the reference points: Ancient civilizations, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians, Modern Day to place events in the right place</p>
--	--	--	---	---	---	---	--	---

## History Skills and Knowledge Progression

						<p>Place periods of history on a timeline showing periods of time</p> <p>Use a timeline to order events and significant people for the period of time I am studying</p>		
--	--	--	--	--	--	---	--	--