









## Progression of Skills in history

Quick History Skill Overview	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Constructing the past</p> 	<p>Identifying that things from the past might be different from today - technology, cars, houses etc.</p>	<p>Identifying that there are some themes that link history together - locality, transport etc</p> <p>Identifying that events have happened in the past and significant people from the past have helped shape the present locally – Florence Nightingale teaching hospital and modern hospitals today.</p>	<p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally -Florence Nightingale nursing, Space race.</p> <p>Identifying that the past is remembered or 'constructed' in different ways across the world</p> <p>Identifying that the past can be commemorated each year at specific times</p>	<p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• role of women,</li> <li>• beliefs</li> </ul> <p>Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> </ul> <p>role of women</p>	<p>Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul> <ul style="list-style-type: none"> <li>• Building a coherent knowledge of Warrington's industrial history by focusing on: <ul style="list-style-type: none"> <li>• achievements</li> <li>• society</li> <li>• trade</li> <li>• transport</li> </ul> </li> <li>• And by drawing comparisons to KS1 topics such as transport changing Highstreet.</li> </ul> <p>Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• role of women,</li> <li>• beliefs</li> </ul> <p>Comparing Viking Britain with the Maya civilisation through:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• role of women,</li> <li>• beliefs</li> </ul> <p>and understanding the reasoning for similarities/differences between each civilisation</p>	<p>Building an understanding of post-1066 Britain through the WW1/2 and their impact on today's world by comparison of:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• education</li> <li>• role of women,</li> </ul>
<p>Sequencing the past/Chronology</p> 	<p>Identifying that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have happened before they were born - relating to family such as parents and grandparents</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves</p> <p>Identifying that events and changes have happened in order - development of trains</p> <p>Identifying that there are different periods of time in history - Georgians/Victorians/Tudors/ 20thC etc. Understand that in living memory means within the last 100 years. Can place pictures on a timeline in sequence of age.</p>	<p>Identifying and comparing people from different periods of time - Amy Johnson, Tom Peake, Florence Nightingale</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning - 1969 we could travel to space due to the technology advanced compared to travel in previous eras.</p>	<p>Placing Stone, Bronze and Iron Ages into wider chronological contexts - make references to Ancient Egypt and pyramids/achievements</p> <p>Developing an understanding of concurrence of civilisations around the world during these times</p> <p>Creating a timeline using centuries. Know when Early civilisations began and ended.</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into chronological context - in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Use the year confidently to date events, and sometimes the month and day</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into context - in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into wider context</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Placing the Ancient Greeks into the wider context of historical chronology</p>	<p>Placing previously learned time periods on a timeline and understanding how they inter-connect.</p> <p>Placing WW1 and 2 events on a more detailed timeline with days/ months/years</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>

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			Date timelines using years, century's. count along a timeline in 10year sequence.			Use dates, year, month and day to explain the significance of some dates.	
<p>Continuity and change</p> 	<p>Identify that some things within living memory have changed and some things have stayed the same - growing up, changing teachers/classrooms etc.</p>	<p>Identifying that changes have happened in history that can impact on today -Florence Nightingale and hospital nursing. Identifying that there are reasons for continuities and changes and stating some of these</p> <p>Identifying that continuity or change can be a good thing or a bad thing</p>	<p>Identifying that changes throughout history have had important consequences - development Identifying WHY some things have stayed the same throughout history - people living in towns/cities, explorers trying to find new things etc.</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• role of women,</li> <li>• beliefs</li> <li>• trade</li> </ul> <p>Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• role of women,</li> <li>• beliefs</li> <li>• trade</li> </ul>	<p>Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• role of women,</li> <li>• beliefs</li> <li>• trade</li> </ul> <p>Identifying the continuities and changes of Greek achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> <li>• democracy</li> <li>• society,</li> <li>• role of women,</li> <li>• beliefs</li> <li>• trade</li> </ul>	<p>Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• role of women</li> <li>• beliefs</li> <li>• trade</li> </ul> <p>Identify how Warrington has changed and grown during the industrial revolution. Through comparison of Housing Society Transport jobs</p> <p>Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• role of women,</li> </ul> <p>beliefs</p>	<p>Comparing similarities and differences between the WW1 -Britain and WW2 through comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• beliefs</li> <li>• role of women</li> </ul>
<p>Cause and effect</p> 	<p>Identifying that certain choices have a consequence to them - building a castle/wearing armour will make you safer etc.</p>	<p>Identifying that certain events and individuals have had major consequences in history -Florence Nightingale</p> <p>Identifying that history can affect the local area, as well as nationally and globally -The Highstreet and the way we shop</p> <p>Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect' -</p>	<p>Identifying that certain events and individuals have had major consequences in history - Captain Cook's voyages expanded our knowledge of the world, some of his maps are still used today etc.</p> <p>Identifying how events from history are so significant that they are remembered each year - Remembrance and Bonfire Night</p> <p>Identifying specific causes and effects from different periods and beginning to establish links between them - Cook and Patrick's missions for exploration</p>	<p>Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally</p> <p>Identifying what caused the shift in hunter-gathering to farming - communicating the reasons for it and the impact on life Identifying the importance of the Nile for the Ancient Egyptians - identifying the links between natural resources and humans (incl. early civilisations</p>	<p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain - identifying the effects on following civilisations and today</p> <p>Identifying the importance of the Nile for the Ancient Egyptians - identifying the links between natural resources and humans (incl. early civilisations) Identifying the effects and influence of Greek achievements on the Western world - democracy, philosophy, medicine, language etc</p>	<p>Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain - changes in housing, religion, language etc.</p> <p>Identifying that one event can have multiple effects - invasions of Britain by AS and V</p>	<p>Identify the use of propaganda posters,- what was the impact? Evaluate which were successful and which they liked the best.</p> <p>Identifying the effects of the war on the local landscape/families, Make comparisons with the Crimean War- Florence Nightingale</p>

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<p>Significance and interpretation</p> 	<p>Understanding that some events and people from history are important because they have achieved something or had an effect</p>	<p>Identifying why certain people/events are significant in history - achievements, impact etc.</p> <p>Begin to understand what makes someone or something significant -</p>	<p>Identifying why certain people/events are significant in the wider context of history - Captain Cook's voyages and their impact on the rest of the world etc.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p>	<p>Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history</p> <p>Identify why interpretation of these sources is critical to our understanding of the past</p>	<p>Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance - which achievements were more impressive?</p>	<p>Identifying the significance of WW1 / 2 achievements and their impact on today</p> <p>Understanding why others might choose alternative achievements</p>
<p>Carrying out a historical enquiry</p> 	<p>Starting to ask simple questions about people or events from within living memory</p>	<p>What did Mary Seacole/Florence Nightingale achieve?</p> <p>Guided enquiry using knowledge from topic</p>	<p>What was Captain Cook's biggest achievement?</p> <p>Guided enquiry using knowledge from topic</p> <p>Making semi-independent decisions and using evidence provided to justify</p>	<p>Did Ironstone Mining improve our area?</p> <p>Small independent enquiry using pre-selected primary and secondary sources</p> <p>Begin to make independent decisions and use evidence to justify</p>	<p>How much did the Romans really impact Britain?</p> <p>Independent enquiry using a range of primary and secondary sources</p> <p>Make independent decisions and using evidence to justify</p>	<p>Independent selection of sources to provide evidence</p> <p>Making independent decisions using a range of evidence to justify</p>	<p>Independently identifying important achievements from WW1 and 2- Critical thinking, reasoning, research and debate</p> <p>Independent selection of sources, arguments and evidence to justify opinion</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</p>
<p>Using sources as evidence</p> 	<p>Understanding that items can tell us about someone or something - a piece of uniform, an item of clothing, an object from a certain place or event</p>	<p>Analyse a variety of artefacts/objects to infer about an individual or event - My Grandparents Christmas stocking</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events - clothing, housing etc.</p>	<p>Understanding the difference between primary and secondary sources</p> <p>Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>Identifying primary and secondary sources - artefacts, books, internet etc.</p> <p>Identifying why sources are limited for the Stone, Bronze and Iron ages</p>	<p>Questioning the validity of sources and contradictions - Boudicca, Tacitus and Cassius Dio</p> <p>Identifying why sources can be useful in a variety of ways - inaccuracies can tell us more about those who produce evidence</p>	<p>Identify why viewpoints differ and why bias might skew these viewpoints</p> <p>Identify why the amount of written primary sources varies depending on individual time periods - Romans/Greeks/ Anglo-Saxons/Vikings</p>	<p>Conducting an enquiry about the greatest impact of WW1 / WW2 on the area. Identify the effectiveness of sources as evidence</p> <p>Use sources of evidence as the basis for an opinion</p> <p>Begin to make references to evidence as justification</p>
<p>Vocabulary and communication</p> 	<p>Simple words to describe the passing of time - e.g. 'past' 'before' 'now' 'then'</p>	<p>Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now'</p> <p>Using simple words and phrases to describe events and people from the past - e.g. 'rich' 'poor' 'local' 'national' 'important'</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'</p>	<p>Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'</p>