**St John’s Primary School**

**History Skills Progression**

| **Year A** | **Autumn** | | **Spring** | | **Summer** | |
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| **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **EYFS** | - Talk about the lives of the 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; - Understand the past through settings, characters and events encountered in books read in class and storytelling. | | | | | |
| **Y1&2** |  | **Topic:** Ice Explorers (Ernest Shackleton)  *Read a timeline. (Y1)*  *Use a timeline given by the teacher to place some important events (close procedure style - possibly giving title of event too?). (Y2)*  *Ask relevant questions about the past (Y1)*  *Ask a range of questions about the past (Y2)*  *Explore answers to questions posed by the teacher (‘maybe it was...’). (Y1)*  *Discuss each other’s questions using some inference skills, guided by the teacher (‘I think the cook might have been...’). (Y2)*  *Order a set of events or artefacts (practically or with pictures). (Y1)*  *Use objects/artefacts and resources to explore answers to questions.*  *(Y2)*  *Use language to describe things that happened in the past and present (using vocabulary such as now, yesterday, a long time ago, first, next, then, after that, finally). (Y1)*  *Understand how to put many people, objects/artefacts and events in chronological orders, using a scale the teacher has provided (the scale will be generic time phrases such as yesterday, today, etc). (Y2)* |  | **Topic:** To Infinity and Beyond (Neil Armstrong)  *Recount some points from a significant event in history (verbal & pictures). (Y1)*  *Recount main points from a significant event in history (pictures and captions). (Y2)*  *Use a range of resources (books, videos, photographs, pictures, artefacts and people) to explore the past. (Y1)*  *Use a range of resources (as Year 1) including eyewitness accounts, historical buildings, internet, galleries, museums. (Y2)*  *Talk about the past. (Y1)*    *Write and draw about things from the past. (Y1)*  *Use role play, drama, writing, drawing and technology to communicate ideas about the past (heavily structured). (Y2)* |  | **Topic:** John Cabot  *Read a timeline. (Y1)*  *Use a timeline given by the teacher to place some important events (close procedure style - possibly giving title of event too?). (Y2)*  *Explore reasons why people might have acted the way they did (verbal, using words like ‘maybe...’). (Y1)*  *Use evidence to explain why people might have acted the way they did (I think...because...). (Y2)*  *Recall simple facts about people/events before living memory. (Y1)*  *Use information to describe the past. (Y1)*  *Compare and contrast past and present (diagrams).*  *(Y2)*  *Discuss the validity/reliability of resources and sources of information (verbally).*  *Understand the difference between fact and fiction. (Y1)*  *Discuss and question validity/reliability of accounts, resources and sources of information. (Y2)* |
| **Y3&4** |  |  | Topic: Ancient Egypt (what’s so great about Ancient Egyptians?)  Use documents, printed sources (e.g. archive materials), the **Internet**, databases, **pictures**, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.  Understand that a timeline can be divided into BC and AD (and understand that these mean Before Christ and Anno Domini).  Use evidence to describe the **culture** and **leisure activities** from the past.  Use evidence to describe the clothes, **way of life** and **actions** of people in the past.  Describe how some of the things they have studied from the past affect/influence life today.  Use evidence to describe buildings and their uses by people from the past.  Communicate and explain ideas about the past using different genres of **writing**, drawings, diagrams, data handling, **drama**/role play, storytelling and using **technology**. |  | Topic: Stone Age to Iron Age (Why did the Stone Age Rock? Why did the Bronze/Iron Age shine?)  Understand that a timeline can be divided into BC and AD (and understand that these mean Before Christ and Anno Domini).  Use a structured timeline (on which children add dates) to place historical events in chronological order.  Describe main changes in a period of history.  Use documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.  Ask questions (self-chosen mostly, with guidance) and find answers about the past.  Communicate and explain ideas about the past using different genres of writing, drawings, diagrams, data handling, drama/role play, storytelling and artefacts studied.  Describe how some of the things they have studied from the using technology  Use evidence\* to describe the culture and leisure activities from the past.  Use evidence\* to describe the clothes, way of life and actions of people in the past.  Use evidence\* to describe buildings and their uses by people from the past.  Describe similarities and differences between people, events and artefacts studied.  Describe how some of the things they have studied from the past affect/influence life today. | Topic: Romans: rotten or remarkable?  Communicate and explain ideas about the past using different genres of writing, drawings, diagrams, data handling, drama/role play, storytelling and using technology.  Use evidence\* to describe the clothes, way of life and actions of people in the past.  Understand that a timeline can be divided into BC and AD (and understand that these mean Before Christ and Anno Domini).  Describe dates of and order significant events from the period studied.  Compare different (written) accounts of history from sources provided by teacher.    Look at different versions of the same event in history and identify, with support, why differences exist.  Know that people in the past represent events or ideas in a way that persuades others (teacher provides all sources).  Use evidence\* to describe the culture and leisure activities from the past.  Use evidence\* to describe buildings and their uses by people from the past.  Describe how some of the things they have studied from the past affect/influence life today. |
| **Y5&6** | **Topic:** Anglo-Saxons   | Describe the influence of the past on life today (showing a deeper understanding with more examples, e.g. more detailed explanation of Anglo-Saxon influence on words). Provide evidence to explain why changes have happened (and discuss if it is reliable).  Look at similarities and differences between events (e.g. invasions across time periods), giving opinions and conclusions.  CONCEPTS: | | --- |   Exploration and invasion (link to Romans and explorers from Year 1/2). | **Topic:** The Vikings  Describe the influence of the past on life today (showing a deeper understanding with more examples, e.g. more detailed explanation of Anglo-Saxon influence on words). Provide evidence to explain why changes have happened (and discuss if it is reliable).  Look at similarities and differences between events (e.g. invasions across time periods), giving opinions and conclusions.  CONCEPTS:  Exploration and invasion (link to Romans and explorers from Year 1/2). |  |  |  | **Topic:** Early Islamic Civilisation   | Discuss how some events occurred concurrently - discuss how and when (Timeline PowerPoint should help).  CONCEPTS: | | --- |   Culture and equality (link to PSHE). |

| **Year B** | **Autumn** | | **Spring** | | **Summer** | |
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| **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **EYFS** | - Talk about the lives of the 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; - Understand the past through settings, characters and events encountered in books read in class and storytelling. | | | | | |
| **Y1&2** | **Topic:** Lest We Forget  *Read a timeline. (Y1)*  *Use a timeline given by the teacher to place some important events (close procedure style - possibly giving title of event too?). (Y2)*  Ask relevant questions about the past (e.g. Why did the wars start? How did people feel?). (Y1)  Ask a range of questions about the past (e.g. Are there other ways to prevent war?). (Y2)  *Explore answers to questions posed by the teacher (‘maybe it was...’). (Y1)*  *Discuss each other’s questions using some inference skills, guided by the teacher (‘I think they could’ve stopped the war…’’). (Y2)* | **Topic:** Christopher Columbus  *Read a timeline. (Y1)*  *Use a timeline given by the teacher to place some important events (close procedure style - possibly giving title of event too?). (Y2)*  Explore reasons why people might have acted the way they did (verbal, using words like ‘maybe...’). (Y1)  Use evidence to explain why people might have acted the way they did (I think...because...). (Y2)  *Discuss the validity/reliability of resources and sources of information (verbally).*  *Understand the difference between fact and fiction.*  *(Y1)*  *Discuss and question validity/reliability of accounts, resources and sources of information. (Y2)* |  | **Topic:** Swinging 60s  *Read a timeline. (Y1)*  *Use a timeline given by the teacher to place some important events (close procedure style - possibly giving title of event too?). (Y2)*  Sequence some things that happened to themselves and other people in the past (e.g. ordering pictures). (Y1)  Recount some changes in their own life over time (words and pictures). (Y2)  Understand how to put many people, objects/artefacts and events in chronological orders, using a scale the teacher has provided (the scale will be generic time phrases such as yesterday, today, etc). ( Y2)  *Recall simple facts about people/events before living memory. (Y1)*  *Use information to describe the past.*  *Compare and contrast past and present (diagrams).*  *(Y2)*  *Use a range of resources (books, videos, photographs, pictures, artefacts and people) to explore the past. (Y1)*  *Use a range of resources (as Year 1) including eyewitness accounts, historical buildings, internet, galleries, museums. (Y2)*  *Explore different versions of a past event (verbal). (Y2)*  *Explore resources about past events. (Y2)*  *Sort events, objects and artefacts into groups (language of oldest, newer, superlatives). (Y1)*  *Describe objects/artefacts, people and events in history. (Y2)* |  | **Topic:** Helpful Humans (Florence Nightingale and Mary Seacole)  *Read a timeline. (Y1)*  *Use a timeline given by the teacher to place some important events (close procedure style - possibly giving title of event too?). (Y2)*  Explore reasons why people might have acted the way they did (verbal, using words like ‘maybe...’). (Y1)  Use evidence to explain why people might have acted the way they did (I think...because...) (Y2)  Talk about the past. (Y1)  Write and draw about things from the past. (Y1)  Use role play, drama, writing, drawing and technology to communicate ideas about the past (heavily structured). (Y2)  Describe objects/artefacts, people and events in history. (Y2) |
| **Y3&4** |  |  |  | **Topic**: Victorians (Great Exhibition)  *Use documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.*    *Use* ***evidence*** *to describe the* ***culture and leisure activities*** *from the past.*  *Use* ***evidence*** *to describe the clothes, way of life and actions of people in the past.*  *Communicate and explain ideas about the past using different genres of* ***writing****,* ***drawings****, diagrams, data handling,* ***drama/role play****, storytelling and using* ***technology****.*  *Describe how some of the things they have studied from the past affect/influence life today.*  *Use a structured timeline (on which children add dates) to place historical events in chronological order. Y4 also order significant events and dates.*  *Describe dates of and order significant events from the period studied.*  *Describe main changes in a period of history.*  *Use evidence\* to describe buildings and their uses by people from the past* |  |  |
| **Y5&6** | **Topic**: World War 2   | Compare main changes across periods in history (in a piece or pieces of writing).  Choose reliable sources from lots of materials. Discuss propaganda - children decide which source is reliable and provide reasons.  Discuss why people have different points of view within sources (i.e. provide reasons why there are different accounts and why this is good or bad).  CONCEPTS: | | --- |   Invasion, culture and equality. | **Topic**: World War 2   | Compare main changes across periods in history (in a piece or pieces of writing).  Choose reliable sources from lots of materials. Discuss propaganda - children decide which source is reliable and provide reasons.  Discuss why people have different points of view within sources (i.e. provide reasons why there are different accounts and why this is good or bad).  CONCEPTS: | | --- |   Invasion, culture and equality. |  |  | **Topic**: Ancient Greece   | Compare main changes across periods in history (in a piece or pieces of writing).  Discuss how some events occurred concurrently - discuss how and when (Timeline PowerPoint should help).  Present a self-directed project after being given some ideas (outcome should be multimedia). | | --- |   CONCEPTS: Exploration, culture and invasion (link to Romans). | **Topic**: Ancient Greece   | Compare main changes across periods in history (in a piece or pieces of writing).  Discuss how some events occurred concurrently - discuss how and when (Timeline PowerPoint should help).  Present a self-directed project after being given some ideas (outcome should be multimedia). | | --- |   CONCEPTS: Exploration, culture and invasion (link to Romans). |