

## Progression of Skills in history

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Constructing the past	Identifying that things from the past might be different from today - technology, cars, houses etc.	Identifying that objects (toys) have changed over a period of time and significant toys from the past have helped shape the present toys in their own lives (Traction Man - Autumn)  Identifying that there are some themes that link history together - schools, transport (Mary Anning - Summer)	Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally - (Ernest Shackleton and his voyage to Antarctica)  Identifying how past events have helped shape the present day - (The Great Fire of London People realised that you needed to build with better materials, have fire brigades and plan towns much better)	Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on: <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul> Victorians Building a coherent knowledge of Crawley's industrial/education history by focusing on: <ul style="list-style-type: none"> <li>• achievements</li> <li>• society</li> <li>• impact</li> </ul> (Focus on Ifield School)  And by drawing comparisons to KS1 topic such as Gatwick (Year 1)	Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul>	Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on: <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul> Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history	Building an understanding of post-1066 Britain through WW2 (Battle of Britain) and the impact on Crawley (changing role of Gatwick) by comparison of: <ul style="list-style-type: none"> <li>• achievements</li> <li>• society</li> <li>• impact</li> </ul> Comparing Viking Britain with the Maya civilisation through: <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul> and understanding the reasoning for similarities/differences between each civilisation  And by drawing comparisons to KS1/KS2 topics such as Gatwick (Year 1) and Ifield School (Year 3)
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	Identifying that events and people from the past may have occurred across a greater period of time than just themselves (Mary Anning - Summer / Neil Armstrong - Spring)  Identifying that events and changes have happened in order - development of flight to rockets (Neil Armstrong - Spring)  Identifying that there are different periods of time in history - Georgians (Mary Anning) and 20 <sup>th</sup> century (History of Flight), 21 <sup>st</sup> century (modern times).	Identifying and comparing people from different periods of time - Ernest Shackleton and Neil Armstrong  Identifying how periods of time can impact on individuals and events (Great Fire of London)  Demonstrate a basic understanding of why certain events happened at certain times with some reasoning - 'Ernest Shackleton voyaged to Antarctica because not much was known, and new ships allowed them to'	Placing Stone, Bronze and Iron Ages into wider chronological contexts .  Placing Ancient Romans and Roman Britain into the wider context of historical chronology  Developing an understanding of concurrence of civilisations around the world during these times	Placing Stone, Bronze and Iron Ages into wider chronological contexts .  Placing Ancient Romans and Roman Britain into the wider context of historical chronology  Placing early civilisations into chronological context - in-depth Egyptians  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	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

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						Continued development of concurrent civilisations around the world and their impact on later civilisations	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	Identify that some things within living memory have changed and some things have stayed the same - growing up, changing teachers/classrooms etc.	Identifying changes that have happened in history can impact on today - Wright Brothers' first flight leading to Gatwick Airport today  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 towns and cities etc - The Great Fire of London - The Great Fire of London changed the way that towns and cities were built, how fires were handled and how to stop them from being so devastating  Identifying WHY some things have stayed the same throughout history - people living in towns/cities, explorers trying to find new things etc - Ernest Shackleton	Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: <ul style="list-style-type: none"> <li>housing,</li> <li>society,</li> <li>food,</li> <li>entertainment,</li> <li>beliefs</li> </ul> Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: <ul style="list-style-type: none"> <li>housing,</li> <li>society,</li> <li>food,</li> <li>entertainment,</li> <li>beliefs</li> </ul> Victorians - Identifying the continuity and changes to the local area through changes in Ifield School: <ul style="list-style-type: none"> <li>population</li> <li>jobs</li> <li>local significance</li> </ul>	Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through: <ul style="list-style-type: none"> <li>housing,</li> <li>society,</li> <li>food,</li> <li>entertainment,</li> <li>beliefs</li> </ul>	Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of: <ul style="list-style-type: none"> <li>housing,</li> <li>society,</li> <li>food,</li> <li>entertainment,</li> <li>beliefs</li> </ul> Identifying the continuities and changes of Greek achievements and inventions from then to now through: <ul style="list-style-type: none"> <li>democracy</li> <li>society,</li> <li>entertainment,</li> <li>beliefs</li> </ul>	Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of: <ul style="list-style-type: none"> <li>housing,</li> <li>society,</li> <li>food,</li> <li>entertainment,</li> <li>beliefs</li> </ul> WW2 (Battle of Britain/RAF Gatwick) - Identifying the continuity and changes to the local area through changes in Gatwick Airport: <ul style="list-style-type: none"> <li>population</li> <li>jobs <ul style="list-style-type: none"> <li>local significance</li> </ul> </li> </ul>
Cause and effect	Identifying that certain choices have a consequence to them - building a castle/wearing armour will make you safer etc.	Identifying that certain events and individuals have had major consequences in history - Neil Armstrong's first step on the Moon has led to Gatwick Airport being a major airport and the development of flight  Identifying that history can affect the local area, as well as nationally and globally -	Identifying that certain events and individuals, have had major consequences in history - Ernest Shackleton's voyages expanded our knowledge of the world, some of his maps are still used today etc.  Identifying specific causes and effects from	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	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 -	Identifying the effect of World War Two on today's world and Crawley as either positive or negative  Identifying the cause and effect of Spanish explorers on the Maya - positive or negative?  Identifying how events from history are so

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		<p>development of flight leading to Gatwick Airport</p> <p>Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect' - toys are now made from plastic, therefore we can make many toys of different colours and varieties a</p>	<p>different periods and beginning to establish links between them - The Great Fire of London</p>	<p>the reasons for it and the impact on life</p> <p>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</p> <p>Victorians - Identifying the causes and effects of industrialisation of Teesside - explaining the local, national and international impacts</p>		<p>democracy, philosophy, medicine, language etc.</p> <p>Identifying that one event can have multiple effects - invasions of Britain by AS and V</p>	<p>significant that they are remembered each year - Remembrance and Bonfire Night</p>
Significance and interpretation	<p>Understanding that some events and people from history are important because they have achieved something or had an effect</p>	<p>Identifying why certain people/events are significant in history - achievements, impact etc.</p> <p>Identifying why some individuals are significant both locally and nationally - history of flight - growth of the area (Gatwick airport), growth of airports and travel nationally etc.</p> <p>Begin to understand what makes someone or something significant.</p>	<p>Identifying why certain people/events are significant in the wider context of history - Ernest Shackleton's voyages and their impact on the rest of the world etc.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally - Battle of Hastings/The Great Fire of London</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p>	<p>Identify why interpretation of these sources is critical to our understanding of the past</p>	<p>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</p> <p>Identify why interpretations can change in light of new evidence - change in meaning of the word 'barbarian'</p>	<p>Understanding why others might choose alternative achievements</p> <p>Interpreting the achievements of the Battle of Britain as a turning point in British history and Crawley's history in the context of then and now - who felt more of their impact, us or them?</p> <p>Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance - which achievements were more impressive?</p>
Carrying out a historical enquiry	<p>Starting to ask simple questions about people or events from within living memory</p>	<p>Did Neil Armstrong/history of flight help to change JUST our area?</p> <p>Guided enquiry using knowledge from topic</p>	<p>How did the Great Fire of London change London? People realised that you needed to build with better materials, have fire brigades and plan towns much better.</p> <p>Guided enquiry using knowledge from topic</p> <p>Making semi-independent decisions and using evidence provided to justify</p>	<p>The Iron Age was better than the Stone and Bronze Ages because nothing happened in them</p> <p>Victorian school enquiry - Small independent enquiry using pre-selected primary and secondary sources</p> <p>Begin to make independent decisions and use evidence to justify</p> <p>How much did the Romans really impact Britain?</p>	<p>The Egyptians weren't as significant as history remembers them.</p> <p>Independent enquiry using a range of primary and secondary sources</p> <p>Make independent decisions and using evidence to justify</p>	<p>Were the Ancient Greeks all that important for us now?</p> <p>Independent enquiry on the impact of the Greeks on western civilisation</p> <p>Independent selection of sources to provide evidence</p> <p>Making independent decisions using a range of evidence to justify</p>	<p>Independently identifying important achievements from the Victorians - Critical thinking, reasoning, research and debate</p> <p>Independent selection of sources, arguments and evidence to justify opinion</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</p>

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<p>Using sources as evidence</p>	<p>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</p>	<p>Analyse a variety of artefacts/objects to infer about an individual or event - pictures of Neil Armstrong on the Moon/ life of Mary Anning</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events - clothing etc.</p> <p>We have lots of evidence about the Moon landings because we had cameras and people could write. There are also people who are still alive today that remember it.</p>	<p>Understanding the difference between primary and secondary sources</p> <p>Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>Identifying primary and secondary sources - artefacts, books, internet etc.</p> <p>Identifying why sources are limited for the Stone, Bronze and Iron ages</p>	<p>Questioning the validity of sources and contradictions - Boudicca, Tacitus and Cassius Dio</p> <p>Identifying why sources can be useful in a variety of ways - inaccuracies can tell us more about those who produce evidence</p>	<p>Using sources to interpret viewpoints, including bias - Battle of Thermopylae - Herodotus and Tacitus</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints</p> <p>Identify why the amount of written primary sources varies depending on individual time periods - Romans/Greeks/Anglo-Saxons/Vikings</p>	<p>Conducting an enquiry about the greatest impact of the Victorians on today - using sources as evidence in a debate</p> <p>Identify the effectiveness of sources as evidence</p> <p>Use sources of evidence as the basis for an opinion</p> <p>Begin to make references to evidence as justification</p>
<p>Vocabulary and communication</p>	<p>Simple words to describe the passing of time - e.g. 'past' 'before' 'now' 'then'</p>	<p>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'</p> <p>Using simple words and phrases to describe events and people from the past - e.g. 'rich' 'poor' 'local' 'national' 'important'</p>	<p>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'</p> <p>Monarch, castle, peasant</p> <p>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'</p>	<p>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'</p> <p>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'</p>	<p>Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>	<p>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...'</p> <p>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'</p>	<p>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'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'</p>