

History: Progression in Skills (Year R-6)



National Curriculum Aims	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Everyday Life Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>Begin to make sense of their own life-story and family's history.</p>	<p>Describe an aspect of everyday life within or beyond living memory.</p> <p>Childhood School days</p>	<p>Describe the everyday lives of people in a period within or beyond living memory.</p> <p>Magnificent Monarchs Movers and Shakers Coastline (Geo)</p>	<p>Describe the everyday lives of people from past historical periods.</p> <p>Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</p> <p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>Through the Ages Emperors and Empires</p>	<p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>Create an in-depth study of an aspect of British history beyond 1066.</p> <p>Explain how artefacts provide evidence of everyday life in the past.</p> <p>Ancient Civilizations Invasion</p>	<p>Explain how everyday life changed for people after invasion.</p> <p>Groundbreaking Greeks</p>	<p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Maafa Britain at War</p>
<p>Hierarchy and Power Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>Describe the role of a monarch.</p> <p>Bright lights/Big City (Geo)</p>	<p>Describe the hierarchy of a past society.</p> <p>Magnificent Monarchs</p>	<p>Describe the roles of tribal communities and explain how this influenced everyday life.</p> <p>Describe the hierarchy and different roles in past civilisations.</p> <p>Describe the significance and impact of power struggles on Britain.</p> <p>Through the Ages Emperors and Empires</p>	<p>Describe the hierarchy and different roles in ancient civilisations..</p> <p>Ancient Civilizations</p>	<p>Describe the significance, impact and legacy of power in ancient civilisations.</p> <p>Dynamic Dynasties</p>	<p>Describe and explain the significance of a leader or monarch.</p> <p>Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p> <p>Britain at War Maafa</p>

<p>Civilisation Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Learn about Britain's settlement by Anglo-Saxons and Scots.</p>				<p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p> <p>Describe the achievements and influence of the ancient Romans on the wider world.</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>Through the Ages Emperors and Empires</p>	<p>Explain the cause and consequence of invasion and migration by the Romans into Britain.</p> <p>Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).</p> <p>Describe the significance and impact of power struggles on Britain.</p> <p>Invasion Ancient Civilisations</p>	<p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>Explain the cause, consequences and impact of invasion and settlement in Britain.</p> <p>Study a feature of a past civilisation or society.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Dynamic Dynasties Groundbreaking Greeks</p>	<p>Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p> <p>Describe some of the significant achievements of mankind and explain why they are important.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Frozen Kingdoms Britain at War Maafa</p>
<p>Report and Conclude Learn about events beyond living memory that are significant nationally or globally. Learn 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; The Shang Dynasty of Ancient China.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Create stories, pictures, independent writing and role play about historical events, people and periods.</p> <p>School Days Childhood</p>	<p>Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p> <p>Magnificent Monarchs Movers and Shakers</p>	<p>Make choices about the best ways to present historical accounts and information.</p> <p>Emperors and Empires Through the Ages</p>	<p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <p>Invasion Ancient Civilisations</p>	<p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>Groundbreaking Greeks Dynamic Dynasties</p>	<p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Britain at War Maafa Frozen Kingdoms (Geo)</p>
<p>Communication Learn about significant historical events, people and places in their own locality. Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>Comment on images of familiar situations in the past.</p>	<p>Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p> <p>School Days Childhood</p>	<p>Use the historical terms year, decade and century.</p> <p>Magnificent Monarchs Movers and Shakers</p>	<p>Use historical terms to describe different periods of time.</p> <p>Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p>Through the Ages Emperors and Empire</p>	<p>Use more complex historical terms to explain and present historical information.</p> <p>Ancient Civilisations Invasion</p>	<p>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p>Sow, Grow and Farm Groundbreaking Greeks Dynamic Dynasties</p>	<p>Use abstract terms to express historical ideas and information.</p> <p>Britain at War Maafa</p>
<p>Artefacts and Sources Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>To begin to use a range of historical artefacts to find out about the past.</p>	<p>Use a range of historical artefacts to find out about the past.</p> <p>Express an opinion about a historical source.</p> <p>School Days Childhood</p>	<p>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</p> <p>Use historical sources to begin to identify viewpoint.</p> <p>Magnificent Monarchs Movers and Shakers</p>	<p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p> <p>Through the Ages Emperors and Empire Rocks Relics and Rumbles</p>	<p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>Identify bias in primary and secondary sources.</p> <p>Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p> <p>Invasion Ancient Civilisations</p>	<p>Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>Find evidence from different sources, identify bias and form balanced arguments.</p> <p>Groundbreaking Greeks Dynamic Dynasties</p>	<p>Ask perceptive questions to evaluate an artefact or historical source.</p> <p>Identify different types of bias in historical sources and explain the impact of that bias.</p> <p>Maafa Britain at War</p>

<p>Local History Learn about significant historical events, people and places in their own locality. Conduct a local history study.</p>	<p>Explain some similarities and differences between school now and school in the 1900's.</p>	<p>Describe important events in the school's history. School Days</p>	<p>Describe, in simple terms, the importance of local events, people and places. Movers and Shakers</p>	<p>Analyse a range of historical information to explain how a national or international event has impacted the locality. Emperors and Empire</p>	<p>Describe and explain the impact of a past society on a local settlement or community. Invasion</p>	<p>Investigate evidence of invasion and settlement in the locality. Groundbreaking Greeks</p>	<p>Present an in-depth study of a local town or city, suggesting how to source the required information. Britain at War</p>
<p>Compare and Contrast Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Learn 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; Benin (West Africa) c. AD 900-1300.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>	<p>Identify similarities and differences between ways of life within or beyond living memory. Childhood School Days</p>	<p>Describe what it was like to live in a different period. Coastline (Geo) Magnificent Monarchs</p>	<p>Explain the similarities and differences between two periods of history. Through the Ages</p>	<p>Compare and contrast two civilisations. Invasion Ancient Civilisations</p>	<p>Compare and contrast an aspect of history across two or more periods studied. Groundbreaking Greeks Dynamic Dynasties</p>	<p>Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. Britain at War</p>
<p>Significant Events Learn about events beyond living memory that are significant nationally or globally. Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Identify some key features of a significant historical event beyond living memory. School Days</p>	<p>Explain why an event from the past is significant. Coastline (Geo) Magnificent Monarchs</p>	<p>Explain the cause and effect of a significant historical event. Through the Ages Emperors and Empire Rocks, Relics and Rumbles</p>	<p>Explain in detail the multiple causes and effects of significant events. Invasion Ancient Civilisations</p>	<p>Explain why an aspect of world history is significant. Groundbreaking Greeks Dynamic Dynasties</p>	<p>Present a detailed historical narrative about a significant global event. Frozen Kingdoms Maafa Britain at War</p>
<p>Significant People Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Understand the term significant and explain why a significant individual is important. School Days Childhood Bright Lights, Big City (Geo)</p>	<p>Use historical models to make judgements about significance and describe the impact of a significant historical individual. Magnificent Monarchs Coastline (Geo) Movers and Shakers</p>	<p>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. Emperors and Empires Rocks, Relics and Rumbles</p>	<p>Construct a profile of a significant leader using a range of historical sources. Ancient Civilisations Invasion</p>	<p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Groundbreaking Greeks Dynamic Dynasties</p>	<p>Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. Frozen Kingdoms (Geo)</p>
<p>Changes over Time Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Name and describe people who are familiar to them. Comment on images of familiar situations in the past.</p>	<p>Describe changes within or beyond living memory. School Days Childhood</p>	<p>Describe how an aspect of life has changed over time. Magnificent Monarchs Movers and Shakers</p>	<p>Summarise how an aspect of British or world history has changed over time. Through the Ages Emperors and Empires</p>	<p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them Ancient Civilisations Invasion</p>	<p>Frame historically valid questions about continuity and change and construct informed responses. Groundbreaking Greeks</p>	<p>Describe the causes and consequences of a significant event in history. Maafa Britain at War Frozen Kingdoms (Geo)</p>
<p>British History Learn about significant historical events, people and places in their own locality. Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>To be able to describe the differences and similarities in significant events.</p>	<p>Describe a significant historical event in British history. Childhood Bright Lights, Big City (Geo)</p>	<p>Describe and explain the importance of a significant individual's achievements on British history. Magnificent Monarchs Movers and Shakers Coastline (Geo)</p>	<p>Describe how a significant event or person in British history changed or influenced how people live today. Explain the cause, consequence and impact of invasion and settlement in Britain.</p>	<p>Describe a series of significant events, linked by a common theme, that show changes over time in Britain. Explain the cause, consequence and impact of invasion and settlement in Britain.</p>		<p>Articulate the significance of a historical person, event, discovery or invention in British history. Describe the growth of the British economy and the ways in which its growth impacted on British life.</p>

				Emperors and Empires Through the Ages Rocks, Relics and Rumbles (Geo)	Invasion		Maafa Britain at War Frozen Kingdoms (Geo)
Chronology Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.. Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		Order information on a timeline. Childhood School Days	Sequence significant information in chronological order. Magnificent Monarchs Movers and Shakers	Sequence dates and information from several historical periods on a timeline. Emperors and Empires Through the Ages	Sequence significant dates about events within a historical time period on historical timelines. Invasion Ancient Civilisations	Sequence and make connections between periods of world history on a timeline. Groundbreaking Greeks Dynamic Dynasties	Articulate and present a clear, chronological world history narrative within and across historical periods studied. Britain at War Maafa