

St John's Primary School
History Skills Progression

Year A	Autumn		Spring		Summer	
	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, particularly in the context of their lives (e.g. when I was a baby, toddler, etc); - Understand the past through settings, characters and events encountered in books read in class and storytelling and their own lives. Understand the terms 'past', 'present' and 'future'. Discuss what they want to be in the future.					
Y1&2		<p>Topic: Ice Explorers (Ernest Shackleton)</p> <p>Golden threads: Exploration/invasion</p> <p><i>Read a timeline. (Y1)</i></p> <p><i>Use a timeline given by the teacher to place some important events (close procedure style - possibly giving title of event too?). (Y2)</i></p> <p><i>Ask relevant questions about the past (Y1)</i></p>		<p>Topic: To Infinity and Beyond (Neil Armstrong)</p> <p>Golden threads: Exploration/invasion , culture and equality (Hidden Figures – why they haven't been recognised by history)</p> <p><i>Recount some points from a significant event in history (verbal & pictures). (Y1)</i></p> <p><i>Recount main points from a significant</i></p>		<p>Topic: John Cabot</p> <p>Golden threads: Exploration/invasion</p> <p><i>Read a timeline. (Y1)</i></p> <p><i>Use a timeline given by the teacher to place some important events (close procedure style - possibly giving title of event too?). (Y2)</i></p> <p><i>Explore reasons why people might have acted the way they did (verbal, using words like 'maybe...'). (Y1)</i></p> <p><i>Use evidence to explain why people might have acted the way</i></p>

		<p><i>Ask a range of questions about the past (Y2)</i></p> <p><i>Explore answers to questions posed by the teacher ('maybe it was...'). (Y1)</i></p> <p><i>Discuss each other's questions using some inference skills, guided by the teacher ('I think the cook might have been...'). (Y2)</i></p> <p><i>Order a set of events or artefacts (practically or with pictures). (Y1)</i></p> <p><i>Use objects/artefacts and resources to explore answers to questions. (Y2)</i></p> <p><i>Use language to describe things that happened in the past and present (using vocabulary such as now, yesterday, a long</i></p>		<p><i>event in history (pictures and captions). (Y2)</i></p> <p><i>Use a range of resources (books, videos, photographs, pictures, artefacts and people) to explore the past. (Y1)</i></p> <p><i>Use a range of resources (as Year 1) including eyewitness accounts, historical buildings, internet, galleries, museums. (Y2)</i></p> <p><i>Talk about the past. (Y1)</i></p> <p><i>Write and draw about things from the past. (Y1)</i></p> <p><i>Use role play, drama, writing, drawing and technology to communicate ideas about the past (heavily structured).</i></p>		<p><i>they did (I think...because...). (Y2)</i></p> <p><i>Recall simple facts about people/events before living memory. (Y1)</i></p> <p><i>Use information to describe the past. (Y1)</i></p> <p><i>Compare and contrast past and present (diagrams). (Y2)</i></p> <p><i>Discuss the validity/reliability of resources and sources of information (verbally). Understand the difference between fact and fiction. (Y1)</i></p> <p><i>Discuss and question validity/reliability of accounts, resources and sources of information. (Y2)</i></p>
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		<p><i>time ago, first, next, then, after that, finally). (Y1)</i></p> <p><i>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)</i></p>		(Y2)		
Y3&4			<p>Topic: Ancient Egypt: more than just mummies?</p> <p>Golden threads: culture, equality</p> <p>Use documents, printed sources (e.g. archive materials), the Internet,</p>		<p>Topic: Stone Age to Iron Age (Why did the Stone Age Rock? Why did the Bronze/Iron Age shine?)</p> <p>Golden threads: culture</p> <p>Understand that a timeline can be divided into BC and AD (and</p>	<p>Topic: Romans: rotten or remarkable?</p> <p>Golden threads: culture, invasion/exploration, equality</p> <p>Communicate and explain ideas about the past using different genres of writing, drawings, diagrams, data handling, drama/role play, storytelling and using technology.</p> <p>Use evidence* to describe the clothes, way of life and actions of people in the past.</p> <p>Understand that a timeline can be</p>



			<p>databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Understand that a timeline can be divided into BC and AD (and understand that these mean Before Christ and Anno Domini).</p> <p>Use evidence to describe the culture and leisure</p>		<p>understand that these mean Before Christ and Anno Domini).</p> <p>Use a structured timeline (on which children add dates) to place historical events in chronological order.</p> <p>Describe main changes in a period of history.</p> <p>Use documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic</p>	<p>divided into BC and AD (and understand that these mean Before Christ and Anno Domini).</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Compare different (written) accounts of history from sources provided by teacher.</p> <p>Look at different versions of the same event in history and identify, with support, why differences exist.</p> <p>Know that people in the past represent events or ideas in a way that persuades others (teacher provides all sources).</p> <p>Use evidence* to describe the culture and leisure activities from the past.</p> <p>Use evidence* to describe buildings and their uses by people from the past.</p> <p>Describe how some of the things they have studied from the past</p>
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			<p>activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Describe how some of the things they have studied from the past affect/influen ce life today.</p> <p>Use evidence to describe buildings and their uses by people from the past.</p> <p>Communicat e and explain ideas about the past using</p>		<p>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.</p> <p>Communicate and explain ideas about the past using different genres of writing, drawings, diagrams, data handling, drama/role play, storytelling and artefacts studied.</p> <p>Describe how some of the things they</p>	<p>affect/influence life today.</p>
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different
genres of
writing,
drawings,
diagrams,
data
handling,
drama/role
play,
storytelling
and using
technology.

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.	
Y5&6	<p>Topic: Anglo-Saxons</p> <p>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</p>	<p>Topic: The Vikings</p> <p>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).</p> <p>Look at similarities and differences between events (e.g. invasions across time periods), giving opinions and</p>				<p>Topic: Early Islamic Civilisation</p> <p>Discuss how some events occurred concurrently - discuss how and when (Timeline PowerPoint should help).</p> <p>Golden threads: culture and equality (link to PSHE).</p>

	<p>(and discuss if it is reliable).</p> <p>Look at similarities and differences between events (e.g. invasions across time periods), giving opinions and conclusions.</p> <p>Golden threads: exploration and invasion (link to Romans and explorers from Year 1/2).</p>	<p>conclusions.</p> <p>Golden threads: exploration and invasion (link to Romans and explorers from Year 1/2).</p>				
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Year B	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>- 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.</p>					

<p>Y1&2</p>	<p>Topic: Lest We Forget</p> <p><i>Read a timeline. (Y1)</i></p> <p><i>Use a timeline given by the teacher to place some important events (close procedure style - possibly giving title of event too?). (Y2)</i></p> <p>Ask relevant questions about the past (e.g. Why did the wars start? How did people feel?). (Y1)</p> <p>Ask a range of questions about the past (e.g. Are there other ways to prevent war?). (Y2)</p> <p><i>Explore answers to questions posed by the teacher ('maybe it was...'). (Y1)</i></p>	<p>Topic: Christopher Columbus</p> <p><i>Read a timeline. (Y1)</i></p> <p><i>Use a timeline given by the teacher to place some important events (close procedure style - possibly giving title of event too?). (Y2)</i></p> <p>Explore reasons why people might have acted the way they did (verbal, using words like 'maybe...'). (Y1)</p> <p>Use evidence to explain why people might have acted the way they did (I think...because...). (Y2)</p> <p><i>Discuss the validity/reliability of resources and sources of</i></p>		<p>Topic: Swinging 60s</p> <p><i>Read a timeline. (Y1)</i></p> <p><i>Use a timeline given by the teacher to place some important events (close procedure style - possibly giving title of event too?). (Y2)</i></p> <p>Sequence some things that happened to themselves and other people in the past (e.g. ordering pictures). (Y1)</p> <p>Recount some changes in their own life over time (words and pictures). (Y2)</p> <p>Understand how to put many people, objects/artefacts and events in chronological orders, using a</p>		<p>Topic: Helpful Humans (Florence Nightingale and Mary Seacole)</p> <p><i>Read a timeline. (Y1)</i></p> <p><i>Use a timeline given by the teacher to place some important events (close procedure style - possibly giving title of event too?). (Y2)</i></p> <p>Explore reasons why people might have acted the way they did (verbal, using words like 'maybe...'). (Y1)</p> <p>Use evidence to explain why people might have acted the way they did (I think...because...) (Y2)</p> <p>Talk about the past. (Y1)</p>
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	<p><i>Discuss each other's questions using some inference skills, guided by the teacher ('I think they could've stopped the war...'). (Y2)</i></p>	<p><i>information (verbally). Understand the difference between fact and fiction. (Y1)</i></p> <p><i>Discuss and question validity/reliability of accounts, resources and sources of information. (Y2)</i></p>		<p><i>scale the teacher has provided (the scale will be generic time phrases such as yesterday, today, etc). (Y2)</i></p> <p><i>Recall simple facts about people/events before living memory. (Y1)</i></p> <p><i>Use information to describe the past. Compare and contrast past and present (diagrams). (Y2)</i></p> <p><i>Use a range of resources (books, videos, photographs, pictures, artefacts and people) to explore the past. (Y1)</i></p>		<p><i>Write and draw about things from the past. (Y1)</i></p> <p><i>Use role play, drama, writing, drawing and technology to communicate ideas about the past (heavily structured). (Y2)</i></p> <p><i>Describe objects/artefacts, people and events in history. (Y2)</i></p>
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				<p><i>Use a range of resources (as Year 1) including eyewitness accounts, historical buildings, internet, galleries, museums. (Y2)</i></p> <p><i>Explore different versions of a past event (verbal). (Y2)</i></p> <p><i>Explore resources about past events. (Y2)</i></p> <p><i>Sort events, objects and artefacts into groups (language of oldest, newer, superlatives). (Y1)</i></p> <p><i>Describe objects/artefacts, people and events in history. (Y2)</i></p>		
Y3&4				Topic: Victorians (Great Exhibition)		

				<p><i>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.</i></p> <p><i>Use evidence to describe the culture and leisure activities from the past.</i></p> <p><i>Use evidence to describe the clothes, way of life and actions of people in the past.</i></p> <p><i>Communicate and explain ideas about the past</i></p>		
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				<p><i>using different genres of writing, drawings, diagrams, data handling, drama/role play, storytelling and using technology.</i></p> <p><i>Describe how some of the things they have studied from the past affect/influence life today.</i></p> <p><i>Use a structured timeline (on which children add dates) to place historical events in chronological order. Y4 also order significant events and dates.</i></p> <p><i>Describe dates of and order significant events from the period studied.</i></p> <p><i>Describe main changes in a</i></p>		
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				<p><i>period of history.</i></p> <p><i>Use evidence* to describe buildings and their uses by people from the past</i></p>		
<p>Y5&6</p>	<p>Topic: World War 2</p> <p>Compare main changes across periods in history (in a piece or pieces of writing).</p> <p>Choose reliable sources from lots of materials. Discuss propaganda -</p>	<p>Topic: World War 2</p> <p>Compare main changes across periods in history (in a piece or pieces of writing).</p> <p>Choose reliable sources from lots of materials. Discuss propaganda -</p>			<p>Topic: Ancient Greece</p>	<p>Topic: Ancient Greece</p>

	<p>children decide which source is reliable and provide reasons.</p> <p>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).</p> <p>CONCEPTS:</p> <p>Invasion, culture and equality.</p>	<p>children decide which source is reliable and provide reasons.</p> <p>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).</p> <p>CONCEPTS:</p> <p>Invasion, culture and equality.</p>			<p>Compare main changes across periods in history (in a piece or pieces of writing).</p> <p>Discuss how some events occurred concurrently - discuss how and when (Timeline PowerPoint should help).</p> <p>Present a self-directed project after being given some ideas (outcome should be multimedia).</p> <p>CONCEPTS: Exploration, culture and invasion (link to</p>	<p>Compare main changes across periods in history (in a piece or pieces of writing).</p> <p>Discuss how some events occurred concurrently - discuss how and when (Timeline PowerPoint should help).</p> <p>Present a self-directed project after being given some ideas (outcome should be multimedia).</p> <p>CONCEPTS: Exploration, culture and invasion (link to</p>
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