## History Skills Progression Document - EYFS - Year 7

	E Y F S	Birth - 3	3 - 4 (Nursery)	4-5 (Recept	ion)	ELG	Recommendations/trip ide	as
	5	Understanding The World (People, Culture and Communities) • Make connections between the features of their family and other families.	Understanding The Wor (Past and Present) • Begin to make sense or their own life-story and family's history.	(People, Cul Communities f f familiar situ past. • Compare a characters	s) on images of uations in the	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.	Hinduism Islam Buddhism Home corner Role-play opportunities Cross-curricular links with	I C&L, Physical, PSED and EAD
<u>Unit of</u>	Work & Concepts			Within Living Memory Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Beyond Living Memory Events beyond livi memory that are significant nationa or globally (for example, the Greac Fire of London, th first aeroplane fli or events commemorated through festivals anniversaries)	individuals in the past ally who have contributed to national and international achievements. Some ight, should be used to compare aspects of li in different periods	events, people, and placed in their own locality.	Assessment & Statements and recommendations
Year 1 Chronolog knowledge understan	ical Historical enqu and terms evid	rorical uiry (using ence/ municating ideas	*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 as and answer questi about old and new objects. *I give examples of things that were different when m	ons of		*Know that the toys their grandparents played with were different to their own. *Organise a number of artefacts by age.

Continuity and change	Cause and consequence	Similarity and difference	Significance of events/ people	in their own locality.	new and a long time ago	grandparents were children.			*Know what a number of older objects were used for. *Know the main differences between their school days and that of their grandparents Why are your toys more fun than
									Grandma and Grandad's old toys? What has changed since your grandparents were young? Would you rather have toys from today or from the 1960s? <u>Potential Trips</u> Sudbury Hall museum of childhood Hanley Museum Brampton Museum
Year 1 - Local sign Chronological knowledge and understanding	ficant person fr Historical terms	m the past Historical enquiry (using evidence/ communicating ideas	Interpreting ideas	*the lives of significant individuals in the past who have contributed to national and international achievements, Some	*I use words and phrases like: before, after, past, present, then and now. *I use words and phrases like: old,		*I know about someone famous who was born of lived near our town. *I know why	*I know about someone famous who was born of lived near our town. *I know why	*Name a famous person from the past and explain why they are famous. They will know him as a famous person living close to their homes/school. *Know the name of a famous
Continuity and change	Cause and consequence	Similarity and difference	Significance of events/ people	should be used to compare aspects of life in different periods [for example, Elizabeth I	new and a long time ago		there is a monument to a famous person or event in the town centre.	there is a monument to a famous person or event in the town centre.	person/place close to where they live. Why was Reginald Mitchel so important to the Potteries?
				and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or					Potential Trips Hanley Museum (Spitfires)

				Florence Nightingale and Edith Cavell] *significant historical events, people and places				
Year 1 - Seaside Chronological knowledge and understanding	past Historical terms	Historical enquiry (using evidence/ communicating ideas	Interpreting ideas	*changes within living memory. Where appropriate, these should be used to reveal aspects	*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?
Continuity and change	Cause and consequence	Similarity and difference	Significance of events/ people	of change in national life in their own locality.				
Year 2 - Local a	rea in the past			*significant historical	*Know about how	*Know how to use	*I know how to find	*Know how the local area is
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/ communcating ideas	Interpreting ideas	events, people and places in their own locality. *	things were different when my grandparents were children.	books and the internet to find out more information about the past. *Know what certain	 things out about the past by talking to an older person.	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
						objects from the past might have been used for.		buildings, tools, toys, etc

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

Year 3 - Stone A Chronological knowledge and understanding	<b>lge to Iron Age</b> Historical terms	(over 1 term) Historical enquiry (using evidence/ communcating	Interpreting ideas	Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] *Changes in Britain from the Stone Age to the Iron Age	 *Know about how Stone Age people hunted for their food and what they ate.	I know how to research.	*Know how Britain changed between the beginning of the stone age and the iron age *Know what is meant by 'hunter
Continuity and change	Cause and consequence	ideas Similarity and difference	Significance of events/ people		*Know what people learned from Stone Age paintings. *Can describe what a typical day would have been like for a Stone Age man, woman or child. *Know the main differences between the Stone, Bronze and Iron ages.		gatherers' Who first lived in Britain? How did the lives of ancient Britons change during the Stone Age? Stone Age paintings - what we can learn about the life and experiences of a Stone Age person. What sources are available to help us to understand more about the Stone Age (archaeology) *Know how Britain changed between the beginning of the stone age and the iron age *Know the main differences between the stone, bronze and iron ages. How did the Iron Age change and shape Britain? How do artefacts help us understand the lives of people in Iron Age forts - buildings, remains and purposes.

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

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

Chronological knowledge and understanding Continuity and change	Historical terms Cause and consequence	Historical enquiry (using evidence/ communcating ideas Similarity and difference	Interpreting ideas Significance of events/ people	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. *Research what it was like for children in a given period of history and present findings to an audience.			*Know about the key features of the Indus Valley civilisation, their way of life and beliefs. *Understand the historical impact of the Indus Valley culture on the modern world, including early mathematical and written technologies. *Recognising primary and secondary sources related to
		-	11.					historical civilisations.
Year 5 – Local are Chronological knowledge and understanding	<b>a study (Stoke</b> Historical terms	on Trent/Staffor Historical enquiry (using evidence/ communcating ideas	dshire) Interpreting ideas	* a local history study * a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond	*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	*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
Continuity and change	Cause and consequence	Similarity and difference	Significance of events/ people	1066		by what has happened in the past.		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
Year 5 - Mayans				*a non-European society that provides	*Describe events from the past using			*Know why the Mayans were considered an advanced society in
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/ communicating ideas	Interpreting ideas	society that provides contrasts with British history – one study chosen from: early Islamic civilization, including	torm the past using dates when things happened. *Know how an event/events from the past have shaped our			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
Continuity and change	Cause and consequence	Similarity and difference	Significance of events/ people	a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	lives today. *Know how to draw a timeline with different historical periods showing key historical events or lives of significant			the advanced societies that were in the world around 3000 years ago.

Year 5 - Anglo Sa	xons			*Know how Britain	*Know where the		*Know how Britain changed
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/ communcating ideas	Interpreting ideas	changed between the end of the Roman occupation and 1066.	Anglo-Saxons came from. *Know at least two famous Anglo-Saxons. *Use a time line to		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
Continuity and change	Cause and consequence	Similarity and difference	Significance of events/ people		show when the Anglo- Saxons were in England. *Know the link between Anglo-Saxons and Christianity.		*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
					*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.		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 https://www.birminghammuseums. org.uk/school_sessions/42 Tatton Park Warwick Castle

Year 6 - World We	ar 2			*changes within living	Know about main		*Know about a theme of British
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/ communcating ideas	Interpreting ideas	memory. Where appropriate, these should be used to reveal aspects	events from a period of history, explaining the order of events and what happened.		history which extends beyond 1066 and explain why this is important in relation to British history. *Know how to place historical
Continuity and change	Cause and consequence	Similarity and difference	Significance of events/ people	of change in national life in their own locality.	*Know how to place historical events and people from the past societies and periods in a chronological framework.		events and people from the past societies and periods in a chronological framework. How could Hitler have convinced a nation like Germany to follow him? How did the Battle of Britain change World War 2? Potential Trips Shugborough hall (life as an evacuee) Imperial War museum (Manchester) Own School- walk to shelter.
Year 6 - British Er	npire			*changes within living	Research in order to		*Know how Britain has had a
Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/ communcating ideas	Interpreting ideas	memory. Where appropriate, these should be used to reveal aspects	find similarities and differences between 2 or more periods of history.	 	major influence on the world. Why did Britain once rule the largest empire the world has ever seen?
Continuity and change	Cause and consequence	Similarity and difference	Significance of events/ people	of change in national life in their own locality.	Know how Britain has had a major influence on the world.		Why was the British Empire so vast? The Victorians/ Factors that contributed to the influence of Britain in the Empire.
							Shugborough hall

								 Tree Drides
								Iron Bridge Black Country
Year 6 - Vikings				* the Viking and		*Know that Britain		*Know where the Vikings
Jear 6 - Vikings				Anglo-Saxon struggle		was invaded on more		originated from and show this on
		Historical		for the Kingdom of		than one occasion.		a map.
Chronological		enquiry (using		England to the time		mun one occusion.		a map.
knowledge and	Historical	evidence/	Interpreting	of Edward		*Know that the Anglo-		*Know that the Vikings and
understanding	terms	communcating	ideas	the Confessor		Saxons and Vikings		Anglo-Saxons were often in
		ideas		* a local history		were often in conflict.		conflict.
				study		were of ten in conflict.		conflict.
				* a study of an aspect		*Know how to use a		*Know why the Vikings frequently
			<b>c</b> :: <b>(</b> :	or theme in British		timeline to show when		won battles with the Anglo-
Continuity and	Cause and	Similarity and	Significance of events/	history that extends		the Viking raids		Saxons.
change	consequence	difference		pupils' chronological		started.		Suxons.
			people	knowledge beyond		Sturreu.		Were the Vikings always
				1066		*Know why the Vikings		victorious and vicious?
				1000		often overpowered		viciolious and vicious?
						the Anglo-Saxons.		What did the Vikings want and
						me mgio Saxons.		how did Alfred help to stop them
						*Show on a map where		getting it?
						the Vikings came from		90g
						and where they		Trips:
						invaded our country.		Tatton Park
								Visiting Viking
						*Know that many		York
						Vikings came to our		
						country as peaceful		
						farmers.		
Year 7 - Chronolo	gical Fpcus – 10	60 - 1509 (all yea	ır)	*the development of	Medicine - what	A detailed study of	The life and times of	A focus on a variety of sources
		Historical		Church, state and	remedies are kept	medieval England,	Edward the confessor,	on a topic and children would be
Chronological		enquiry (using		society in Medieval	beyond the Black	topics include: England	the succession crisis,	expected to use the skills they
knowledge and	Historical	evidence/	Interpreting	Britain 1066-1509	Death.	in the 1060's.	Williams's consolidation	have developed in previous years
understanding	terms	communicating	ideas		Compare crime	competing contenders	of power.	to say whether or not a source is
		ideas		make connections,	today to the	and the Battle of	Multiple source analysis	reliable.
			Significance	draw contrasts, and	medieval times.	Hastings. The focus	comparing King John	What makes a primary and
Continuity and	Cause and	Similarity and	of events/	analyse trends within		here	with other Kings of the	secondary source as well as
change	consequence	difference	people	periods and over long		is on looking at	period such as his	different varieties of sources.
			people	arcs of time.		Williams's	brother, Richard I, and	Identify significant events,.
Autumn						consolidation of power	his father Henry II.	Use
Battle of Hasting	s and Edward th	e Confessor		Pupils should extend		and the extent to	Source analysis to	historical terms and concepts in
William's consolide				and deepen their		which it created a	determine whether	increasingly sophisticated ways.
winnum's consolide	anon of power,			chronologically secure		'new	John should get the	They should pursue
Spring				knowledge and		England' castle	title 'Bad King John' A	historically valid enquiries
William's consolide	ation of nowen co	ontinued		understanding of		building,	series of detailed	including some they have framed
Medieval religious				British, local and			investigations.	themselves, and create
modioval i oligious	seners,			world history, so that			Beckett and Henry, Bad	

Summer       it provides a informed con         King John and the Magna Carta,       wider learning         Medieval crime and punishment,       Medicine, War of the Roses	ext for	harrying of the north, Hereward, Feudalism, Domesday. Black Death and Peasants revolt. Medicine focus on how	king John and Magna Carta.	evidentially supported accounts in response. They should understand how different types of historical sources are used
King John and the Magna Carta, wider learning Medieval crime and punishment,		Black Death and Peasants revolt. Medicine focus		response. They should understand how different types of historical sources are used
Medieval crime and punishment,		Black Death and Peasants revolt. Medicine focus		They should understand how different types of historical sources are used
		Peasants revolt. Medicine focus		understand how different types of historical sources are used
		revolt. Medicine focus		of historical sources are used
		on how		rigorously to make historical
				claims and discern how and why
		medicine has changed		contrasting arguments and
		since		interpretations of the past
		the medieval era but		have been constructed.
		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.		
		Medieval crimes and		
		how crime is different		
		from		
		today in the past.		
		roudy in the past.		