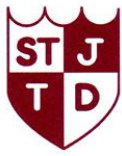


Progression of knowledge & skills in History

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Historical period or theme studied		<p>Significant global events: first flight eg aeroplane or hot air balloon, Drake's circumnavigation of world 1577 Spring One, Spring Two</p> <p>Significant individuals: Sir Francis Drake/Sir Edmund Hillary Spring Two</p>	<p>Significant global events: moon landing Spring Two</p> <p>Significant local events: Great Fire of London Autumn One</p> <p>Significant individuals: Neil Armstrong Spring Two Rosa Parks/Emmeline Pankhurst Summer One</p>	<p>Changes in Britain Stone Age → Iron Age -daily life in Stone Age, Bronze Age, Iron Age -farming tools -forts Autumn One</p> <p>Ancient Egypt -importance of Nile -beliefs Autumn Two</p> <p>Ancient Greece – life, achievements -architecture -myths -democracy -art Summer One, Summer Two</p>	<p>Roman Empire & impact on Britain -infrastructure -roads, towns -religion -London Autumn One</p> <p>Britain's settlements by Anglo-Saxons & Scots -settlement and daily life Summer One, Summer Two</p>	<p>Anglo-Saxon & Viking struggle for Britain to Edward the Confessor -Viking raids & invasion Autumn One</p> <p>Non-European society – Benin -kingdom - rulers Autumn Two</p> <p>Theme beyond 1066: Slavery and abolition Summer One</p> <p>Theme beyond 1066: change & stability in Victorian era -Industrial Revolution Summer Two</p>	<p>Local history study – impact of WW2 on London Autumn Two</p> <p>Theme beyond 1066: Britain's involvement in and impact of WW1 and WW2 Autumn One, Autumn Two</p> <p>Theme beyond 1066: Windrush Spring One</p> <p>Local history study: Brixton Uprising Spring Two</p>	
	Chronological Understanding	Sequencing	<p>Sequence events in their lives Spring Two</p> <p>Sequence 3 or 4 artefacts from distinct periods of time Autumn Two</p>	<p>Sequence series of minor events to retell bigger historical event Autumn One</p> <p>Sequence 3 or 4 artefacts closer together in time Autumn One</p>	<p>Place the time studied on a timeline Autumn Two</p> <p>Sequence several artefacts & events on timeline Autumn Two</p>	<p>Place events/people studied on a timeline Summer Two</p> <p>Sequence several artefacts & events on timeline Autumn One</p>	<p>Know and sequence key events on timeline Autumn Two, Summer One, Summer Two</p>	<p>Place current study on timeline and relate to previous events studied Autumn One</p> <p>Create own timelines with up to 10 events on Autumn One, Autumn Two, Spring One</p>
		Vocabulary	<p>Use descriptive chronological language – before, after, Spring Two</p> <p>Use basic chronological labels – now & then, present & past Autumn Two, Spring Two</p>	<p>Begin to use more specific dates (years) when retelling key events Autumn One, Spring Two</p>	<p>Use dates (years) and terms relating to period of time (1800s) Autumn Two</p> <p>Use terms to describe centuries – 19th century Autumn Two, Summer One</p>	<p>Relate years to centuries eg 1349 = 14th century Summer Two</p> <p>Understand more complex terms eg BC, AD Autumn One</p>	<p>Use relevant labels to describe periods of history eg Romans, Victorians Autumn One, Autumn Two, Summer One, Summer Two</p>	<p>Understand broader terms for periods of time eg prehistoric, ancient, modern Autumn One</p>
Understanding of events, people & places	Recalling	<p>Know & recount episodes from stories about the past Spring One</p>	<p>Know & recount episodes from stories about the past in increasing factual detail Autumn One, Spring Two</p>	<p>Find out about the everyday lives of people in time studied Autumn One, Summer One</p>	<p>Use evidence to reconstruct life in time studied Autumn One, Autumn Two</p> <p>Identify key features and events of time studied Autumn One, Autumn Two</p>	<p>Study aspects of life experiences by different groups of people eg men/women, rich/poor Summer One, Summer Two</p>	<p>Find out about beliefs, behaviour & characteristics of people in time studied Autumn Two, Spring One, Spring Two</p>	



	Reasoning	Recognise the difference between the past and present in own and others' lives Spring Two	Recognise why people did things, why events happened and what happened as a result Autumn One, Spring Two Identify differences between ways of life in 2 different periods of time Autumn One, Summer One	Compare with life today Autumn Two, Summer One Identify reasons for & results of people's actions Autumn Two Understand why people may have wanted to do something Autumn Two	Look for links & effects in time studied Summer Two Offer reasonable explanations for some events Summer Two	Examine causes & results of great events and the immediate impact on people Summer One, Summer Two Compare 1 aspect of life with the same aspect in another period of time/in another place Summer One	Compare beliefs & behaviour with another time studied Spring One, Spring Two Analyse trends over time in 1 aspect of life Autumn Two, Spring One, Spring Two Consider long-term impacts of great events and the historical significance of an event Autumn One, Autumn Two, Spring One, Spring Two
Historical interpretation	Types of sources	Use stories as principal method of learning about the past Spring One,	Use visual sources – photographs, art work, videos Autumn One, Spring Two, Summer One	Use visual and written sources – diary extracts, posters, cartoons Summer One, Summer Two	Use visual and written sources as well as text books, internet Autumn One	Use primary & secondary sources Autumn One, Autumn Two, Summer One, Summer Two	Find own secondary sources Autumn One, Spring Two
	Criticality of sources	Distinguish between fact and fiction Spring One	Consider event from 2 different perspectives Summer One Compare 2 versions of a past event, identifying similarities and differences Summer One	Identify and give reasons for different ways the past is represented Summer One Distinguish between different sources - compare different versions of the same story Summer One	Understand why some sources don't exist for time periods eg technological advances Autumn One, Summer Two Begin to evaluate the usefulness of different sources for a range of purposes Summer Two	Compare accounts of events from different sources Autumn Two, Summer One Offer reasons for differences Autumn Two, Summer One Consider ways of checking accuracy of interpretations Autumn Two, Summer One	Evaluate the reliability of sources Autumn One, Spring Two Be aware that different sources lead to different conclusions Spring Two Link sources and work out how conclusions were arrived at Spring Two
Historical enquiry	Questions	Ask questions about a visual source Autumn Two, Spring One	Ask questions about historical events or people Autumn One, Summer One Identify ways to answer questions Autumn One, Summer One	Select and record information relevant to a question Autumn One Ask relevant questions about details in events/people's lives Autumn One, Autumn Two, Summer One	Ask valid, open-ended questions Autumn One Identify increasing range of ways to find out answers Autumn One	Ask a variety of valid, open-ended questions Autumn One, Autumn Two, Summer One Select from given choices about ways to answer own questions Autumn Two, Summer One	Ask a variety of valid, open-ended questions Autumn One, Autumn Two, Spring Two Choose own way to answer own questions Spring Two
	Use of Sources	Use sources to generate questions and engage children in time period studied Autumn Two, Spring One Find answers to simple questions about the past using visual sources & recall of stories about the past Spring One	Use visual sources & handle artefacts to answer simple questions about the past based on observations Summer One	Use a range of sources to find out about a time period Autumn One, Autumn Two, Summer One, Summer Two Observe smaller details in visual sources & artefacts Autumn One, Summer Two	Use a range of sources to build up a picture of a past event Autumn One, Autumn Two, Summer Two Choose relevant material to present a picture of 1 aspect of life in a period of time Autumn One, Summer Two Identify primary & secondary sources Autumn One	Define primary & secondary sources Autumn One Understand difference between primary & secondary sources Autumn One Understand range of reasons sources don't exist for time periods – loss, theft, destruction Autumn One, Autumn Two	Draw knowledge gathered from several sources together to present conclusions and findings Autumn One, Spring One, Spring Two Use sources to support arguments Spring One, Spring Two



Communication		<i>Communicate knowledge through discussion, role play, drawing, making models, writing, ICT</i>	<i>Recall, select and organise historical information to communicate knowledge and understanding</i> <i>Communicate knowledge through discussion, role play, drawing, making models, writing, ICT, diagrams, debates</i>	<i>Select & organise information to produce structured accounts</i> <i>Spring Two</i> <i>Produce reasoned arguments & counter-arguments</i> <i>Spring Two</i>
---------------	--	--	---	--