

Progression of Skills in History



<u>Skill</u>	<u>Robins – EYFS/Y1</u>	<u>Wagtails - Y1/Y2</u>	<u>Starlings - Y3/Y4</u>	<u>Kestrels - Y4/Y5</u>	<u>Barn Owls - Y5/Y6</u>
Constructing the past	<p>Identifying that things from the past might be different from today - technology, transport houses etc.</p> <p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally - Wright brothers, Rosa Parks.</p> <p>Identifying that the past can be commemorated each year at specific times - celebrations.</p>	<p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally - Grace Darling, Florence Nightingale, Nelson Mandela, Neil Armstrong, Great Fire of London.</p> <p>Identifying that the past is remembered or 'constructed' in different ways by different people.</p> <p>Identifying that the past can be commemorated each year at specific times - Remembrance Day, Nelson Mandela Day, Bonfire Night</p>	<p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, <p>Building a coherent knowledge of local mining and transport history by focusing on:</p> <ul style="list-style-type: none"> • achievements • society • impact <p>Building an understanding of post-1066 Britain through the Victorians and their impact on today's world by comparison of:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • education • entertainment, 	<p>Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	<p>Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.</p> <p>Comparing Viking Britain with the Maya civilisation through:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>and understanding the reasoning for similarities/differences between each civilisation</p>
Sequencing the past/Chronology	<p>Identifying that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have happened before they were born - relating to family such as parents and grandparents, celebrations.</p> <p>Place known events in chronological order.</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves.</p> <p>Place known events in chronological order.</p> <p>Identifying and comparing people from different periods of time - Neil Armstrong and Christopher Columbus.</p>	<p>Placing Stone, Bronze and Iron Ages into wider chronological contexts - make references to Ancient Egypt and pyramids/achievements (to be learnt in Kestrels).</p> <p>Placing Victorian Britain into chronological context and its legacy and impact today.</p> <p>Placing previously learnt (KS1) periods into context- Castles, Battle of Hastings, Great Fire of London. Also</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts.</p> <p>Placing early civilisations into chronological context - Egyptians</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology.</p> <p>Look at how where these periods are on timelines.</p>	<p>Placing early civilisations into context - in-depth (Maya).</p> <p>Placing Ancient Romans and Roman Britain into wider context</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Placing the Ancient Greeks into the wider context of historical chronology</p>

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		Demonstrate a basic understanding of why certain events happened at certain times with some reasoning - 'Great Fire of London spread because the houses were wooden and built very close together'. 'Neil Armstrong travelled to the moon because developments in technology meant space travel was possible'.	periods studied in Starlings - Stone Age to Iron Age, Local history and Victorians.	Placing key technological changes of the modern period of the space race era.	Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons. Look at how where these periods are on timelines.
Continuity and change	<p>Identify that some things within living memory have changed and some things have stayed the same - growing up, changing teachers/classrooms etc. Transports, House and Homes.</p> <p>Identifying that changes have happened in history that can impact on today (similarities and differences) - Rosa Parks, Wright Brothers.</p>	<p>Identifying that changes have happened in history that can impact on today (similarities and differences) - Nelson Mandela and racial segregation, space travel, rebuilding of London.</p> <p>Identifying that there are reasons for continuities and changes and stating some of these.</p> <p>Identifying that continuity or change can be a good thing or a bad thing.</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • farming <p>Identifying the continuity and change from Victorian Britain to the modern day through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • education • entertainment <p>Identifying the continuity and changes to the local area through mining, transport:</p> <ul style="list-style-type: none"> • population • jobs • local significance 	<p>Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, <p>Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying continuity and change throughout the space race era and through changes of technology</p>	<p>Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuities and changes of Greek achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> • democracy • society, • entertainment, • beliefs <p>Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs
Cause and effect	Identifying that certain choices have a consequence to them - building a castle/wearing armour will make you safer etc.	Identifying that certain events and individuals have had major consequences in history - Nelson Mandela and apartheid, Florence Nightingale and changes to nursing, Neil Armstrong and first moon	Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally.	Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain - identifying the effects on following civilisations and today.	Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain - changes in housing, religion, language etc.

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	<p>Identifying that certain events and individuals have had major consequences in history - Rosa Parks.</p>	<p>landing, rebuilding London after the Great Fire of London.</p> <p>Identifying that history can affect the local area, as well as nationally and globally - development of RNLI.</p> <p>Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect' - Florence Nightingale and changes in nursing.</p> <p>Identifying how events from history are so significant that they are remembered each year - Remembrance and Bonfire Night, Nelson Mandela Day.</p>	<p>Identifying what caused the shift in hunter-gathering to farming - communicating the reasons for it and the impact on life.</p> <p>Identifying why Victorian inventors created so many inventions that are still around today.</p> <p>Identifying the effect of Victorian inventions on today's world as either positive or negative</p> <p>Identifying the causes and effects of changes in mining, transport (Camel Trail) - explaining the local, national and international impacts.</p>	<p>Identifying the importance of the Nile for the Ancient Egyptians - identifying the links between natural resources and humans (incl. early civilisations).</p>	<p>Identifying the effects and influence of Greek achievements on the Western world - democracy, philosophy, medicine, language etc.</p> <p>Identifying that one event can have multiple effects - invasions of Britain by Anglo Saxons and Vikings.</p> <p>Identifying the cause and effect of Spanish explorers on the Maya - positive or negative?</p>
<p>Significance and interpretation</p>	<p>Understanding that some events and people from history are important because they have achieved something or had an effect</p>	<p>Identifying why certain people/events are significant in history - achievements, impact etc.</p> <p>Identifying why some individuals are significant both locally and nationally - Nelson Mandela and racial segregation, Neil Armstrong first moon landing etc.</p> <p>Begin to understand what makes someone or something significant.</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.</p> <p>Identifying the significance of Victorian achievements and their impact on today.</p> <p>Understanding why others might have a differing point of view when considering historic achievements.</p> <p>Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now - who felt more of their impact, us or them?</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence.</p>	<p>Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified.</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history.</p> <p>Understand that sources can contradict each other.</p>	<p>Using Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints</p> <p>Identify why interpretations can change in light of new evidence - change in meaning of the word 'barbarian' and 'savages'.</p> <p>Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance - which achievements were more impressive?</p>

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<p>Carrying out a historical enquiry</p>	<p>Starting to ask simple questions about people or events from within living memory.</p> <p>Sort artefacts from 'then' and 'now'.</p> <p>Guided enquiry ('big' question) using knowledge from topic.</p>	<p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Sort artefacts from 'then' and 'now'.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show understanding of key features of the individual or event (using evidence to justify).</p> <p>Guided enquiry ('big' question) using knowledge from topic.</p>	<p>Guided or small independent enquiry ('big' question) using a variety of sources to find out about aspects of life in the past.</p> <p>Begin to make independent decisions and use evidence to justify.</p>	<p>Independent enquiry ('big' question) using a range of primary and secondary sources.</p> <p>Make independent decisions and using evidence to justify.</p>	<p>Independent enquiry ('big' question) using a range of primary and secondary sources.</p> <p>Independent selection of sources to provide evidence.</p> <p>Making independent decisions using a range of evidence to justify opinion.</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate.</p>
<p>Using sources as evidence</p>	<p>Understanding that items can tell us about someone or something - a piece of uniform, an item of clothing, an object from a certain place or event</p>	<p>Analyse a variety of artefacts/objects to infer about an individual or event - evidence that people walked on the moon.</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events - clothing, housing etc.</p>	<p>Begin to identify primary and secondary sources - artefacts, books, internet etc.</p> <p>Explain why sources are limited for the Stone, Bronze and Iron ages.</p>	<p>Identify the effectiveness of sources as evidence</p> <p>Use sources of evidence as the basis for an opinion.</p> <p>Begin to make references to evidence as justification.</p>	<p>Using sources to interpret viewpoints and identify why viewpoints differ (bias).</p> <p>Identify why the amount of written primary sources varies depending on individual time periods - Romans/Greeks/Anglo-Saxons/Vikings</p> <p>Identify the effectiveness of sources as evidence</p> <p>Use sources of evidence as the basis for an opinion.</p> <p>Begin to make references to evidence as justification.</p>
<p>Vocabulary and communication</p>	<p>Simple words to describe the passing of time - e.g. 'past' 'before' 'now' 'then'</p> <p>Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then'</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past - e.g.</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past - e.g.</p>	<p>Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Using words and phrases to describe events and people from the past - e.g.</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history'</p>

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	'Long ago' 'before I was born' 'changes to now'	'rich' 'poor' 'local' 'national' 'important' 'significant' 'source' 'impact' 'explorer' 'pioneer'	'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'	'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'rebellion' 'reliable'	Using words and phrases to describe events and people from the past - e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias', significance' 'discovery' 'invention'
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