

# History

## Key Skills Progression Map

Year Group	Autumn		Spring	Summer
1	<u>My Family History (Historical Vocab and Toys)</u> <ul style="list-style-type: none"><li>Observe or handle evidence to ask questions and find answers to questions about the past.</li><li>Ask questions such as: What was it like for people? What happened? How long ago?</li><li>Describe significant people from the past.</li><li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li><li>Use dates where appropriate.</li><li>Place events and artefacts in order on a time line.</li><li>Label time lines with words or phrases such as: past, present, older and newer.</li><li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li></ul>			<u>Kings and Queens (Nation and nation's history)</u> <ul style="list-style-type: none"><li>Identify some of the different ways the past has been represented.</li><li>Describe historical events.</li><li>Describe significant people from the past.</li><li>Recognise that there are reasons why people in the past acted as they did.</li><li>Place events and artefacts in order on a time line.</li><li>Label time lines with words or phrases such as: past, present, older and newer.</li><li>Use dates where appropriate.</li><li>Show an understanding of the concept of nation and a nation's history.</li><li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li></ul>
2		<u>My school during WWII</u> <ul style="list-style-type: none"><li>Observe or handle evidence to ask questions and find answers to questions about the past.</li><li>Ask questions such as: What was it like for people? What happened? How long ago?</li><li>Recount changes that have occurred in their own lives.</li><li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li></ul>	<u>Great Fire of London (Pepys)</u> <ul style="list-style-type: none"><li>Ask questions such as: What was it like for people? What happened? How long ago?</li><li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li><li>Describe significant people from the past.</li><li>Place events and artefacts in order on a time line.</li></ul>	<u>Significant Individuals (Florence Nightingale and Mary Seacole)</u> <ul style="list-style-type: none"><li>Ask questions such as: What was it like for people? What happened? How long ago?</li><li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li><li>Describe significant people from the past.</li><li>Recognise that there are reasons why people in the past acted as they did.</li><li>Place events and artefacts in order on a time line.</li><li>Label time lines with words or phrases such as: past, present, older and newer.</li><li>Use dates where appropriate.</li></ul>
3	<u>Stone Age to the Iron Age- (patterns of settlement)8700-800BC</u> <ul style="list-style-type: none"><li>Suggest causes and consequences of some of the main events and changes in history.</li><li>Give a broad overview of life in Britain in the stone age.</li><li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li><li>Place events, artefacts and historical figures on a time line using dates.</li><li>Use dates and terms to describe events.</li><li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</li></ul>	<u>Ancient Greeks 800-500BC</u> <ul style="list-style-type: none"><li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li><li>Place events, artefacts and historical figures on a time line using dates.</li><li>Suggest causes and consequences of some of the main events and changes in history.</li></ul>	<u>Roman Britain (Julius Caesar and Boudicca) 43-410AD</u> <ul style="list-style-type: none"><li>Suggest suitable sources of evidence for historical enquiries.</li><li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li><li>Suggest causes and consequences of some of the main events and changes in history.</li><li>Give an overview of life in Britain after the Roman invasion.</li></ul>	<u>Anglo Saxon and Viking Britain Alfred the Great and the early kings of England 800-1066AD</u> <ul style="list-style-type: none"><li>Describe characteristics of the past.</li><li>Place events on a timeline.</li><li>Give an overview of life in Britain during Viking Times.</li><li>Suggest causes and consequences of main events.</li></ul>

4		<u>Ancient Egyptians</u> <ul style="list-style-type: none"><li>• Describe the social, ethnic, cultural or religious diversity of past society.</li><li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li><li>• Use dates and terms to describe events.</li><li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</li><li>• Use evidence to ask questions and find answers to questions about the past.</li><li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li><li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li></ul>	<u>Benin (West Africa)</u> <ul style="list-style-type: none"><li>• Describe the social, ethnic, cultural or religious diversity of past society.</li><li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li><li>• Use dates and terms to describe events.</li><li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</li><li>• Use evidence to ask questions and find answers to questions about the past.</li><li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li><li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li></ul>	<u>Norman Invasion William the Conqueror Castles Battle of Hastings 1066AD</u> <ul style="list-style-type: none"><li>• Describe the social, ethnic, cultural or religious diversity of past society.</li><li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li><li>• Use dates and terms to describe events.</li><li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</li><li>• Use evidence to ask questions and find answers to questions about the past.</li><li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li><li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li></ul>
5	<u>Local History</u> <ul style="list-style-type: none"><li>• Use sources of evidence to deduce information about the past.</li><li>• Use dates and terms accurately in describing events.</li><li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li><li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li><li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li><li>• Identify continuity and change in the history of the locality of the school.</li></ul>	<u>Henry VIII, Edward VI and Mary I and the Reformation</u> <ul style="list-style-type: none"><li>• Use sources of evidence to deduce information about the past.</li><li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li><li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li><li>• Select suitable sources of evidence, giving reasons for choices.</li><li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li></ul>	<u>Elizabeth I and the New World Renaissance - Shakespeare</u> <ul style="list-style-type: none"><li>• Use sources of evidence to deduce information about the past.</li><li>• Use dates and terms accurately in describing events.</li><li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li><li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li></ul>	
6	<u>Crime and Punishment</u> <ul style="list-style-type: none"><li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li><li>• Understand that no single source of evidence gives the full answer to questions about the past.</li><li>• Use sources of evidence to deduce information about the past.</li><li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li><li>• Use sources of information to form testable hypotheses about the past.</li><li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li><li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li></ul>			<u>Stuarts, Cromwell and the Gun Powder Plot - 1603-1714AD Glorious Revolution and Parliament 1688AD</u> <ul style="list-style-type: none"><li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li><li>• Understand that no single source of evidence gives the full answer to questions about the past.</li><li>• Use sources of evidence to deduce information about the past.</li><li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li><li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li><li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li></ul>