

History

Key Skills Progression Map

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

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