HISTORY Skills Progression Document

Nursery

EYFS HISTORY Vocabulary					
Today	Day	Month	Old	Parent	Lifetime
Yesterday	Week	Year	Recent	Grandparent	Memory
Tomorrow	The Present	Calendar	Now	Child	
The Past	The Future	Long Ago	New	Grandchild	

	Skill/EYFS Framework Statement
U T W E D	Begin to make sense of their own life-story and family's history.

Nursery HISTORY Experiences		
Talk about when I was born and how old I am	Talk about how I've changed since I was a baby	Create pictures of things I have done
Talk about who my parents/carers are and how old they are	Talk about important things that have happened in my life	Sing the Days of the Week Song
Talk about my grandparents are and how old they are	Talk about events from my time in Nursery	Sing the Months of the Year Song
Make a simple family Tree	Create Pictures of my family and Friends	Play 'families'

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Reception

EYFS Core HISTORY Vocabulary					
Today	Day	Month	Old	Parent	Lifetime
Yesterday	Week	Year	Recent	Grandparent	Memory
Tomorrow	The Present	Calendar	Now	Child	
The Past	The Future	Long Ago	New	Grandchild	

	Skill/EYFS Framework Statement
UTW	Comment on images of familiar situations in the past.
UTW	Compare and contrast characters from stories, including figures from the past
UTW-ELG	*Talk about the lives of people around them and their roles in society.*
UTW-ELG	*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.*
UTW-ELG	*Understand the past through settings, characters and events encountered in books read in class and storytelling.*

Reception HISTORY Experiences		
Meet and talk to real life role models from a range of professions Dress up and/or role play as role models/special people in our community Visit and talk about older buildings in the local area (e.g. Church) Grow a plant and talk about how it changes over time. Read and talk about a range of books set in the past.	Retell events from their own lives confidently and accurately Bring in and share baby pictures of themselves Bring in s share pictures of special events and/or celebrations (e.g. birthdays, festivals etc) Learn and talk about some aspect of local history (e.g. History of the School)	Learn and talk about modes of transport from the past and present Learn and talk about toys from the past and present Draw/Crate portraits of themselves and members of their family Join in with and talk about event celebrations within the school (Fireworks Night, Remembrance Day etc)

HISTORY Skills Progression Document

Key Stage 1 (Yrs 1&2)

KeyStage 1 Core HISTORY Vocabulary					
Decade	Ancient	Child	Historian	What?	Same
Century	Modern	Parent	Artefact	When?	Different
Timeline	Recent	Grandparent	Evidence	Where?	Similar
Date Order	Present	Great Grandparent	Photograph	How?	Significant
Chronological Order	Living Memory	Generation	Diary	Opinion	Investigate
			Memory		

	Skill/NC Statement
Cron Understanding	Place known events and objects in chronological order
	Sequence events and recount changes within living memory
	Use common words and phrases relating to the passing of time.
	Show an awareness of the past, using common words and phrases relating to the passing of time.
	Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.
Historical Enquiry	Find answers to some simple questions about the past from simple sources of information.
	Describe some simple similarities and differences between artefacts.
	Sort artefacts from 'then' and 'now'
	Ask and answer relevant basic questions about the past.
	Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events
	Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.
Historical Interpretation	Relate his/her own account of an event and understand that others may give a different version.
	Describe changes within living memory and aspects of change in national life
	Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries
	Describe significant historical events, people and places in his/her own locality
Organisation & Communication H&P	Talk, draw or write about aspects of the past.
	Use a wide vocabulary of everyday historical terms.
	Speak about how he/she has found out about the past.

	Record what he/she has learned by drawing and writing.
Understanding People, Events & Changes	Understand key features of events

Year 1 Topics			
	(Let's Play Together) **How Toys have Changed over Time**	(No Place Like Home) **How Homes have Changed over Time**	(We Are Britain – Rights, Rules & Rulers) **Significant People – British Monarchs**
Know	● That life in the past is different to life in the present ● That their toys are different to their parents' toys (2020 vs 1980) ● That their parents' toys were different to their grandparent toys (1980 vs 1940) ● That toys from even longer ago were different again! (pre 1940's) ● That what a toy is made of can tell us how old it might be.	● That life in the past is different to life in the present ● Features and appliances in the houses they are growing up in modern homes (2020s) ● Features and appliances in the houses their parents grew up in (1980's) ● Features and appliances in the houses their grandparents grew up in (1940's) ● That the way we do household jobs has changed over time	● What a King or Queen is – A Monarch ● Who our current monarch is ● Who Queen Victoria was and when she lived ● How the current royal family is related to Queen Victoria ● How clothing now is different to clothing in the Victorian age ● How transport now is different to transport in the Victorian age
Skill	● Place known events and objects in chronological order ● Sequence events and recount changes within living memory ● Use common words and phrases relating to the passing of time. ● Find answers to some simple questions about the past from simple sources of information. ● Sort artefacts from 'then' and 'now' ● Describe some simple similarities and differences between artefacts. ● Ask and answer relevant basic questions about the past. ● Describe changes within living memory ● Talk, draw or write about aspects of the past.	● Place known events and objects in chronological order ● Sequence events and recount changes within living memory ● Use common words and phrases relating to the passing of time. ● Find answers to some simple questions about the past from simple sources of information. ● Sort artefacts from 'then' and 'now' ● Describe some simple similarities and differences between artefacts. ● Ask and answer relevant basic questions about the past. ● Relate his/her own account of an event and understand that others may give a different version. ● Describe changes within living memory ● Talk, draw or write about aspects of the past.	● Use common words and phrases relating to the passing of time. ● Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. ● Find answers to some simple questions about the past from simple sources of information. ● Ask and answer relevant basic questions about the past. ● Describe aspects of change in national life ● Talk, draw or write about aspects of the past.
Outcome	Review/Comparison between a Historic toy and their favourite toy and a toy from the future *(Bethnal Green Toy Museum Visit/LBR Toys Workshop)*	Decorating a room (shoe box model or similar) from the past. *(Geffrey Museum Visit)*	Factsheet/Fact File about Queen Elizabeth II/Queen Victoria

Year 2 Topics			
	(Maybe it's because I'm a Londoner) **The Great Fire of London**	(Into the Unknown) **Significant People – Famous Explorers**	(We are the World – How to Change the World) **Significant People – Campaigners**
Know	● That London used to look very different before it was rebuilt following a Fire 350 years ago ● How the fire started and spread ● How they tried to fight the Fire ● How we know about the Fire Today (inc Samuel Pepys) ● That laws were changed after the fire to make buildings safer	● What an Explorer Does (link to Geography) ● Life & Achievements of Christopher Columbus ● What Columbus took with him/used to explore ● Life & Achievements of Tenzing Norgay ● What Norgay took with him/used to explore ● Life & Achievements of Yuri Gagarin ● What Gagarin took with him/used to explore	● Who Rosa Parks was and what she achieved ● Who Malala Yousafazi is and what's she's trying to achieve ● That people's opinions in the past were different to our opinions now ● What a campaigner/activist is ● That how we find out about important events has changed over time
Skill	● Show an awareness of the past, using common words and phrases relating to the passing of time. ● Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. ● Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events ● Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. ● Describe events beyond living memory that are significant nationally ● Describe significant historical events, people and places in his/her own locality ● Use a wide vocabulary of everyday historical terms. ● Speak about how he/she has found out about the past. ● Record what he/she has learned by drawing and writing. ● Understand key features of events	● Show an awareness of the past, using common words and phrases relating to the passing of time. ● Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. ● Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events ● Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. ● Describe events beyond living memory that are significant nationally or globally ● Use a wide vocabulary of everyday historical terms. ● Speak about how he/she has found out about the past. ● Record what he/she has learned by drawing and writing. ● Understand key features of events	● Show an awareness of the past, using common words and phrases relating to the passing of time. ● Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. ● Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events ● Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. ● Describe events beyond living memory that are significant globally. ● Use a wide vocabulary of everyday historical terms. ● Speak about how he/she has found out about the past. ● Record what he/she has learned by drawing and writing. ● Understand key features of events
Outcome	Recount/Narrative (Linked to Literacy) Drama/Diary *Museum of London – Great Fire Visit*	Factsheet about a famous explorer Packing for an Expedition *British Antarctic Survey Workshop*	Create a Rights Respecting leaflet

HISTORY Skills Progression Document

LKS2 (Yrs 3 & 4)

LKS2 Core HISTORY Vocabulary					
Millennium	BCE (Before Common Era)	Archaeologist	Importance	Change	Reason
Millenia	BC (Before Christ)	Archaeology	Significance	Culture	Infer
Era	CE (Common Era)	Evidence	Legacy	Civilisation	Suggest
Period	AD (Anno Domini)	Source	Influence	Cause	Conclusion
Chronological Order		Primary	Impact		Contradict
Anachronism		Secondary	Effects		

	Skill/NC Statement
Chronological Understanding	Use an increasing range of common words and phrases relating to the passing of time
	Describe memories of key events in his/her life using historical vocabulary.
	Place some historical periods in a chronological framework.
	Use historic terms related to the period of study
Historical Enquiry	Use sources of information in ways that go beyond simple observations to answer questions about the past
	Use a variety of resources to find out about aspects of life in the past.
Historical Interpretation	Understand that sources can contradict each other.
Organisation & Communication	Communicate his/her learning in an organised and structured way, using appropriate terminology.
Understanding of Events, People & Changes	Describe Changes in Britain from the Stone Age to Iron Age
	Describe the Roman Empire and it's impact on Britain
	Describe a study of an aspect or theme in British History that extends his/her chronological knowledge beyond 1066
	Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
	Describe a study of Ancient Greek life and achievements and their influence on the western world. (Understanding of events, people and changes)
	Describe a non-European society that provides contrasts with British history; The Mayan civilization c. AD 900

Year 3 Topics			
	(Where We All Began) **Stone & Iron Ages**	(Life is a Journey) **Ancient Egyptians**	(We Are Britain – Out with the Old, In with the New) **Victorians & Industrialisation**
Know	● The first humans (homo erectus) evolved in Africa 2 million years ago and Early Humans migrated to the UK 900,00 years ● That we know about life in the stone age through artefacts and historical sites *(inc focus on Skara Brae)* ● Differences between Neanderthals vs Homo Sapiens ● Key details about the Palaeolithic Age (Stone Tools, Hunter Gatherers, Nomadic Lifestyle - Caves and Forests) ● Key details about the Neolithic Age (Beginning of farming, early settlements, metal tools) ● **How to carry out an archaeological dig**	● That ancient Egypt was one of the greatest Early Civilisation, lasting circa 3000 years (3150bc – to 30bc) with history divided into kingdoms and that we know about life in the Ancient Egypt through artefacts and historical sites *(inc focus on Tutankhamun/ Howard Carter)* ● Rulers & Social Structure (Social Pyramid) ● Daily Life in Ancient Egypt (Homes & Clothing) ● Key Advances (Irrigation, Papyrus and Hieroglyphics) ● **Mummification & the Afterlife**	● Overview of the Victorina Period (Timeline & Key Events) and that we know about life in the Victorian England through contemporary accounts and recordings, artefacts and historical sites *(inc Focus on Census & Charles Dickens)* ● Rulers & Social Structure – Lives of the Rich and Poor *(inc child labour/education laws)* ● Daily Life (Homes & Clothing) ● Key Advances (Steam Power, Steel, Photographs) ● **The impact of Railways, Canals & Telegraph** - Able to transport people and goods quickly and easily - Connected up key cities - Able to send messages quickly
Skill	● Use an increasing range of common words and phrases relating to the passing of time ● Place some historical periods in a chronological framework. ● Use a variety of resources to find out about aspects of life in the past. ● Communicate his/her learning in an organised and structured way, using appropriate terminology. ● Describe Changes in Britain from the Stone Age to Iron Age	● Use an increasing range of common words and phrases relating to the passing of time ● Place some historical periods in a chronological framework. ● Use a variety of resources to find out about aspects of life in the past. ● Communicate his/her learning in an organised and structured way, using appropriate terminology. ● Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	● Use an increasing range of common words and phrases relating to the passing of time ● Place some historical periods in a chronological framework. ● Use a variety of resources to find out about aspects of life in the past. ● Communicate his/her learning in an organised and structured way, using appropriate terminology. ● Describe a study of an aspect or theme in British History that extends his/her chronological knowledge beyond 1066
Outcome	Pupils conduct own archaeological dig in the school grounds *Museum of London – Before London Visit*	Acting out an Ancient Egyptian Funeral/Funerary Rites *British Museum – Ancient Egypt Galleries Visit*	*Ragged School Lesson* *Steam Train Ride*

Year 4 Topics			
	(Myths, Legends & Monsters) **Ancient Greeks**	(When Disaster Strikes) **Ancient Romans**	(We Are the World – Global Connections) **Ancient Maya**
Know	● Overview of Ancient Greece (Timeline & Key Events) & that we know about life in Ancient Greece through artefacts and historical sites (inc focus on artefacts) ● Rulers & Social Structure – City States/Jobs?? ● Daily Life in Ancient Greece (Homes & Clothing) ● Key Advances (Philosophy/Natural Science and Democracy) & impact upon today ● **Athens vs Sparta – Exploration & Debate**	● Overview of Ancient Rome (Timeline & Key Events) & that we know about life in Ancient Roman/Roman Britain through artefacts and historical sites *(inc focus on Pompei)* and some written histories ● Rulers & Social Structure – The Senate & The Emperor, Citizens and Slaves ● Daily Life in Ancient Rome (Homes & Clothing) ● Key Advances (Roads & Professional Army) & impact upon life today (inc the A12) ● **Invasion of Britain (*inc focus on Hadrian's Wall)***	● Overview of Ancient Maya (Timeline & Key Events) & that we know about life in we know about life in Ancient Maya through artefacts and historical sites *(inc focus on Chichén Itzá)* ● Rulers & Social Structure – Kings, Priests and Cities ● Daily Life in Ancient Maya (Homes & Clothing) ● Key Advances (Maths, Glyphs & Calendars) & impact upon life today (why impact is limited) ● **Mayan Religion & Human Sacrifice**
Skill	● Use an increasing range of common words and phrases relating to the passing of time ● Place some historical periods in a chronological framework. ● Use a variety of resources to find out about aspects of life in the past. ● Use sources of information in ways that go beyond simple observations to answer questions about the past ● Understand that sources can contradict each other. ● Describe a study of Ancient Greek life and achievements and their influence on the western world. (Understanding of events, people and changes)	● Use an increasing range of common words and phrases relating to the passing of time ● Place some historical periods in a chronological framework. ● Use a variety of resources to find out about aspects of life in the past. ● Use sources of information in ways that go beyond simple observations to answer questions about the past ● Understand that sources can contradict each other. ● Describe the Roman Empire and its impact on Britain	● Use an increasing range of common words and phrases relating to the passing of time ● Place some historical periods in a chronological framework. ● Use a variety of resources to find out about aspects of life in the past. ● Use sources of information in ways that go beyond simple observations to answer questions about the past ● Understand that sources can contradict each other. ● Describe a non-European society that provides contrasts with British history; The Mayan civilization c. AD 900
Outcome	Class debate about whether it was better to live in Athens or in Sparta *(British Museum Greek Galleries Visit)*	*(Roman Day Workshop)*	*(British Museum Visit)*

HISTORY Skills Progression Document

UKS2 (Yrs 5 & 6)

UKS2 Core HISTORY Vocabulary					
Extent	Turning Point	Eye Witness	Suggests	Consequences	Data
Factor	Reform	Omission	Shows	Significance	Records
Connection	Legislation	Reliability	Implies	Continuity	Interrogate
Trend	Conflict	Dubious			

	Skill/NC Statement
Chronological Understanding	Use dates to order and place events on a timeline.
Historical Enquiry	Compare sources of information available for the study of different times in the past.
	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
	Understand how our knowledge of the past is constructed from a range of sources
	Make confident use of a variety of sources for independent research.
Historical Interpretation	Compare sources of information available for the study of different times in the past.
	Understand that the type of information available depends on the period of time studied
	Evaluate the usefulness of a variety of sources.
Organisation & Communication	Present findings and communicate knowledge and understanding in different ways
	Provide an account of a historical event based on more than one source.
	Give some reasons for some important historical events.
Understanding of Events, People & Changes	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies
	Note connections, contrasts and trends over time and show developing appropriate use of historical terms.
	Describe Britain's settlement by Anglo-Saxons and Scots.
	Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
	Describe a local history study.
	Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.

Year 5 Topics			
	(Conflict & Compromise) **Anglo Saxons & Vikings**	(Explorers or Intruders) **The British Empire**	(We Are Britain – What Makes Britain Great) **Immigration to the UK**
Know	• UK Timeline between 410-1066AD and that we know about life in Ancient Britain through artefacts and historical sites and some contemporary recordings *(Focus on Yorvic Excavations)* • Rulers & Social Structure – Kings, Lords and Peasants • Daily Life (Homes, Food & Clothing) • Key Advances (Regression after Roman Britain) • **Invasion & Struggle for the Throne**	• UK Timeline between 1497-1914 and that we know about life in the Britain Empire through contemporary recordings, artefacts and historical sites • Rulers & Social Structure – King/Queen, East India Company • Colonies and Colonists • Trade and Resources • Treatment of indigenous people & Slavery • Continuing impact today	• Early Human Migration (Link back to stone age) • Early Migration to the UK (Romans, Saxons, Etc) • That we can explore a historic topic through data *(Focus on British Census)* • Impact of British Empire • Impact of membership of the European Union
Skill	● Use dates to order and place events on a timeline. ● Compare sources of information available for the study of different times in the past. ● Compare sources of information available for the study of different times in the past. ● Understand that the type of information available depends on the period of time studied ● Evaluate the usefulness of a variety of sources. ● Present findings and communicate knowledge and understanding in different ways ● Provide an account of a historical event based on more than one source. ● Give some reasons for some important historical events. ● Describe Britain's settlement by Anglo-Saxons and Scots. ● Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	● Use dates to order and place events on a timeline. ● Compare sources of information available for the study of different times in the past. ● Compare sources of information available for the study of different times in the past. ● Understand that the type of information available depends on the period of time studied ● Evaluate the usefulness of a variety of sources. ● Present findings and communicate knowledge and understanding in different ways ● Provide an account of a historical event based on more than one source. ● Give some reasons for some important historical events. ● Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.	● Use dates to order and place events on a timeline. ● Compare sources of information available for the study of different times in the past. ● Compare sources of information available for the study of different times in the past. ● Understand that the type of information available depends on the period of time studied ● Evaluate the usefulness of a variety of sources. ● Present findings and communicate knowledge and understanding in different ways ● Provide an account of a historical event based on more than one source. ● Give some reasons for some important historical events. ● Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.
Outcome	*Greenwich Maritime Museum – Viking Visit/British Museum Saxon Galleries Visit*		*Windrush Workshop/Museum of Docklands Visit*

Year 6 Topics			
	Our Ever-Changing World **Local Area Study/Social Changes**	Light in the Darkness **WW2 & The Holocaust**	(We Are The World – Take a Stand, Make a Change) **Racism in the UK**
Know	• That we can explore a historical question through Maps and Data • Changes in Land Use/Urbanisation • Changes in Population Profile • Where we find evidence of the past in our area • Topic Study: Crime & Punishment (Changes over Time)	• Timeline of WW2 (Including Causes and Main Events) • Life in the Blitz - Air Raids • Life in the Blitz – Rationing & Jobs • The Holocaust – Origins & Attitudes • The Holocaust – Concertation Camps • Global Nature of WW2 (inc African & Pacific Theatres/Armies)	• Legacy of British Empire & Slave Trade (Inc Embedded racism) • UK Legal Changes over time • Bristol Bus Boycott • Stephen Lawrence • That we can explore a historic topic through News Reports (*inc focus on judging bias)*
Skill	● Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ● Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ● Understand how our knowledge of the past is constructed from a range of sources ● Make confident use of a variety of sources for independent research. ● Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies ● Note connections, contrasts and trends over time and show developing appropriate use of historical terms. ● Describe a local history study.	● Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ● Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ● Understand how our knowledge of the past is constructed from a range of sources ● Make confident use of a variety of sources for independent research. ● Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies ● Note connections, contrasts and trends over time and show developing appropriate use of historical terms. ● Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.	● Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ● Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ● Understand how our knowledge of the past is constructed from a range of sources ● Make confident use of a variety of sources for independent research. ● Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies ● Note connections, contrasts and trends over time and show developing appropriate use of historical terms. ● Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.
Outcome	*Redbridge Museum – March of Bricks and Mortar Visit*	VE Day Party *Imperial War Museum Visit/Home Front Bus Workshop* *Holocaust Memorial Trust Workshop*	Organise and Run a Protest *BTP Autography Gallery Visit*