



History Progression of Skills



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical language	<p>Communication and Language- Speaking: They use past forms when talking about events that have already happened.</p> <p>A long time ago, past, now, then, old, new</p>	<p>Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now/ present</p> <p>Using words to describe events and people from the past: important/ rich / poor</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. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact'</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. 'Skara Brae' 'Stone Age' 'cave painting' 'hunter-gather' 'pre-historic' 'artefact' 'BC/AD' 'Papyrus' 'Pharaoh' 'mummification' 'Canopic Jars' 'Cartouche' 'Sarcophagus' 'archaeologist' hieroglyphics' 'tomb' 'pyramid' 'revolutionise' 'industry' 'Industrial Revolution' 'orphanage'</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. 'empire' 'emperor' 'migration' 'conquest' 'invasion' 'cause' 'army' 'effect' 'tribe' 'warrior' 'rebellion' 'reliable' 'democracy' 'Christianity'</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...' 'continuing on from...'</p> <p>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'</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> <p>Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression', 'Maya', 'civilisation', 'ancient', 'invader', 'invasion', 'dictator', 'ideology', 'democracy'</p>



History Progression of Skills



Constructing the past	<p>Identifying that things from the past might be different from today – technology, cars, houses etc.</p>	<p>Identifying that events have happened in the past and significant people from the past have helped shape the present nationally and globally – St John Paul II (MAC patron saint)</p> <p>Identifying that there are some themes that link history together – locality, transport etc when looking at events beyond living memory- e.g. beaches, holidays, transport</p>	<p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally.</p> <p>Locally – our school and church Nationally/Internationally – Josephine Bakhita/ Dr Barnardo</p> <p>Identifying that the past is remembered or ‘constructed’ in different ways across the world</p> <p>Identifying that the past can be commemorated each year at specific times</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, • society, • food, • 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 • society • entertainment, • beliefs <p>Building a coherent knowledge of Birmingham’s history and the history of our local area, Erdington focusing on:</p> <ul style="list-style-type: none"> • achievements • society • impact 	<p>Identifying the impact of the Ancient Greeks’ on the western world and their chronological place in the context of world history</p> <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 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>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>	
Chronological understanding	<p>Understanding the world: People and communities- talk about the past and present events in their</p>	<p>-Sequence events in their own life -Use a timeline to place important event -Order a set of events or objects</p>	<p>-Develop an awareness of the past -Understand use common words and phrases relating to the passing of time.</p>	<p>-Use timelines to place events in order -Understand timelines can be divided in BC and AD</p>	<p>-Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p>	<p>-Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) –</p>	<p>-Order significant events, movements and dates on a timeline. -Identify and compare changes within and</p>

[Type text]



History Progression of Skills



	<p>lives and lives of their family.</p> <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</p>	<p>-Use words and phrases: old, new, now, then, yesterday</p> <p>-Remember part of stories and memories about the past</p> <p>Identifying that events and people form the past may have occurred across a greater period of time than just themselves</p> <p>Identifying that events and changes have happened in order – development of trains</p>	<p>-Recount changes in my own life over time.</p> <p>-Understand how to put people, events and objects in order of when they happened.</p> <p>-Use a timeline to place important events</p> <p>-Identify similarities / differences between period</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning</p>	<p>-Use words and phrases: century, decade</p> <p>-Describe dates of and order significant events from the period studied</p> <p>Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements</p> <p>Developing an understanding of concurrence of civilisations around the world during these times</p> <p>Placing early civilisations into chronological context – in-depth Egyptians</p>	<p>-Order significant events and dates on a timeline.</p> <p>-Describe the main changes in a period in history.</p> <p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing the Ancient Greeks into the wider context of historical chronology</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p>	<p>-Order significant events, movements and dates on a timeline.</p> <p>-Describe the main changes in a period in history</p> <p>Placing Stone, Bronze and Iron Ages into wider contexts</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>across different periods.</p> <p>-Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p> <p>Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons</p> <p>Placing War time Britain into chronological context and it's legacy and impact today</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>
Continuity and change	<p>Understanding the world – People and communities:</p> <p>To know about similarities and differences between themselves and others</p>	<p>Identifying that changes have happened in history that can impact on today – George Stephenson and the development of trains; changes in seaside holidays</p>	<p>Identifying that changes throughout history have had important consequences –</p> <p>Identifying WHY some things have stayed the same throughout history</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, 	<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, 	<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, 	<p>Identifying the continuity and change from war torn Britain to the modern day through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • education

[Type text]



History Progression of Skills



	<p>Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.</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>– people living in towns/cities, explorers trying to find new things etc.</p>	<ul style="list-style-type: none"> • entertainment, • beliefs <p>Identifying the continuity and changes to the local area through industry</p> <ul style="list-style-type: none"> • population • jobs • local significance 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • food, • entertainment, • beliefs 	<ul style="list-style-type: none"> • entertainment <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	<p>Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.</p>	<p>Identifying that certain events and individuals have had major consequences in history – George Stephenson’s developments led to national railways etc.</p> <p>Identifying that history can affect the local area, as well as nationally and globally – development of railways and exporting of ideas to other countries</p> <p>Identifying that there are reasons for continuity and change</p>	<p>Identifying that certain events and individuals have had major consequences in history –</p> <p>Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night</p> <p>Identifying specific causes and effects from different periods and beginning to establish links between them –</p>	<p>Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally</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 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 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</p>	<p>Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.</p> <p>Identifying that one event can have multiple effects – invasions of Britain by Anglo-Saxons and Vikings</p>	<p>Identifying why Britain was at war, the roles of individuals that arose as a result of war</p> <p>Identifying the effect of World War II on today’s world as either positive or negative</p> <p>Identifying the cause and effect of Spanish explorers on the Maya – positive or negative?</p>



History Progression of Skills



		and begin to use the terms 'cause' and 'effect' – Titanic sinking and health and safety changes made due to it		Identifying the causes and effects of industrialisation of Birmingham – explaining the local, national and international impacts			
Significance and interpretation	Understanding that some events and people from history are important because they have achieved something or had an effect	Identifying why certain people/events are significant in history – achievements, impact etc. Identifying why some individuals are significant both locally and nationally – Begin to understand what makes someone or something significant -	Identifying why certain people/events are significant in the wider context of history – Identifying that certain individuals and events have had an impact locally, nationally and internationally	Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence	Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified Identify why Boudicca is such a significant individual for both British and Roman British history Identify why interpretation of these sources is critical to our understanding of the past	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 Identify why interpretations can change in light of new evidence – change in meaning of the word 'barbarian'	Identifying the significance of War time Britain, it's achievements and impact on today Interpreting the achievements of war time Britain as a turning point in British history in the context of then and now – who felt more of their impact, us or them? Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance – which achievements were more impressive?
Range and depth of	Communication and Language- Speaking: They use past forms when talking about	-Recognise the difference between past and present in their	-Use information to describe the past. -Describe the differences between then and now.	-Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and	-Use evidence to describe what was important to people from the past.	-Choose reliable sources of information to find out about the past.	-Choose reliable sources of information to find out about the past.

[Type text]



History Progression of Skills



	<p>events that have already happened.</p>	<p>own and others' lives. -Know and recount episodes from stories about the past</p>	<p>-Look at evidence to give and explain reasons why people in the past may have acted in the way they did. -Recount the main events from a significant event in history.</p>	<p>attitudes and differences between rich and poor. -Use evidence to find out how any of these may have changed during a time period -Suggest reasons for why there were differences between periods</p>	<p>-Use evidence to show how the lives of rich and poor people from the past differed. -Describe similarities and differences between people, events and artefacts studied. -Describe how some of the things from the past affect/influence life today</p>	<p>-Give own reasons why changes may have occurred, backed up by evidence. -Describe similarities and differences between some people, events and artefacts studied -Describe how historical events studied affect/influence life today. -Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	<p>-Give reasons why changes may have occurred, backed up by evidence. -Describe similarities and differences between some people, events and artefacts studied. -Describe how some of the things studied from the past affect/influence life today. -Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical interpretation – Using sources as evidence</p>	<p>Understanding the world- People and communities: 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>-Know and recount episodes from stories about the past -Say why people have acted the way they did. Analyse a variety of artefacts/objects to infer about an individual or event – Begin to make reasoned interpretations about why certain artefacts/objects belong to certain</p>	<p>-Identify different ways in which the past is represented Understanding the difference between primary and secondary sources Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>-Explore the idea that there are different accounts of history Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages</p>	<p>-Look at different versions of the same event in history and identify differences. -Know that people in the past represent events or ideas in a way that persuades others. Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio Identifying why sources can be useful</p>	<p>-Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. -Give reasons why there may be different accounts of history. -Evaluate evidence to choose the most reliable forms Identify why viewpoints differ and why bias might skew these viewpoints</p>	<p>-Evaluate evidence to choose the most reliable forms. -Know that people both in the past have a point of view and that this can affect interpretation. -Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. Identify the effectiveness of sources as evidence</p>

[Type text]



History Progression of Skills



		people or events – clothing, housing etc.			in a variety of ways – inaccuracies can tell us more about those who produce evidence	Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings	Use sources of evidence as the basis for an opinion Begin to make references to evidence as justification
Historical enquiry	Starting to ask simple questions about people or events from within living memory	-Identify different ways in which the past is represented -Explore events, look at pictures and ask questions -Look at objects and ask questions. . -Find answers to simple questions about the past by using source material. -Discover about the past through role play	-Ask and answer questions -Understand some ways we find out about the past -Choose and use parts of stories and other sources to show understanding Making semi-independent decisions and using evidence provided to justify	-Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. -Ask questions and find answers about the past. Small independent enquiry using pre-selected primary and secondary sources Begin to make independent decisions and use evidence to justify	-Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. -Select the most appropriate source material, using primary and secondary , for a particular -Ask questions and find answers about the past Independent enquiry using a range of primary and secondary sources	-Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. -Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. -Investigate own lines of enquiry by posing questions to answer. Independent selection of sources to provide evidence	-Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. -Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. -Investigate own lines of enquiry by posing questions to answer Independently identifying important achievements from war time Britain -



History Progression of Skills



					Make independent decisions and using evidence to justify	Making independent decisions using a range of evidence to justify	Critical thinking, reasoning, research and debate Independent selection of sources, arguments and evidence to justify opinion Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate.
Organisation and communication	<p>Communication and Language- Speaking: Simple words to describe the passing of time – e.g. ‘past’ ‘before’ ‘now’ ‘then’</p> <p>Develop their own narratives based on past events that have happened to them.</p> <p>Expressive arts and design- Being imaginative: They represent their own ideas, thoughts and feelings through design and technology, art, music,</p>	<ul style="list-style-type: none"> -Sort events or objects into groups (i.e. then and now.) -Use timelines to order events or objects. -Tell stories about the past. -Talk, write and draw about things from the past 	<ul style="list-style-type: none"> -Write simple stories and recounts about the past. -Draw labelled diagrams and write about them to tell others about people and objects. -Drama/ role play 	<ul style="list-style-type: none"> -Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. -Suggest different ways of presenting information for different purposes. -Use dates and vocabulary accurately 	<ul style="list-style-type: none"> -Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> -Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. -Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. -Use dates and terms accurately. -Plan and present a self-directed project or research about the studied period. 	<ul style="list-style-type: none"> - Present information in an organised and clearly structured way and in the most effective/appropriate manner (eg written explanation, tables and charts, labelled diagram). -Recording reflects the skill being taught. -Makes accurate use of specific dates -Plan and present a self-directed project or research about the studied period.

[Type text]



History Progression of Skills



	dance, role-play and stories.						
--	-------------------------------	--	--	--	--	--	--

[Type text]