

## History Skills Progression Document – EYFS – Year 7

E Y F S	Birth - 3	3 - 4 (Nursery)	4-5 (Reception)	ELG	Recommendations/trip ideas
	Understanding The World (People, Culture and Communities)  • Make connections between the features of their family and other families.	Understanding The World (Past and Present)  • Begin to make sense of their own life-story and family's history.	Understanding The World (People, Cultures and Communities)  • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.	Understanding The World (Past and Present)  • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	Hanley Museum  Chinese new year Diwali Catholicism Hinduism Islam Buddhism  Home corner Role-play opportunities Cross-curricular links with C&L, Physical, PSED and EAD

<u>Unit of Work &amp; Concepts</u>				<u>National Curriculum coverage</u>	<u>Within Living Memory</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<u>Beyond Living Memory</u> Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight, or events commemorated through festivals of anniversaries)	<u>Lives of Significant People</u> 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	<u>Local History</u> Significant historical events, people, and placed in their own locality.	<u>Assessment &amp; Statements and recommendations</u>
<b>Year 1 – Toys of the Past</b>				*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	*I know about many of the changes that have happened since I was born.  *I use words and phrases like: old,	*I know how to ask and answer questions about old and new objects.  *I give examples of things that were different when my			*Know that the toys their grandparents played with were different to their own.  *Organise a number of artefacts by age.
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/ communicating ideas	Interpreting ideas						



				Florence Nightingale and Edith Cavell] *significant historical events, people and places					
Year 1 - Seaside past				*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life in their own locality.	*I use words and phrases like: before, after, past, present, then and now.	*I spot old and new things in a picture.			*I give examples of things that were different when my grandparents were children. The Victorians and the seaside. What was the seaside like in the past?
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/communicating ideas	Interpreting ideas						
Continuity and change	Cause and consequence	Similarity and difference	Significance of events/people						
Year 2 - Local area in the past				*significant historical events, people and places in their own locality.  *	*Know about how things were different when my grandparents were children.	*Know how to use books and the internet to find out more information about the past.  *Know what certain objects from the past might have been used for.		*I know how to find things out about the past by talking to an older person.	*Know how the local area is different to the way it used to be a long time ago.  *Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/communicating ideas	Interpreting ideas						

Continuity and change	Cause and consequence	Similarity and difference	Significance of events/ people						<p>*I know about how things were different when my grandparents were children.</p> <p>*Know that children's lives today are different to those of children a long time ago.</p> <p>What were the people who lived here like a 100 years ago?</p> <p><u>Potential Trips</u> Middleport Wedgwood. Emma Bridgewater</p>
<b>Year 2 - Significant Events in history</b>				<p>*events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>		<p>*I know how to use books and the internet to find out more information about the past.</p> <p>*Know what certain objects from the past might have been used for.</p>			<p>*Know about an event or events that happened long ago, even before their grandparents were born.</p> <p>*Know what we use today instead of a number of older given artefacts.</p> <p>First man on the moon</p> <p><u>Potential Trips</u> Manchester Airport Jodrell Bank Manchester Science and Industry</p>
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/ communicating ideas	Interpreting ideas						
Continuity and change	Cause and consequence	Similarity and difference	Significance of events/ people						
<b>Year 2 - Significant person from the past (Neil Armstrong)</b>				<p>*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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and</p>		<p>*I know what certain objects from the past might have been used for.</p>	<p>*I know how some people have helped us to have better lives.</p> <p>*I recount the life of someone famous from Britain who lived in the past. I know about what they did to make the world a better place.</p> <p>*I know about the life of a famous person from the past because</p>	<p>*I know how to use books and the internet to find out more information about the past.</p>	<p>*Know about a famous person and explain why they are famous.</p> <p>Neil Armstrong</p> <p>What impact has Neil Armstrong made? Why was this so significant?</p> <p>Who was Neil Armstrong? <u>Potential trips</u> The National Space Centre (planmyschooltrip.co.uk)</p>
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/ communicating ideas	Interpreting ideas						
Continuity and change	Cause and consequence	Similarity and difference	Significance of events/ people						



								<p>Potential Trips The Pottery Museum (Staffordshire hoard/Leek Iron Age Torcs) Conkers Peak District- Mark Fox</p> <p>Stone Age workshops - East Midlands <a href="https://stoneageworkshop.co.uk">https://stoneageworkshop.co.uk</a> Visiting artist Conkers Peak District - Mark Fox</p>
<b>Year 3 - Ancient Greece</b>				<p>*Ancient Greece - a study of Greek life and achievements and their influence on the western world</p>				<p>*I know about and can talk about the struggle between the Athenians and the Spartans.</p> <p>*I know about some of the things that the Greeks gave to the world.</p> <p>*I know that the Greeks were responsible for the birth of the Olympics.</p> <p>*I know that the Greek Gods were an important part of Greek culture.</p> <p>*I know how to locate Greece on a map.</p>
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/communicating ideas)	Interpreting ideas					
Continuity and change	Cause and consequence	Similarity and difference	Significance of events/people					<p>*I know about and can talk about the struggle between the Athenians and the Spartans.</p> <p>*I know about some of the things that the Greeks gave to the world.</p> <p>*I know that the Greeks were responsible for the birth of the Olympics.</p> <p>*I know that the Greek Gods were an important part of Greek culture.</p> <p>*I know how to locate Greece on a map.</p>
<b>Year 4 - Romans</b>				<p>* The Roman Empire and its impact on Britain</p>				<p>*I know at least three key things that the Romans did for this country.</p> <p>*I know why the Romans needed to build forts in this country.</p>
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/communicating ideas)	Interpreting ideas					
								<p>*Know how Britain changed from the iron age to the end of the Roman occupation.</p> <p>*Know how the Roman occupation of Britain helped to advance British society.</p>

Continuity and change	Cause and consequence	Similarity and difference	Significance of events/ people			<p>*I know that Rome was a very important place and many decisions were made there.</p> <p>*I know about the lives of at least two different Romans.</p> <p>*Summarise how Britain might have learnt from other countries and civilisations.</p>			<p>*Know how there was resistance to the Roman occupation and know about Boudica.</p> <p>*Know about at least one famous Roman emperor</p> <p>Why was Britain so appealing to the Roman Empire?</p> <p>How did the arrival of the Romans change Britain?</p> <p>Why were the Romans so powerful and what did we learn from them?</p> <p>Roman soldier workshop (contact info) Paul Harston info@romantoursuk.com Chester - Roman workshop</p>
<b>Year 4 - Ancient Egypt</b>				<p>* 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 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 this period had on the world.</p> <p>*Research what it was like for children in a given period of history and present findings to an audience.</p>			<p>*Know about the key features of Ancient Egypt</p> <p>*Know about, and name, some of the advanced societies that were in the world around 3000 years ago.</p> <p>How can we re-discover the wonders of Ancient Egypt?</p> <p>Why did the Egyptians mummify their dead?</p> <p>Potential trips Manchester Museum Macclesfield Museum</p>
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/ communicating ideas)	Interpreting ideas						
Continuity and change	Cause and consequence	Similarity and difference	Significance of events/ people						
<b>Year 4 - Ancient Civilisation - Indus Valley</b>				<p>* The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared</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, and name, some of the advanced societies that were in the world around 3000 years ago.</p>

				and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China		*Know about the impact that this period had on the world.			*Know about the key features of the Indus Valley civilisation, their way of life and beliefs.
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/communcating ideas	Interpreting ideas			*Research what it was like for children in a given period of history and present findings to an audience.			*Understand the historical impact of the Indus Valley culture on the modern world, including early mathematical and written technologies.
Continuity and change	Cause and consequence	Similarity and difference	Significance of events/ people						*Recognising primary and secondary sources related to historical civilisations.
Year 5 – Local area study (Stoke on Trent/Staffordshire)						*Know how the lives of wealthy people were different from the lives of poorer people during this time.	*Research to find answers to specific historical questions about our locality.  *Know how our locality today has been shaped by what has happened in the past.	*Know how to draw a timeline with different historical periods showing key historical events or lives of significant people.	*Know about a period of history that has strong connections to their locality and understand the issues associated with the period. *Know how the lives of wealthy people were different from the lives of poorer people during this time. Chn will know how to describe events from the past using dates when things happened. Chn will know that event/events from the past have shaped our lives today. Middleport Wedgwood Etruria
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/communcating ideas	Interpreting ideas	* a local history study * a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066					
Continuity and change	Cause and consequence	Similarity and difference	Significance of events/ people						
Year 5 – Mayans						*Describe events from the past using dates when things happened. *Know how an event/events from the past have shaped our lives today. *Know how to draw a timeline with different historical periods showing key historical events or lives of significant people.			*Know why the Mayans were considered an advanced society in relation to that period of time in Europe. *Know the impact of this ancient civilisation on the world. *Know about, and name, some of the advanced societies that were in the world around 3000 years ago.
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/communicating ideas	Interpreting ideas	*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					
Continuity and change	Cause and consequence	Similarity and difference	Significance of events/ people						



Year 5 – Anglo Saxons								
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/ communicating ideas	Interpreting ideas					
Continuity and change	Cause and consequence	Similarity and difference	Significance of events/ people					
				*Know how Britain changed between the end of the Roman occupation and 1066.		*Know where the Anglo-Saxons came from. *Know at least two famous Anglo-Saxons. *Use a time line to show when the Anglo-Saxons were in England. *Know the link between Anglo-Saxons and Christianity. *Know that many Anglo-Saxons were farmers. *Know at least two famous Anglo-Saxons *Know that the Anglo-Saxons gave us many of the words that we use today. *Know how crime and punishment has changed over a period of time.		*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 that during the Anglo-Saxon period Britain was divided into many kingdoms. *Know that the way the kingdoms were divided led to the creation of some of our county boundaries today. *Use a time line to show when the Anglo-Saxons were in England. Who were the Anglo-Saxons and how do we know what was important to them? Trips: Birmingham museum <a href="https://www.birminghammuseums.org.uk/school_sessions/42">https://www.birminghammuseums.org.uk/school_sessions/42</a> Tatton Park Warwick Castle

Year 6 – World War 2				*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life in their own locality.		Know about main events from a period of history, explaining the order of events and what happened.  *Know how to place historical events and people from the past societies and periods in a chronological framework.			<p>*Know about a theme of British history which extends beyond 1066 and explain why this is important in relation to British history.</p> <p>*Know how to place historical events and people from the past societies and periods in a chronological framework.</p> <p>How could Hitler have convinced a nation like Germany to follow him?</p> <p>How did the Battle of Britain change World War 2?</p> <p>Potential Trips</p> <p>Shugborough hall (life as an evacuee)</p> <p>Imperial War museum (Manchester)</p> <p>Own School- walk to shelter.</p>
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/ communicating ideas)	Interpreting ideas						
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Year 6 – British Empire				*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life in their own locality.		Research in order to find similarities and differences between 2 or more periods of history.  Know how Britain has had a major influence on the world.			<p>*Know how Britain has had a major influence on the world.</p> <p>Why did Britain once rule the largest empire the world has ever seen?</p> <p>Why was the British Empire so vast?</p> <p>The Victorians/ Factors that contributed to the influence of Britain in the Empire.</p> <p>Shugborough hall</p>
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/ communicating ideas)	Interpreting ideas						
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								Iron Bridge Black Country
<b>Year 6 - Vikings</b>				* the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor * a local history study * a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		*Know that Britain was invaded on more than one occasion.  *Know that the Anglo-Saxons and Vikings were often in conflict.  *Know how to use a timeline to show when the Viking raids started.  *Know why the Vikings often overpowered the Anglo-Saxons.  *Show on a map where the Vikings came from and where they invaded our country.  *Know that many Vikings came to our country as peaceful farmers.		*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.  Were the Vikings always victorious and vicious?  What did the Vikings want and how did Alfred help to stop them getting it?  Trips: Tatton Park Visiting Viking York
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<b>Year 7 - Chronological Fpcus - 1060 - 1509 (all year)</b>				*the development of Church, state and society in Medieval Britain 1066-1509  make connections, draw contrasts, and analyse trends within periods and over long arcs of time.  Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that	Medicine - what remedies are kept beyond the Black Death. Compare crime today to the medieval times.	A detailed study of medieval England, topics include: England in the 1060's, competing contenders and the Battle of Hastings. The focus here is on looking at Williams's consolidation of power and the extent to which it created a 'new England' castle building,	The life and times of Edward the confessor, the succession crisis, Williams's consolidation of power. Multiple source analysis comparing King John with other Kings of the period such as his brother, Richard I, and his father Henry II. Source analysis to determine whether John should get the title 'Bad King John' A series of detailed investigations. Beckett and Henry, Bad	A focus on a variety of sources on a topic and children would be expected to use the skills they have developed in previous years to say whether or not a source is reliable. What makes a primary and secondary source as well as different varieties of sources. Identify significant events,. Use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/communicating ideas)	Interpreting ideas					
Continuity and change	Cause and consequence	Similarity and difference	Significance of events/people					
<b>Autumn</b> Battle of Hastings and Edward the Confessor, William's consolidation of power,  <b>Spring</b> William's consolidation of power continued, Medieval religious beliefs,								

<p><u>Summer</u>  King John and the Magna Carta,  Medieval crime and punishment,  Medicine, War of the Roses</p>	<p>it provides a well-informed context for wider learning.</p>		<p>harrying of the north, Hereward, Feudalism, Domesday.</p> <p>Black Death and Peasants revolt. Medicine focus on how medicine has changed since the medieval era but would also look at how medieval medicine adopted and changed to deal with new diseases, such as the Black Death. War of the roses. How medieval crime is different from today and what impact the punishments they implemented had on them within society, whether they worked and whether there was a reduction in crime as a result of the punishments.</p> <p>Medieval crimes and how crime is different from today in the past.</p>	<p>King John and Magna Carta.</p>		<p>relevant, structured and evidentially supported accounts in response.</p> <p>They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
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