


## History Skills Progression Map

	<b>By the end of Early Years:</b>	<b>Year 1</b> Living In The Past Queen Elizabeth Great Sea Explorers	<b>Year 2</b> Queen Victoria The Story of Flight Local History	<b>Year 3</b> Stone Age to Iron Age Indus Valley Ancient Egypt	<b>Year 4</b> Homer and the Odyssey Alexander the Great Ancient Rome	<b>Year 5</b> The Anglo Saxons The Vikings The Golden Age of Islam	<b>Year 6</b> London Through Time 16 <sup>th</sup> 19 <sup>th</sup> Century World War II
<b>Chronological understanding</b>	Know some similarities and differences between things in the past and now  drawing on their experiences and what has been read in class.	Use common words relating to the past  begin to use a timeline  place events in the order they happened  describe events that happened a short time ago and a long time ago  Sequence some events or 2 related objects in order of time  Use words and phrases: old, new, now, then, yesterday.	use a timeline to show when key events happened  place events on a timeline  Recount changes in own life over time.  Put 3 people, events or objects in order using a given scale.  Use words and phrases: related to topic vocabulary to do with time	use dates and other historical vocabulary  develop the appropriate use of historical terms.  Understand timelines can be divided in BC and AD Use words and phrases:	make connections, contrasts and spot trends over time.  Name and place dates of significant events of the period on a timeline.  Place certain topics on a timeline showing understanding of BC, AD.  Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denotes the period.	compare and contrast two periods of British history (the Anglo-Saxons and the Vikings)  use timelines to show the history of Britain, from the Romans to the Vikings  compare and contrast two periods of history which took place simultaneously  Use words and phrases: vocabulary relating to specific periods – Industrial Revolution, Reformation, Renaissance etc	construct timelines of British history, from the Romans to the 19th century  Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point.  Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion.  Use words and phrases for movements or times of change:

						Sequence historical periods. Use words and phrases: vocabulary relating to specific periods	Industrial Revolution, Renaissance, classical period, cold war
<b>Knowledge and Interpretation</b>	Begin to make sense of their own life-story and family's history.	<p>identify similarities and differences between different periods</p> <p>describe the actions of people in the past</p> <p>retell stories about the past</p> <p>talk about the achievements of Queen Elizabeth II and historical events</p> <p><b>Tell the difference between past and present in their own lives and other people lives.</b></p> <p><b>Listen to eye-witness accounts from grandparents.</b></p> <p><b>Begin to suggest why something might be different</b></p>	<p>describe past events and explain why they are important</p> <p>increase my vocabulary of historical terms</p> <p>describe significant people and events which changed life in my city</p> <p>describe the life of Queen Victoria and explain how I know</p> <p>compare my life to life in Victorian times</p> <p>identify similarities and differences between ways of life in different periods</p> <p><b>Recount main events from a significant time in history.</b></p> <p><b>Use evidence to explain reasons why</b></p>	<p>describe changes in Britain from the Stone Age to the Iron Age and note trends over time</p> <p>discuss some of the similarities and differences of periods I have studied</p> <p>describe the achievements of one of the earliest ancient civilisations and explain their significance</p> <p>study aspects of Ancient Egyptian life and describe it in details</p> <p><b>Use evidence to describe houses and settlements, culture and the way of life, people's beliefs</b></p>	<p>describe the life and achievements of the Ancient Greeks</p> <p>identify significant people and their influence on the Western World</p> <p>describe the expansion of the empire</p> <p>explore different interpretations of an individual and why they were constructed</p> <p>describe the expansion and dissolution of the empire</p> <p><b>describing features of past societies and periods.</b></p> <p><b>Identify some ideas, beliefs and</b></p>	<p>explain how the Anglo-Saxons shaped life in Britain</p> <p>describe the Vikings invasions, the struggle for power, and the impact this had on life in Britain</p> <p>describe the achievements of Islamic scholars and explain why the significance of their achievements</p> <p>identify similarities between Ancient Greek and Islamic scholars</p> <p><b>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world</b></p>	<p>building on my knowledge of British history</p> <p>identify Greek and Roman influences in 16<sup>th</sup> century art and culture</p> <p><b>Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status.</b></p> <p><b>Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics.</b></p> <p><b>Describe how some changes impact both on</b></p>

			<p>people acted the past as they did</p>	<p>and attitudes and differences between rich and poor.</p> <p>Use evidence to find out how any of these may have changed during a time period.</p> <p>Suggest reasons for why there were differences between periods.</p>	<p>attitudes of past cultures giving reason for these differences.</p> <p>Describe how some of the past events affect life today.</p>	<p>Give short term cause and consequence of the main events, situations and changes in the period studied. Identify changes and links within and across the time periods studied</p>	<p>subsequent periods, and, in the long term, on today's society.</p>
<b>Historical enquiry</b>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>ask and answer questions</p> <p>name some ways we can find out about the past</p> <p>Begin to identify and recount some details from the past from pictures and stories</p>	<p>understand different ways of finding out about the past</p> <p>use a range of sources to learn about significant individuals</p> <p>choose and use different sources to help me understand key features of events</p> <p>Ask questions about the source material</p>	<p>ask and answer questions about how and why life changed in Britain</p> <p>explain how sources are used to gather information</p> <p>ask questions about life in the past</p> <p>select sources of information to develop my understanding</p> <p>identify the difference between fact and opinion</p>	<p>Understand the difference between primary and secondary sources</p> <p>use a range of primary and secondary sources</p> <p>Suggest sources of evidence from a selection</p> <p>devise questions about similarities and differences</p> <p>devise questions about cause and consequence</p>	<p>ask and answer questions to find out why the Anglo Saxons came to England</p> <p>Question reliability of resources</p> <p>Give reasons why a source may/may not be reliable</p> <p>Understand there may be more than one answer/account to historical questions</p>	<p>use a range of sources to build a picture of what life was like in London in the 16<sup>th</sup> century</p> <p>Evaluate usefulness and accuracy of different sources (critical thinking)</p> <p>Form own opinions about historical events form a range of sources</p> <p>Select most appropriate source material for a particular task</p>

				Look at different versions / viewpoints of the same events and identify differences			
How to communicate information		Role play Drawing Writing Talking	Write simple stories and recounts about the past;  Draw labelled diagrams;  Write about them to tell others about people/objects/events from the past	Present findings about the past using discussion, writing, IT and drawing skills.  Use dates a topic-specific vocabulary accurately;  Suggest different ways of present information for different purposes	.Present details findings about the past using discussion, writing, maths (data handling), IT, drama and art.  Use dates and subject-specific words accurately.	Present detailed findings, giving reference to historical skills being taught – have awareness of the audience;  Use dates and terms accurately	Present information in an organized and clearly structured way and in the most effective manner i.e. written explanation, table & charts, labelled diagram)  The recording reflects the skill being taught.  Accurately use specific dates and terms.