



## History – Learning Progression of Skills

Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>CHRONOLOGY</b></p> <p><i>Timelines: – EYFS whole class. Use KS1 &amp; KS2 use whole class and PowerPoints KS2 also use individual timelines and timeline display in KS2 building</i></p>	<p>Know that familiar events occur in a particular order.</p> <p>Know that things happened before they were born.</p> <p>Begin to sequence events in their own life story and family's history</p>	<p>Know that events and people from the past may have occurred across a greater time than themselves.</p> <p>Know that a simple timeline is used to show when events happened and when people were alive.</p>	<p>Know about events that happened long ago, even before their grandparents were born.</p> <p>that events and people may have occurred beyond living memory or within living memory of adults.</p> <p>Know where to place events they have learnt about on a timeline.</p> <p>Know that significant people from the</p>	<p>Know where to place the Stone Age and Ancient Greece on a timeline.</p> <p>Know that the Stone Age comes before people and events studied in KS1.</p>	<p>Know where to place Romans and Ancient Egypt on a timeline.</p> <p>Know that Roman and Ancient Egypt times occurred after the Stone Age.</p> <p>Know that there is a chronological narrative within the period of the Romans and Ancient Egypt.</p>	<p>Know where to place Anglo-Saxons, on a timeline.</p> <p>Know that there is a chronological narrative within the period of the Anglo-Saxons</p> <p>Know that the chronological position of periods studied sometimes overlap or occur concurrently.</p> <p>Know about a theme in British</p>	<p>Know how to place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>Know about the main events from a period of history, explaining the order of events and what happened.</p> <p>Know where to place Vikings on a timeline.</p> <p>Know that the chronology of significant</p>

			past have helped shape the present, locally and nationally.			history which extends beyond 1066 and explain why this was important in relation to British history	events in periods of history subsequently shaped different societies.  Know that there is a chronological narrative within the period of the Vikings, and the Islamic Civilisation
<b>KNOWLEDGE AND UNDERSTANDING</b>	Observe differences in images from the past and compare with their own experiences  Compare and contrast characters from stories, including figures from the past.	Know that significant people from the past have helped shape the present  Know that the toys their grandparents played with were different to their own  Organise a number of artefacts by age	Know what we use today instead of a number of older given artefacts  Know that children's lives today are different to those of children a long time ago  Know about a famous person	Know some of the main characteristics of the Athenians and the Spartans  Know about and talk about the struggle between the Athenians and the Spartans  Know about the influence the	Know how Britain changed from the iron age to the end of the Roman occupation  Know how the Roman occupation of Britain helped to advance British society  Know how there was resistance to the Roman	Know how Britain changed between the end of the Roman occupation and 1066  Know about how the Anglo-Saxons attempted to bring about law and order into the country	Know where the Vikings originated from and show this on a map  Know that the Vikings and Anglo-Saxons were often in conflict  Know why the Vikings frequently won battles with the Anglo-Saxons

		<p>Know what a number of older objects were used for</p> <p>Know the main differences between their school days and that of their grandparents</p>	<p>from outside the UK and explain why they are famous</p>	<p>gods had on Ancient Greece</p> <p>Know about the link between the Ancient Greeks and the modern Olympics</p> <p>Know at least five sports from the Ancient Greek Olympics</p> <p>Know how Britain changed between the beginning of the stone age and iron age.</p> <p>Know the main differences between the stone, bronze and iron ages</p> <p>Know what is meant by 'hunter-gatherers'.</p>	<p>occupation and know about Boudica</p> <p>Know about at least one Roman Emperor</p>	<p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</p> <p>Know that the way the kingdoms in Anglo-Saxon times were divided led to the creation of some of our county boundaries today</p> <p>Know how crime and punishment has changed over a period of time</p> <p>Know how Britain has had a major influence on the world.</p> <p>Know how the lives of wealthy people were different from</p>	<p>Know that many of the early civilizations gave much to the world</p>
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<p><b>HISTORICAL ENQUIRY SKILLS</b></p> <p><i>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance</i></p>	Ask questions about images from the past	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Describe some simple similarities and differences between artefacts.</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p>	<p>Summarise how Britain may have learnt from other countries and civilizations (historically and more recently)</p> <p>Research what it was like for children in a given period of history and present findings</p> <p>Use a range of sources to find out about a period</p>	<p>Research to find answers to specific historical questions about their locality</p> <p>Know how their locality has been shaped by what happened in the past</p> <p>Know how historic items and artefacts have been used to help build up a picture of life in the past</p> <p>Know about the impact that one period of history had on the world</p> <p>Use evidence to build up a picture of a past event</p>	<p>Describe events from the past using dates when things happened</p> <p>Know how an event (or events) from the past has shaped our life today</p> <p>Draw an accurate timeline with different historical periods showing key historical events or lives of significant people</p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a</p>	<p>Research in order to find similarities and differences between two or more periods of history.</p> <p>Recognise primary and secondary sources</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Address and sometimes devise historically valid questions about</p>

					<p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p>	<p>picture of a past event</p> <p>Select relevant sections of information and evaluate usefulness of sources</p> <p>Use the internet for research with increasing confidence.</p>	<p>change, cause, similarity and difference, and significance</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>
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