

## History Progression of Knowledge and Skills

Nursery		Reception				Early Learning Goal Past and Present			
Development Matters –Understanding of the World <ul style="list-style-type: none"><li>Begin to make sense of their own life-story and family’s history</li></ul>		Development Matters –Understanding of the World <ul style="list-style-type: none"><li>Comment on images of familiar situations in the past</li><li>Compare and contrast characters from stories, including figures from the past</li></ul>				<ul style="list-style-type: none"><li>Talk about the lives of the people around them and their roles in society;</li><li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li><li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>			
Autumn All about me <ul style="list-style-type: none"><li>Look at and talk about own baby photos (changes)</li><li>Talk about memories – recent and as a baby</li></ul> Throughout the year: Talk about families and past events and experiences		Autumn Incredible me! <ul style="list-style-type: none"><li>Personal history - look at and talk about photographs of special events in the past</li></ul>		Spring Once upon a time... <ul style="list-style-type: none"><li>Describe and compare story characters from long ago (royalty, knights, jesters etc.)</li><li>Describe events from long ago</li></ul>				Summer On the move <ul style="list-style-type: none"><li>Look at photographs and recall/talk about memories of the year using simple time words, e.g. then, after, now</li></ul>	
	Year 1			Year 2					
	Autumn How am I making history?	Spring How have toys changed?	Summer How have explorers changed the world?	Autumn How was school different in the past?	Spring How did we learn to fly?	Summer What is a monarch?			
Chronological Awareness	Knowledge <ul style="list-style-type: none"><li>Know that a timeline shows the order events in the past happened</li><li>Know that we start by looking at ‘now’ on a timeline then look back</li><li>Know that ‘the past’ is events that have already happened and ‘the present’ is time happening now</li><li>Begin to develop knowledge that beyond living memory is more than 100 years ago</li></ul>			Knowledge <ul style="list-style-type: none"><li>Know that a decade is ten years</li><li>Know that events in history may last different amounts of time</li><li>Know that beyond living memory is more than 100 years ago</li></ul>					
	Skills <ul style="list-style-type: none"><li>Sequence three or four personal events</li><li>Use common words for the passing of time (before, after)</li><li>Sequence three photographs on a simple timeline</li></ul>	Skills <ul style="list-style-type: none"><li>Use common words and phrases for the passing of time (now, long ago, then, before, after)</li><li>Sequence three or four photographs or artefacts from different times</li><li>Match objects to people from different time periods</li><li>Place three or four events on a simple timeline</li></ul>	Skills <ul style="list-style-type: none"><li>Use common words and phrases for the passing of time</li><li>Place significant events (4 photographs) on a simple timeline</li><li>Record historical stories heard on a simple timeline</li></ul>	Skills <ul style="list-style-type: none"><li>Use words and phrases for the passing of time</li><li>Order and date four photographs on a timeline</li></ul>	Skills <ul style="list-style-type: none"><li>Use words and phrases for the passing of time</li><li>Sequence six artefacts on a timeline</li><li>Sequence six photographs, focusing on the intervals between events</li><li>Order and date significant past events on a timeline</li><li>Know where people and events fit in</li></ul>	Skills <ul style="list-style-type: none"><li>Use words and phrases for the passing of time</li><li>Order and date significant events from the past and present on a timeline</li><li>Begin to recognise how long each event lasted</li><li>Know where people/events studied fit into a chronological framework</li></ul>			
Knowledge and Understanding of Historical Concepts	Knowledge <ul style="list-style-type: none"><li>Know that people change as they grow older</li><li>Know that throughout someone’s lifetime, some things will change and some things will stay the same</li><li>Know that there are similarities and differences between their lives today and their lives in the past</li><li>Know some similarities and differences between the past and their own lives</li></ul>			Knowledge <ul style="list-style-type: none"><li>Know some achievements and discoveries of significant individuals</li><li>Know that some people and events are considered more ‘special’ than others</li><li>Know different ways the past can be represented</li><li>Recognise changes and similarities (continuities) over time</li></ul>					
	Skills <ul style="list-style-type: none"><li>Begin to look for similarities and differences over time in their own lives</li></ul>	Knowledge <ul style="list-style-type: none"><li>Know that everyday objects have changed over time and as new materials have been invented</li><li>Know that everyday objects have similarities and differences with those from the past</li><li>Know that we can find out about the past by looking at photographs, artefacts and by asking people who were there</li><li>Understand some things change while others remain the same &amp; some are new</li></ul>	Skills <ul style="list-style-type: none"><li>Ask why things happen and begin to explain why (with support)</li><li>Begin to identify different ways to represent the past, e.g. photos, stories</li></ul>	Knowledge <ul style="list-style-type: none"><li>Begin to identify how changes from the past influence their lives today, e.g. schools</li><li>Know similarities and differences between children’s lives now and the past</li><li>Know that historians use sources to find out more about the past</li><li>Know some things which have changed and things that have stayed the same</li></ul>	Skills <ul style="list-style-type: none"><li>Identify similarities and differences between ways of life at different times</li></ul>	Knowledge <ul style="list-style-type: none"><li>Identify achievements and inventions that still influence and contribute to life today, e.g. flight</li><li>Be aware of the achievements of significant individuals</li><li>Know changes may happen because of improvements in technology</li><li>Know some events are more significant than others</li><li>know that ‘historically significant’ people are those who changed many people’s lives</li></ul>	Skills		

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		<ul style="list-style-type: none"> <li>Use artefacts, photographs and visits to museums to answer simple questions about the past</li> <li>Sort artefacts from then and now</li> <li>Look for and describe similarities and differences over time</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past using sources, e.g. artefacts and photographs</li> <li>Compare how things have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple reasons for changes</li> <li>Make comparisons with own lives</li> <li>Use artefacts/photographs to ask and answer questions about the past</li> <li>Make simple observations about a source or artefact</li> <li>Identify a primary source</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about and recognise why people did things, why events happened and what happened as a result</li> <li>Use artefacts, photographs and visits to museums to ask and answer questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>Find out about people, events and beliefs in society</li> <li>Discuss who was important in a historical event</li> <li>Use sources to show an understanding of historical concepts</li> </ul>
Historical enquiry Skills	Posing historical questions			Posing historical questions		
	<ul style="list-style-type: none"> <li>Ask questions about events</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about sources</li> </ul>	<ul style="list-style-type: none"> <li>Ask how and why questions based on stories, significant events and people</li> </ul>	<ul style="list-style-type: none"> <li>Ask a range of questions to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>Ask a range of questions about events and people</li> <li>Begin to understand the importance of questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask a range of questions (stories, events, people)</li> <li>Understand importance of historical questions</li> </ul>
	Gathering, organising and evaluating evidence			Gathering, organising and evaluating evidence		
	<ul style="list-style-type: none"> <li>Find out information about the past by listening carefully</li> </ul>	<ul style="list-style-type: none"> <li>Use sources to answer questions</li> <li>Make observations and find out information about the past from a source, e.g. a photograph or artefact</li> </ul>	<ul style="list-style-type: none"> <li>Make observations and find out information about significant people/events from the past using some different sources</li> <li>Use sources to find answers to simple questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>Understand how we use books and sources to find out about the past</li> <li>Use a source to answer questions about the past</li> <li>Identify a primary source</li> </ul>	<ul style="list-style-type: none"> <li>Use different sources to answer questions and find information about significant people and events</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate how reliable a source is</li> <li>Evaluate the usefulness of sources to history enquiry</li> <li>Select information from a source to answer a question</li> </ul>
	Interpreting findings, analysing and making connections			Interpreting findings, analysing and making connections		
	<ul style="list-style-type: none"> <li>Look closely at pictures and artefacts to describe features</li> <li>Make simple inferences /deductions from sources</li> </ul>	<ul style="list-style-type: none"> <li>Make simple deductions from sources of evidence</li> <li>Look closely at pictures and artefacts to describe features</li> </ul>	<ul style="list-style-type: none"> <li>Make simple inferences/ deductions from sources</li> <li>Look closely at pictures and artefacts to describe features</li> </ul>	<ul style="list-style-type: none"> <li>Make connections across a unit of study</li> </ul>	<ul style="list-style-type: none"> <li>Use sections of sources to illustrate and support answers</li> </ul>	<ul style="list-style-type: none"> <li>Select and use sections of sources to illustrate and support answers</li> <li>Make links/connections across a unit of study</li> </ul>
	Evaluating and drawing conclusions			Evaluating and drawing conclusions		
		<ul style="list-style-type: none"> <li>Begin to draw simple conclusions to answer a question</li> </ul>	<ul style="list-style-type: none"> <li>Draw simple conclusions to answer a question</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make some simple conclusions about a question using evidence</li> </ul>	<ul style="list-style-type: none"> <li>Make some simple conclusions about a question using evidence</li> </ul>	<ul style="list-style-type: none"> <li>Make simple conclusions about a question using evidence to support</li> </ul>
	Communicating findings			Communicating findings		
	Through <ul style="list-style-type: none"> <li>discussion</li> <li>timelines with pictures</li> <li>using vocabulary such as before and after</li> <li>drawing or writing about past events</li> </ul>	Through <ul style="list-style-type: none"> <li>discussion</li> <li>timelines with pictures.</li> <li>using vocabulary such as, old, new, long time ago</li> <li>drawing or writing about artefacts</li> </ul>	Through <ul style="list-style-type: none"> <li>discussion</li> <li>timelines with pictures</li> <li>using vocabulary</li> <li>drama</li> <li>drawing or writing about past events</li> <li>talking, drawing, writing to express thoughts about what it felt like during a historical event</li> </ul>	Through <ul style="list-style-type: none"> <li>discussion</li> <li>drama</li> <li>writing (labelling, simple recount)</li> <li>using relevant vocabulary</li> <li>expressing a personal response through discussion/writing - to go to school in the past or not</li> </ul>	Through <ul style="list-style-type: none"> <li>discussion</li> <li>writing (labelling, simple recount)</li> <li>describing past events and people by drawing or writing</li> <li>using relevant vocabulary in answers</li> </ul>	Through <ul style="list-style-type: none"> <li>discussion</li> <li>drama</li> <li>writing (labelling, simple recount)</li> <li>describing past events/ people by drawing/ writing</li> <li>using relevant vocabulary</li> <li>expressing a personal response through discussion/writing</li> </ul>

## History Progression of Knowledge and Skills

<b>Vocabulary</b>	celebration, change, childhood, different, event, lifetime, memory, living memory, now, present, past, remember, significant, similar, time capsule, timeline	artefact, different, evidence, memory, living memory, modern, now, past, present, remember, similar, source, special	achievement, beyond living memory, discovery, event, explorer, historical significance, living memory, past, present, remember, timeline, transport, voyage, coat of arms	past, timeline, date, different, decade, present, important, similar, modern, living memory, evidence, source, beyond living memory	beyond living memory, decade, evidence, eyewitness, historically significant, living memory, past, present, source, primary source	attack, battle, Bayeux Tapestry, ceremony, constitutional monarchy, conquer, coronation defend, Edward the Confessor, government, Harald Hardrada Head of State, invade
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	Year 3			Year 4		
	<b>Autumn</b> <b>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b>	<b>Spring</b> <b>Why did the Romans settle in Britain?</b>	<b>Summer</b> <b>What did the ancient Egyptians believe?</b>	<b>Autumn</b> <b>How have children's lives changed?</b>	<b>Spring</b> <b>How hard was it to invade and settle in Britain?</b>	<b>Summer</b> <b>British history 4: Were the Vikings raiders, traders or settlers?</b>
<b>Chronological Awareness</b>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Know that history is divided into periods of history</li> <li>Know what BC and AD mean</li> <li>Know that prehistory is divided into Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Understand the chronology of the Roman invasion</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Know that history is divided into periods of history (ancient times)</li> <li>Identify other events that happened at the same time as the ancient Egyptian civilisation</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Know that we can use dates to work out the interval between and duration of periods of time</li> <li>Know that the Tudor period is the name of the period from 1485-1603</li> <li>Know that the Victorian period is 1833-1901</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Know that history is divided into periods of history</li> <li>Know that we can use dates to work out the interval between periods of time and the duration of historical events or periods</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>know that we can use dates to work out the interval between periods of time and the duration of historical events or periods</li> </ul>
	<b>Skills</b> <ul style="list-style-type: none"> <li>Place AD &amp; BC on timeline</li> <li>Begin to understand history is divided in periods</li> <li>Sequence eight artefacts/ historical pictures/events</li> <li>Place the time studied on a timeline</li> <li>Notice connections over a period of time</li> <li>Make a simple timeline</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>Place the time studied on a timeline</li> <li>Begin to develop a chronologically secure knowledge of the periods studied</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>Sequence key periods on a timeline</li> <li>Create a timeline that includes the five ancient Egyptian periods</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>Identify different times from the past on a timeline (Tudor, Victorian, now)</li> <li>Begin to develop a chronologically secure knowledge of local, British and world history across the periods studied</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>Sequence events on a timeline</li> <li>Understand that history is divided into periods of history</li> <li>Make a simple timeline</li> <li>Use dates to work out the interval between periods of time and the duration of historical events or periods</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>Sequence events on a timeline</li> <li>Sequence eight to ten historical events</li> <li>Use dates to work out the interval between periods of time and the duration of historical events or periods</li> </ul>
<b>Knowledge and Understanding of Historical Concepts</b>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Know that communities traded with each other and over the English Channel in the Prehistoric Period</li> <li>Know that change can be brought about by advancements in materials</li> <li>Know that archaeological evidence can be used to find out about the past</li> <li>Know that significant archaeological findings are those which change how we see the past</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Understand the expansion of empires and how they were controlled</li> <li>Understand some reasons why empires fall/collapse</li> <li>Know that there were different reasons for invading Britain</li> <li>Understand that the Roman invasion led to an increase in British trade</li> <li>Know that 'historically significant' events are those which changed many</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Understand that there are different beliefs in different times</li> <li>Be aware of the achievements of the Ancient Egyptians</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Know that the actions of people can be the cause of change</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Find out about the work of a significant individual from the past and the changes that happened as a result</li> <li>Explain reasons for change</li> <li>Identify continuities and changes in ways of life across different periods of time</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Know that there were different reasons for invading Britain</li> <li>know about paganism and the introduction of Christianity in Britain</li> <li>Know the legacy and contribution of the Anglo-Saxons to life today in Britain</li> <li>Know that significant archaeological findings are those which change how we see the past</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Understand there are many reasons for migration to Britain</li> <li>Suggest the impact of events</li> <li>Understand that trade routes existed between Britain in the Viking times</li> <li>Understand trading ships/ centres were a reason for the Vikings raiding Britain</li> <li>know the legacy and contribution of the Vikings to life today in Britain</li> </ul>

## History Progression of Knowledge and Skills

	<b>Skills</b> <ul style="list-style-type: none"> <li>Identify similarities and differences between periods of history</li> <li>Identifying reasons for historical changes</li> </ul>	<ul style="list-style-type: none"> <li>people's lives and had an impact for many years</li> <li>Know that evidence can be used to find out about the past</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Describe observations about artefacts</li> <li>Identify achievements and inventions from the past that still influence our lives</li> </ul>		<ul style="list-style-type: none"> <li>Identify changes that happened as a result of the work of an individual in the past and the impact of these today</li> <li>Identifying what the situation was like before the change occurred</li> </ul>	<ul style="list-style-type: none"> <li>know the legacy and contribution of the Anglo-Saxons to life today in Britain</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Identify changes and continuities in settlements from prehistoric Britain</li> <li>Compare different periods of history and identify changes and continuity</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>Identify primary and secondary sources</li> <li>Evaluate the validity of a source and identify whether it is one-sided</li> <li>Extract and interpret information from many sources</li> <li>Deduce information about life from sources</li> </ul>
<b>Historical enquiry Skills</b>	<b>Posing historical questions</b>			<b>Posing historical questions</b>		
	<ul style="list-style-type: none"> <li>Ask questions about the main features of everyday life in periods studied</li> <li>Create historically-valid questions across periods</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the bias of historical evidence</li> <li>Create historically-valid questions about people</li> </ul>	<ul style="list-style-type: none"> <li>Creating historically-valid questions about cultures</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to find out about life in the past</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the main features of everyday life in periods studied</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the bias of historical evidence</li> </ul>
	<b>Gathering, organising and evaluating evidence</b>			<b>Gathering, organising and evaluating evidence</b>		
	<ul style="list-style-type: none"> <li>Explain the limitations of archaeological evidence</li> </ul>	<ul style="list-style-type: none"> <li>Find out about a period by exploring different representations</li> <li>Begin to consider the reliability of a source</li> </ul>	<ul style="list-style-type: none"> <li>Extract the appropriate information from a historical source</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to construct knowledge of the past</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> </ul>	<ul style="list-style-type: none"> <li>Identifying primary and secondary sources</li> <li>Identifying the bias of a source</li> </ul>
	<b>Interpreting findings, analysing and making connections</b>			<b>Interpreting findings, analysing and making connections</b>		
	<ul style="list-style-type: none"> <li>Use evidence to make observations</li> <li>Make deductions using evidence</li> </ul>	<ul style="list-style-type: none"> <li>Make deductions and inference about life in past</li> <li>Use sources to make inferences about a historical person</li> </ul>	<ul style="list-style-type: none"> <li>Use primary sources to make inferences about beliefs in the ancient past</li> <li>Ask the question "How do we know?"</li> </ul>	<ul style="list-style-type: none"> <li>Make observations and deductions from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>Make deductions from artefacts</li> <li>Make inferences and provide supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>Deduce information from a source</li> </ul>
	<b>Evaluating and drawing conclusions</b>			<b>Evaluating and drawing conclusions</b>		
	<ul style="list-style-type: none"> <li>Identify similarities &amp; differences and changes &amp; continuities between settlements</li> </ul>	<ul style="list-style-type: none"> <li>Identify how the Romans changed Britain</li> <li>Recognise similarities and differences between past events and today</li> </ul>	<ul style="list-style-type: none"> <li>Recognising similarities and differences between past events and today</li> <li>Reach conclusions from historical evidence</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the impact of a significant individual's work and explain which of achievement was the most important</li> </ul>	<ul style="list-style-type: none"> <li>Reach conclusions that are substantiated by historical evidence</li> </ul>	<ul style="list-style-type: none"> <li>Find and use evidence from a source to support reasoning and justify opinion</li> </ul>
	<b>Communicating findings</b>			<b>Communicating findings</b>		
	Through <ul style="list-style-type: none"> <li>discussion</li> <li>debates</li> <li>drama</li> <li>art</li> <li>writing</li> </ul>	Through <ul style="list-style-type: none"> <li>discussion</li> <li>drama</li> <li>art</li> <li>writing</li> </ul>	Through <ul style="list-style-type: none"> <li>discussion</li> <li>art</li> <li>creating a video</li> <li>writing</li> </ul>	Through <ul style="list-style-type: none"> <li>discussion</li> <li>drama – hot seating</li> <li>writing – letter</li> <li>diagrams</li> </ul>	Through <ul style="list-style-type: none"> <li>discussion</li> <li>writing – letter, speech bubbles</li> <li>art</li> </ul>	Through <ul style="list-style-type: none"> <li>discussion</li> <li>drawing</li> <li>model making</li> <li>comic strip</li> <li>writing</li> </ul>
<b>Vocabulary</b>	BC, AD, prehistory, period, Palaeolithic, Mesolithic, Neolithic, Skara Brae, Stone Age, artefacts, settlement, evidence, deduction, differences, similarities, duration, archaeological evidence, Stonehenge	Boudicca, empire, inference, invasion, legacy, Romans, settlers, secondary sources	afterlife, Book of the Dead, civilisation, immortal, historically significant, mummification, preserve, Ra, River Nile, sarcophagus, ancient	continuity, change, inference, chronological order, observation, oath, primary source, secondary source, working conditions, historically significant, Factory Acts, reform, bill, Parliament, government, ragged schools, poverty,	Angles, Britons, convert, empire, inference, invasion, Jutes, Kingdom, missionary, paganism, Pope, Romans, Saxons, settlement, settlers, Vikings, Sutton Hoo	Anglo-Saxon Chronicle, balanced, bias, cause, consequence, Danelaw, event, longboat, one-sided, perspective, Viking

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	Year 5			Year 6		
	Autumn What was life like in Tudor England?	Spring What did the Greeks ever do for us?	Summer Unheard histories: Who should feature on the £10 banknote?	Autumn What was the impact of World War II on the people of Britain?	Spring What does the Census tell us about our local area?	Summer How did the Maya civilisation compare to the Anglo-Saxons?
<b>Chronological Awareness</b>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England</li> <li>Know relevant dates</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Know relevant dates and relevant terms for the period and period labels</li> <li>Understand the term “century” and begin to understand how dating by centuries works</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Understand the term “century” and how dating by centuries works</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Know relevant dates and relevant terms</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Understand the term “century” and how dating by centuries works</li> <li>Know relevant dates and relevant terms for the period and period labels</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Know relevant dates and relevant terms for periods and period labels</li> </ul>
	<b>Skills</b> <ul style="list-style-type: none"> <li>Use relevant dates and relevant terms for the period and period labels</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>Sequence key periods on a timeline</li> <li>Identify other events that happened at the same time</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>Put dates in the correct century</li> <li>Compare and make connections between different contexts in the past</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>Sequence 10 events on a timeline</li> <li>Develop a secure chronological understanding of British and local history</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>Compare and make connections between different contexts in the past</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>Identify periods that were happening in Britain at the same time</li> <li>Sequence key periods on a timeline</li> </ul>
<b>Knowledge and Understanding of Historical Concepts</b>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Understand what primary and secondary sources are</li> <li>Understand how the monarchy exercised absolute power</li> <li>Understand inventories are useful sources of evidence to find out about people from the past</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Extract information from portraits and written sources of evidence</li> <li>Make and explain interpretations of historical figures from sources and support with evidence</li> <li>Recognise primary and secondary sources</li> <li>Make deductions from a range of primary and secondary sources</li> <li>Use a range of sources to find out about a particular aspect of the past</li> <li>Identify bias in a source and its value /limitations</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Understand that people in the past were as inventive and sophisticated in thinking as people today</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Make inferences from a primary source</li> <li>Research to find out more about the past</li> <li>Identify similarities and differences between places and ways of life from the past</li> <li>Identify the different types of democracy and compare</li> <li>Explain the significance of people from the past</li> <li>Identify Greek legacies and explain their impact</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Know that members of society standing up for their rights can be the cause of change</li> <li>Understand that there are different interpretations of historical figures and events</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Make links between the main events and changes within and across different time periods / societies</li> <li>Give reasons for historical events, the results of historical events, situations and changes.</li> <li>Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world</li> <li>Describe change throughout time</li> <li>Identify and compare significant people/events across different periods</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Understand the changing role of women and men in Britain</li> <li>Understand the impact of war on local communities</li> <li>Know some of the impacts of war on daily lives</li> <li>Know that we must consider a source’s audience, purpose &amp; creator to determine if it is a reliable source</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Make inferences from a photograph and use to make deductions</li> <li>Identify and explain the impact of WW2 on women’s lives</li> <li>Use a range of sources to research a particular aspect of the past</li> <li>Identify bias in a source and evaluate the reliability of the sources to historical enquiry</li> <li>Develop strategies to check evidence reliability</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date</li> <li>Understand the types of information that can be extracted from the census</li> <li>Understand some of the key terms on the census</li> <li>Understand how to compare different census extracts by analysing the entries in columns</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Use the census to investigate how the lives of people in the past changed</li> <li>Provide supporting evidence for statements</li> <li>Identify changes between periods of time and make inferences to explain the changes</li> <li>Make links with different time periods studied</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Understand that there are differences between early and later civilisations</li> <li>Be aware of the different beliefs that different cultures, times and groups hold</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Make links between events and changes within and across different time periods / societies</li> <li>Explain the reasons for changes using the vocabulary and terms of the period as well</li> <li>Start to analyse and explain the reasons for, and results of historical events, situations and change</li> <li>Understand that different evidence creates different conclusions</li> <li>Evaluate the interpretations made by historians</li> </ul>

## History Progression of Knowledge and Skills

			<ul style="list-style-type: none"> <li>Compare accounts of events from different sources</li> <li>Evaluate the usefulness of historical sources</li> </ul>			<ul style="list-style-type: none"> <li>Address and devise historically valid questions</li> </ul>
Historical enquiry Skills	Posing historical questions			Posing historical questions		
	<ul style="list-style-type: none"> <li>Ask questions about the interpretations, viewpoints and perspectives of others</li> </ul>	<ul style="list-style-type: none"> <li>Begin to Identify methods to carry out research</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the interpretations, viewpoints and perspectives held by others</li> </ul>	<ul style="list-style-type: none"> <li>Identify methods to use to carry out the research</li> </ul>	<ul style="list-style-type: none"> <li>Plan a historical enquiry</li> <li>Identify research methods</li> <li>Create a hypothesis to base an enquiry on</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the interpretations, viewpoints and perspectives held by others</li> </ul>
	Gathering, organising and evaluating evidence			Gathering, organising and evaluating evidence		
	<ul style="list-style-type: none"> <li>Identify the bias of sources of evidence and assess the reliability of primary sources</li> <li>Identify and highlight evidence in a source</li> <li>Use different sources to make historical claims</li> </ul>	<ul style="list-style-type: none"> <li>Use different sources to make and substantiate historical claims</li> </ul>	<ul style="list-style-type: none"> <li>Consider a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source</li> </ul>	<ul style="list-style-type: none"> <li>Research using a range of sources</li> <li>Consider a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source</li> </ul>	<ul style="list-style-type: none"> <li>Recognise 'gaps' in evidence</li> <li>use primary sources to find out information about people from the past</li> </ul>	<ul style="list-style-type: none"> <li>Research using a range of sources</li> <li>Evaluate a theory using online research and evidence to support arguments</li> </ul>
	Interpreting findings, analysing and making connections			Interpreting findings, analysing and making connections		
	<ul style="list-style-type: none"> <li>Interpret evidence in different ways using evidence to support</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make increasingly complex interpretations using more than one source of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Make connections, draw contrasts and analyse within a period and across time</li> </ul>	<ul style="list-style-type: none"> <li>Make increasingly complex interpretations using more than one source of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Begin to interpret simple statistical sources</li> <li>Compare census extracts to identify continuities/ changes</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences</li> <li>Identify potential reasons for decline</li> </ul>
	Evaluating and drawing conclusions			Evaluating and drawing conclusions		
	<ul style="list-style-type: none"> <li>Reach conclusions supported by a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>Reach conclusions which are substantiated by a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>Reach conclusions which are increasingly complex and substantiated by a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>Reach conclusions which are increasingly complex and substantiated by a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate conclusions and identify ways to improve</li> <li>Provide supporting evidence for statements</li> </ul>	<ul style="list-style-type: none"> <li>Make deductions from archaeological evidence</li> <li>Explain potential reasons for decline</li> </ul>
	Communicating findings			Communicating findings		
	Through <ul style="list-style-type: none"> <li>discussion</li> <li>make notes</li> <li>presentations</li> <li>writing - first person from an eye-witness perspective</li> <li>creating an inventory</li> </ul>	Through <ul style="list-style-type: none"> <li>discussion</li> <li>debate</li> <li>making a book, stamp</li> <li>notes</li> </ul>	Through <ul style="list-style-type: none"> <li>discussion</li> <li>debate</li> <li>drama – video clips</li> </ul>	Through <ul style="list-style-type: none"> <li>discussion</li> <li>notes</li> <li>interview – eye-witness perspective</li> <li>drama – freeze-frame</li> <li>writing – diary entry</li> </ul>	Through <ul style="list-style-type: none"> <li>discussion</li> <li>drama – hot seat interview</li> <li>writing – diary extract</li> <li>presentations</li> </ul>	Through <ul style="list-style-type: none"> <li>discussion</li> <li>Writing - conclusion to an enquiry, fact-files</li> <li>plans/maps</li> <li>presentations</li> </ul>
Vocabulary	Tudor, Battle of Bosworth, Henry VII, Elizabeth of York, Henry VIII, tyrant, fair, ruler, bias, monarch, portrait, interpretation, primary source, secondary source, historical investigation, Anne Boleyn, Catherine of Aragon, Jane Seymour, Anne of Cleves, Katherine Howard, Katherine Parr, heir, evidence, Royal Progress, propaganda, historical deductions	assembly, constitutional monarchy, democracy, direct democracy, ethics, government, period, philosophy, oligarchy, representative democracy	Alan Turing, criteria, issuing bank, historically significant, Jane Austen, Joseph William Turner, remarkable, remembered, watermark, Winston Churchill	accuracy, air raid, Battle of Britain, bias, The Blitz, evacuation, evacuee, impact, propaganda, purpose, reliability	bobbins, can-hooker, carding, census, comparing, condition, enumeration books, enumerator, flax, flax linen, flax mill spinner, governess, head of household, inference, joiner, observation, over-looker, piecer, reconstruct, schedule, scholar, shilling, suffragette, textile mill, textiles, William Dodd, yarn	abandon, city-state, Classic period, creation story, decline, deforestation, drought, hieroglyphics, pyramid, rainforest, slash and burn, tropical rainforest