

St Paul's C of E Primary School – History – Progression of Skills Map

From the EYFS Framework “Understanding of the World”

Three and Four-Year-Olds	Understanding the World		• Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	• Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class- technology, cars, houses etc • Understand the past through settings, characters and events encountered in books read in class and storytelling.

EYFS Thematic Skills Progression

<u>Skill</u>	<u>EYFS</u>
Constructing the past	Identifying that things from the past might be different from today - technology, cars, houses etc.

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Sequencing the past/Chronology	Identifying that things have happened in the past, relating to themselves and within living memory Begin to identify that some things have happened before they were born - relating to family such as parents and grandparents
Continuity and change	Identify that some things within living memory have changed and some things have stayed the same - growing up, changing teachers/classrooms etc.
Cause and effect	Identifying that certain choices have a consequence to them - building a castle/wearing armour will make you safer etc.
Significance and interpretation	Understanding that some events and people from history are important because they have achieved something or had an effect
Carrying out a historical enquiry	Starting to ask simple questions about people or events from within living memory
Using sources as evidence	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
Vocabulary and communication	Simple words to describe the passing of time - e.g. 'past' 'before' 'now' 'then'

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Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught about: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; • events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; • significant historical events, people and places in their own locality.	Pupils should be taught about: • changes in Britain from the Stone Age to the Iron Age; • the Roman Empire and its impact on Britain; • Britain's settlement by Anglo-Saxons and Scots; • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; • a local history study; • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; • Ancient Greece – a study of Greek life and achievements and their influence on the western world; • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

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<u>Skill</u>	<u>Y1</u> <u>Y2</u> <u>Topics in 2 year cycle:</u> Significant people - Florence Nightingale, Mary Seacole Great Explorers Own Locality Kings and Queens Guy Fawkes - Gunpowder Plot Changes Beyond Living memory - Great Fire of London Changes within Living memory - Travel and Transport		<u>Y3</u> <u>Y4</u> <u>Topics in 2 year cycle:</u> 1066 and Beyond – Normans Black Pioneers Local to Leamington The Egyptians Stone Age Invaders – Vikings The Romans		<u>Y5</u> <u>Y6</u> <u>Topics in 2 year cycle:</u> The Iron Age Ancient Greece The Mayans The Victorians The Tudors World War 20000000	
Constructing the past	Identifying that events have happened in the past and significant people from the past have helped shape the present locally –eg Florence Nightingale and development of modern nursing Identifying that there are some themes that link history together - locality, transport etc.	Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally - Captain Cook and his voyages (Great explorers) Identifying that the past is remembered or 'constructed' in different ways across the world Identifying that the past can be commemorated each year at specific times (Remembrance, Jubilee)	Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on: • achievements, • housing, • society, • food, • entertainment, • beliefs	Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on: • achievements, • housing, • society, • food, • entertainment, • beliefs	Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on: • achievements, • housing, • society, • food, • entertainment, • beliefs	Building an understanding of post-1066 Britain through the Victorians and their impact on today's world by comparison of: • achievements, • housing, • society, • education • entertainment,
			Building a coherent knowledge of Teesside's industrial history by focusing on: • achievements • society • impact	Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations • achievements, • housing, • society, • food, • entertainment, • beliefs	Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history	Comparing Viking Britain with the Maya civilisation through: • achievements, • housing, • society, • food, • entertainment, • beliefs and understanding the reasoning for similarities/differences between each civilisation

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Sequencing the past/Chronology	Identifying that events and people from the past may have occurred across a greater period of time than just themselves Identifying that events and changes have happened in order – development of trains Identifying that there are different periods of time in history – Georgians/Victorians/Tudors/20thC etc.	Identifying and comparing people from different periods of time – Captain Cook, George Stephenson and Dr Nicholas Patrick Identifying how periods of time can impact on individuals and events Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – 'Captain Cook voyaged around the world because not much was known and new ships allowed them to' 'Dr Nicholas Patrick went in a rocket because technology was much better than when Cook was alive'	Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements Developing an understanding of concurrence of civilisations around the world during these times Placing previously learnt periods into context and identifying their impact – Stephenson's railways leading to the growth of Teesside; railways linked to Victorian seaside holidays; holidays linked to local economy and growth of settlements	Placing Stone, Bronze and Iron Ages into wider contexts Placing early civilisations into chronological context – in-depth Egyptians Placing Ancient Romans and Roman Britain into the wider context of historical chronology Deeper understanding of concurrent civilisations around the world and their impact on later civilisations	Placing Stone, Bronze and Iron Ages into wider contexts Placing early civilisations into context – in-depth Egyptians Placing Ancient Romans and Roman Britain into wider context Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology Placing the Ancient Greeks into the wider context of historical chronology Continued development of concurrent civilisations around the world and their impact on later civilisations	Placing Stone, Bronze and Iron Ages into wider contexts Placing early civilisations into context – in-depth Egyptians Placing Ancient Romans and Roman Britain into wider context Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology Placing the Ancient Greeks into the wider context of historical chronology Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons Placing Victorian Britain into chronological context and its legacy and impact today Continued development of concurrent civilisations around the world and their impact on later civilisations
Continuity and change	Identifying that changes have happened in history that can impact on today – George Stephenson and the development of trains; changes in seaside holidays Identifying that there are reasons for continuities and changes and stating some of these Identifying that continuity or change can be a good thing or a bad thing	Identifying that changes throughout history have had important consequences – development of railways, understanding of the world from Captain Cook etc. Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.	Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: • housing, • society, • food, • entertainment, • beliefs Identifying the continuity and changes to the local area through Ironstone Mining: • population • jobs • local significance	Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: • housing, • society, • food, • entertainment, • beliefs Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through: • housing, • society, • food, • entertainment, • beliefs	Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of: • housing, • society, • food, • entertainment, • beliefs Identifying the continuities and changes of Greek achievements and inventions from then to now through: • democracy • society, • entertainment, • beliefs	Identifying the continuity and change from Victorian Britain to the modern day through comparison of: • housing, • society, • education • entertainment Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of: • housing, • society, • food, • entertainment, • beliefs

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Cause and effect	Identifying that certain events and individuals have had major consequences in history - George Stephenson's developments led to national railways etc. Identifying that history can affect the local area, as well as nationally and globally - development of railways and exporting of ideas to other countries Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect' - Titanic sinking and health and safety changes made due to it	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. Identifying how events from history are so significant that they are remembered each year - Remembrance and Bonfire Night Identifying specific causes and effects from different periods and beginning to establish links between them - Cook and Patrick's missions for exploration	Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally Identifying what caused the shift in hunter-gathering to farming - communicating the reasons for it and the impact on life Identifying the causes and effects of industrialisation of Teesside - explaining the local, national and international impacts	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 Identifying the importance of the Nile for the Ancient Egyptians - identifying the links between natural resources and humans (incl. early civilisations)	Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain - changes in housing, religion, language etc. Identifying the effects and influence of Greek achievements on the Western world - democracy, philosophy, medicine, language etc. Identifying that one event can have multiple effects - invasions of Britain by AS and V	Identifying why Victorian inventors created so many inventions that are still around today Identifying the effect of Victorian inventions on today's world as either positive or negative Identifying the cause and effect of Spanish explorers on the Maya - positive or negative?
Significance and interpretation	Identifying why certain people/events are significant in history - achievements, impact etc. Identifying why some individuals are significant both locally and nationally - George Stephenson - growth of the area, growth of railways nationally etc. Begin to understand what makes someone or something significant -	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. Identifying that certain individuals and events have had an impact locally, nationally and internationally	Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence	Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified Identify why Boudicca is such a significant individual for both British and Roman British history Identify why interpretation of these sources is critical to our understanding of the past	Using Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints Identify why interpretations can change in light of new evidence - change in meaning of the word 'barbarian'	Identifying the significance of Victorian achievements and their impact on today Understanding why others might choose alternative achievements Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now - who felt more of their impact, us or them? Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance - which achievements were more impressive?
Carrying out a historical enquiry	Did George Stephenson help to change JUST our area? Guided enquiry using knowledge from topic	What was Captain Cook's biggest achievement? Guided enquiry using knowledge from topic Making semi-independent decisions and using evidence provided to justify	Did Ironstone Mining improve our area? Small independent enquiry using pre-selected primary and secondary sources Begin to make independent decisions and use evidence to justify	How much did the Romans really impact Britain? Independent enquiry using a range of primary and secondary sources Make independent decisions and using evidence to justify	Were the Ancient Greeks all that important for us now? Independent enquiry on the impact of the Greeks on western civilisation Independent selection of sources to provide	Independently identifying important achievements from the Victorians - Critical thinking, reasoning, research and debate Independent selection of sources, arguments and evidence to justify opinion

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					evidence Making independent decisions using a range of evidence to justify	Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate
Using sources as evidence	Analyse a variety of artefacts/objects to infer about an individual or event – George Stephenson's suitcase Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.	Understanding the difference between primary and secondary sources Make reasoned interpretations about individuals and events by using a small selection of focused sources	Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages	Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence	Using sources to interpret viewpoints, including bias – Battle of Thermopylae – Herodotus and Tacitus Identify why viewpoints differ and why bias might skew these viewpoints Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings	Conducting an enquiry about the greatest impact of the Victorians on today – using sources as evidence in a debate Identify the effectiveness of sources as evidence Use sources of evidence as the basis for an opinion Begin to make references to evidence as justification
Vocabulary and communication	Using simple phrases and words to describe the passing of time – e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now' Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'	Using 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' 'stayed the same' 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'	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' 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'	Using phrases and words to describe the passing of time – e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to' Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'	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...' 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'	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' Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'