

HISTORY Progression of knowledge and skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry 	<ul style="list-style-type: none"> Children might bring in items from home to talk about, such as old toys their grandparents played with when they were little. The organisation of curiosity cube and corners will encourage the historical enquiry. 	<ul style="list-style-type: none"> Understand some of the ways in which we find out about the past. Ask and answer questions about an idea, story or object from the past. Begin to ask questions by looking at given sources carefully. Sometimes answer simple questions using given sources or research. Share sensible ideas about what an object may have been used for and begin to explain why. 	<ul style="list-style-type: none"> Use what is already known about an object or event to ask relevant questions which will increase understanding. Use more than one source to research independently in order to answer questions and build a picture of the past. Begin to devise historically valid questions about the past. Explain how archaeologists use evidence to explain their finds and use this skill to make sensible guesses as to what an object might be. 	<ul style="list-style-type: none"> Follow their own lines of enquiry by posing questions to answer. Be able to select and use reliable evidence to answer questions and produce a detailed picture of the past. Use knowledge of other time periods and artefacts as evidence to explain what an object might be. Regularly devise historically valid questions about the past. 			
Chronology 	<ul style="list-style-type: none"> Foundation Stage history is part of the national curriculum learning objectives for developing children's understanding of the world, so they will learn through experiences that introduce the concept of time and change. 	<ul style="list-style-type: none"> Use words and phrases such as 'before I was born, in the past, very old, when was little'. Order some events and objects in time order and give some reasons for the order. Place events on a simple timeline. Know about some events from beyond living memory such as the great fire of London or the first aeroplane flight. 	<ul style="list-style-type: none"> Use words and phrases relating to the passing of time such as 'before/after this time, ancient, BC, AD, decade, century, chronological order...'. Describe events from the past and begin to use the correct dates. Place a period of time studied on a dated timeline. Use a timeline to support discussion about where events fit in relation to other events studied. 	<ul style="list-style-type: none"> Use language relevant to dates, terms and time labels such as 'pre Queen Victoria, During the reign of the Tudors, post WW2...'. Round times to the nearest decade or century. Know which dates fit into a time period (eg the fifteenth century) Create a timeline which positions key events and people. Chronologically describe key 			

				British, local and World events.
Knowledge and Understanding of the lives of significant individuals and civilizations 	<ul style="list-style-type: none"> Children look at photographs of themselves and each other as babies and compare what they can do now with what they could do then. 	<ul style="list-style-type: none"> Describe the life of significant individuals from the past including Christopher Columbus and Neil Armstrong. Talk about how individuals in the past changed our ‘today’. Talk about how events in the past changed our ‘today’. Recognise some differences between the past and present in their own lives and those of people they know. Describe a significant person, place or event in local history and talk about how it changed the locality. Compare aspects of life in different periods using these individuals Elizabeth I and Queen Victoria Identify some of the ways our lives are different from people in the past. 	<ul style="list-style-type: none"> Describe everyday lives, events and changes in history, identifying key features of: <ul style="list-style-type: none"> The Roman empire Ancient Egypt The Stone Age to Iron Age Leisure and Entertainment in 1960s Britain Recognise similarities and differences between different time periods with reference to: (as appropriate) <ul style="list-style-type: none"> Early farming and hunter gatherers Religion Technology Travel Arts and culture Raids and invasions on Britain Settlements and Kingdoms Place names and village life Law and justice Identify key features of the local history of Tadcaster, York and Yorkshire. Explain how Britain has been changed by ‘invaders’ and the wider world. Give the reasons for and the results of people’s actions including Archimedes, Tutankhamun, The Beatles and Anglo-Saxons: <ul style="list-style-type: none"> Alfred the Great King Athelstan 	<ul style="list-style-type: none"> Describe everyday lives, events and changes in history, identifying key features of and where appropriate forming opinions on: <ul style="list-style-type: none"> The Mayan civilization The Vikings Ancient Greece WW2 - The home front Crime and punishment in Britain since 1066 Make comparisons between time periods using features of the time to justify comparisons and with reference to: (as appropriate) <ul style="list-style-type: none"> Early farming and hunter gatherers Religion Technology Travel Arts and culture Raids and invasions on Britain Settlements and Kingdoms Place names and village life Law and justice Describe the causes and consequences of events and choices in history on people today. Identify key features of the local history of Tadcaster,

			<ul style="list-style-type: none"> Edward the Confessor <p>Romans:</p> <ul style="list-style-type: none"> Julius Caesar Hadrian Boudica Claudius 	<p>York and Yorkshire.</p> <ul style="list-style-type: none"> Summarise the role Britain has played in world history. Explain the reasons for and the impact of people's decisions and actions including the Monarchy, the Church, the Government and Vikings: <ul style="list-style-type: none"> Harald Hardrada Cnut the Great Erik the Red Eric Bloodaxe <p>Ancient Greece:</p> <ul style="list-style-type: none"> Hippocrates Archimedes Pythagorus Alexander the Great
Historical organisation and communication 	<ul style="list-style-type: none"> Encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' 	<ul style="list-style-type: none"> Use common words and phrases related to the passing of time. Use some everyday historical terms. Sort objects into groups to show 'then' and 'now'. Talk about, write and draw things from the past. Describe, organise and label objects, people and events. 	<ul style="list-style-type: none"> Describe, organise and label objects, people or events using the correct vocabulary. Communicate and present historical ideas in different ways, making decisions about how to organise it. Share their own research on a historical topic. 	<ul style="list-style-type: none"> Describe, organise and label objects, people or events using the correct vocabulary. Communicate, present and organise historical ideas, including their own research, in different ways, choosing the most effective method of presentation.

Historical interpretation 	<ul style="list-style-type: none"> Children observe the life cycle of frogs, butterflies and annual plants in the garden and describe and draw the changes over time. 	<ul style="list-style-type: none"> Identify some sources from the past. Begin to identify ways that the past can be shown (photos, books, stories, adults talking) Begin to explain that the same object can be shown in different ways, such as a portrait or photograph. 	<ul style="list-style-type: none"> Name different historical sources and explain why they might be shown in different ways. Explain how two or more sources depicting the same event differ and begin to give reasons for this. Begin to understand the differences between fact, fiction and opinion by looking at different versions of the same event. 	<ul style="list-style-type: none"> Explain which sources are more reliable and their usefulness for the period of study. Identify primary and secondary sources and explain the reasons for this. Explain how the viewpoint of people in the past may change the message the source gives.
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