



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>Jobs and occupations</li> <li>Christmas story</li> <li>Litter leaders</li> <li>Amelia Earhart</li> <li>Mother's day</li> <li>Human growth</li> <li>St George's day</li> <li>Animals past and present</li> <li>Local history</li> </ul>	<ul style="list-style-type: none"> <li>Toys now and in the past</li> <li>London Then and Now</li> <li>Neil Armstrong</li> <li>Dr Maggie Aderin-Pocock's</li> <li>Local history</li> </ul>	<ul style="list-style-type: none"> <li>Victorian Seaside</li> <li>Great Fire of London</li> <li>Local history</li> <li>Queen Elizabeth 1<sup>st</sup></li> <li>Martin Luther King</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Egypt</li> <li>Stone age to Iron Age</li> <li>Mary Secole</li> <li>Local history</li> </ul>	<ul style="list-style-type: none"> <li>Vikings</li> <li>Romans</li> <li>Explorers</li> <li>Matthew Henson and Tenzing Norgay</li> <li>Local history</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greeks</li> <li>Victorians</li> <li>Nelson Mandela</li> <li>Local history- Mayflower</li> </ul>	<ul style="list-style-type: none"> <li>Mayans</li> <li>World War 11</li> <li>Harriet Tubman</li> <li>Local history</li> </ul>
<b>Chronological understanding</b>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Recognising the distinction between past &amp; present</li> <li>-Use past forms accurately when talking about events that have happened.</li> <li>-Uses everyday language related to time: e.g. then, next, yesterday, last year, days of week, vocabulary related to their birthday e.g. month of the year</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Recognising the distinction between past &amp; present</li> <li>-Sequence some events or 3 or 4 related objects in order</li> <li>-Uses words and phrases: old, new, young, days, months</li> <li>-Remembers parts of stories and memories about the past</li> <li>-Lives of significant historical figures, including comparison of those from different periods</li> </ul> <p><u>Link in Black History Month</u> : Dr Maggie Aderin-Pocock (British Space Scientist)</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Recount changes in own life over time</li> <li>-Puts 3 people, events or objects in order using a given scale.</li> <li>-Uses words and phrases such as recently, before, after, now, later.</li> <li>-Uses past and present when telling others about an event.</li> </ul> <p><u>Link in Black History Month</u> Martin Luther King (democracy P4C link)</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Uses timelines to place events in order.</li> <li>-Understands timeline can be divided into BC and AD.</li> <li>-Uses words and phrases: century, decade.</li> </ul> <p><u>Link in Black History Focus</u>: Mary Seacole</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Uses words and phrases: century, decade, BC, AD, after, before, during.</li> <li>-Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</li> <li>-Names and places dates of significant events from past on a timeline.</li> </ul> <p><u>Link in Black History Focus</u>: Matthew Henson and Tenzing Norgay (black explorer)</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Uses timelines to place and sequence local, national and international events. Sequences historical periods.</li> <li>-Describes events using words and phrases such as: century, decade, BC, AD, after, before, and during, Tudors, Stuarts, Victorians, era, and period.</li> <li>-Identifies changes within and across historical periods.</li> </ul> <p><u>Link in Black History Focus</u>: Nelson Mandela &amp; The Apartheid</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Uses timelines to place events, periods and cultural movements from around the world.</li> <li>-Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</li> <li>-Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</li> <li>-Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> <li>-Names date of any significant event studied from past and place it correctly on a timeline.</li> </ul> <p><u>Link in Black History Focus</u>: Harriet Tubman</p>



## Rotherhithe Primary School Progression of Skills and Knowledge



<p><b>Knowledge and understanding of past events, people and changes in the past</b></p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>- To talk about past and present events in their own lives and in the lives of family members</li> <li>- Have opportunities to share experiences and knowledge from different parts of their lives with each other.</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Tell the difference between past and present in own and other people's lives</li> <li>-They know and recount episodes from stories about the past</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Uses information to describe the past.</li> <li>-Uses information to describe differences between then and now.</li> <li>-Recounts main events from a significant in history.</li> <li>-Uses evidence to explain reasons why people in past acted as they did.</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Uses evidence to describe past: <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>People's beliefs and attitudes</i> <i>Things of importance to people</i> <i>Differences between lives of rich and poor</i></li> <li>-Uses evidence to find out how any of these may have changed during a time period.</li> <li>-Describes similarities and differences between people, events and objects</li> <li>-Shows changes on a timeline</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Shows knowledge and understanding by describing features of past societies and periods.</li> <li>-Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</li> <li>-Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</li> <li>-Describes how some of the past events/people affect life today.</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</li> <li>-Gives some causes and consequences of the main events, situations and changes in the periods studied.</li> <li>-Identifies changes and links within and across the time periods studied.</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</li> <li>-Identifies how any of above may have changed during a time period.</li> <li>-Gives own reasons why changes may have occurred, backed up with evidence.</li> <li>-Shows identified changes on a timeline.</li> <li>-Describes similarities and differences between some people, events and objects studied.</li> <li>-Describes how some changes affect life today.</li> <li>-Makes links between some features of past societies.</li> </ul>
<p><b>Historical interpretation</b></p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-To preserve memories of special events, e.g. making a book, collecting photographs, sound recording, drawing and writing.</li> <li>-Pupils will be able to recall and share events from their lives and the lives of others.</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Begins to identify and recount some details from the past from sources (eg. pictures, stories)</li> <li>-Compare adults talking about the past – how reliable are their memories?</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</li> <li>-Understands why some people in the past did things.</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Looks at 2 versions of same event and identifies differences in the accounts.</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Gives reasons why there may be different accounts of history.</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Looks at different versions of the same event and identifies differences in the accounts.</li> <li>-Gives clear reasons why there may be different accounts of history.</li> <li>-Knows that people (now and in past) can represent events or ideas in ways that persuade others</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Understands that the past has been represented in different ways.</li> <li>-Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</li> <li>-Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</li> </ul>
<p><b>Historical enquiry</b></p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>- Looks closely at</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Finds answers to</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Looks carefully at</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Uses printed sources,</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Understands the</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Uses documents,</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Identifies and uses different</li> </ul>



## Rotherhithe Primary School Progression of Skills and Knowledge



	<p>change. -Ask &amp; answer 'how' and 'why' questions about their experiences</p>	<p>simple questions about the past from sources of information (eg. pictures, stories research on computers)</p>	<p>pictures or objects to find information about the past. -Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?', -Estimates the ages of people by studying and describing their features.</p>	<p>the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. -Asks questions such as 'how did people ....? What did people do for ....?' -Suggests sources of evidence to use to help answer questions.</p>	<p>difference between primary and secondary sources of evidence. -Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. -Asks questions such as 'what was it like for a ..... during .....?' -Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p>printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. -Asks a range of questions about the past. -Chooses reliable sources of evidence to answer questions. -Realises that there is often not a single answer to historical questions.</p>	<p>sources of information and artefacts. -Evaluates the usefulness and accurateness of different sources of evidence. -Selects the most appropriate source of evidence for particular tasks. -Forms own opinions about historical events from a range of sources.</p>
<p><b>Organisation and communication</b></p>	<p><u>Skills</u> -Shows knowledge and understanding about the past in different ways (eg. role play, drawing, and writing, talking). -Communicate their <b>knowledge</b> through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing... Using ICT...</p>	<p><u>Skills</u> -Shows knowledge and understanding about the past in different ways (eg. role play, drawing, and writing, talking). -Communicate their <b>knowledge</b> through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing... Using ICT...</p>	<p><u>Skills</u> -Communicate their <b>knowledge</b> through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... -Describes objects, people and events. -Writes own date of birth. -Writes simple stories and recounts about the past. -Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p>	<p><u>Skills</u> -Presents findings about past using speaking, writing, ICT and drawing skills -Uses dates and terms with increasing accuracy. -Discusses different ways of presenting information for different purposes.</p>	<p><u>Skills</u> -Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills -Uses dates and terms correctly. -Discusses most appropriate way to present information, realising that it is for an audience. -Uses subject specific words such as monarch, settlement, and invader.</p>	<p><u>Skills</u> -Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. -Uses dates and terms accurately. -Chooses most appropriate way to present information to an audience</p>	<p><u>Skills</u> -Presents information in an organised and clearly structured way. -Makes use of different ways of presenting information. -Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). -Makes accurate use of specific dates and terms.</p>
<p><b>Local History</b></p>	<p><u>Skills</u> - Develop an awareness of Rotherhithe's</p>	<p><u>Skills</u> - Develop an awareness of Rotherhithe's</p>	<p><u>Skills</u> - Develop an awareness of Rotherhithe's</p>	<p><u>Skills</u> - Develop a knowledge and understanding of</p>	<p><u>Skills</u> - Develop a chronologically knowledge and</p>	<p><u>Skills</u> - Develop a chronologically knowledge and</p>	<p><u>Skills</u> - Develop a chronologically secure knowledge and understanding of the local</p>



## Rotherhithe Primary School Progression of Skills and Knowledge



	<ul style="list-style-type: none"> <li>- past. Shows knowledge of people and events about their local history</li> <li>- To identify similarities and differences between ways of life in Rotherhithe</li> <li>- Use vocabulary linked to local history.</li> <li>- To ask and answer questions about Rotherhithe's local history and related artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>- past, using common words and phrases relating to the passing of time.</li> <li>- Shows knowledge of people and events about their local history</li> <li>- To identify similarities and differences between ways of life in Rotherhithe</li> <li>- Use vocabulary linked to local history.</li> <li>- To ask and answer questions, about stories linked to events from local history.</li> </ul>	<ul style="list-style-type: none"> <li>- past, using common words and phrases relating to the passing of time.</li> <li>- Shows knowledge of where the people and events about their local history fit within a chronological framework</li> <li>- To identify similarities and differences between ways of life in Rotherhithe through different periods.</li> <li>- Use a wide vocabulary of everyday historical terms linked to local history.</li> <li>- To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events from local history.</li> </ul>	<ul style="list-style-type: none"> <li>- the local history of Rotherhithe.</li> <li>- Develop appropriate use of historical terms about local history.</li> <li>- Discuss questions about change, cause, similarity and difference.</li> <li>- Organise relevant local historical information.</li> <li>- Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>- understanding of the local history of Rotherhithe.</li> <li>- Develop appropriate use of historical terms about local history.</li> <li>- Discuss historically valid questions about change, cause, similarity and difference, and significance.</li> <li>- Select and organise relevant local historical information.</li> <li>- Understand how our knowledge of the past is constructed from a range of sources.☑</li> </ul>	<ul style="list-style-type: none"> <li>- understanding of the local history of Rotherhithe.</li> <li>- Contrast trends over time about local history.</li> <li>- Develop appropriate use of historical terms about local history.</li> <li>- Discuss historically valid questions about change, cause, similarity and difference, and significance.</li> <li>- Construct informed responses by selecting and organising relevant local historical information</li> <li>- Understand how our knowledge of the past is constructed from a range of sources ☑</li> <li>- Be aware of different views about the local people/events studied and be able to give some reasons why different versions of the past exist</li> <li>- Evaluate a range of historical sources</li> </ul>	<ul style="list-style-type: none"> <li>- history of Rotherhithe.</li> <li>- Contrast trends over time about local history.</li> <li>- Develop appropriate use of historical terms about local history.</li> <li>- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>- Construct informed responses by selecting and organising relevant local historical information</li> <li>- Understand how our knowledge of the past is constructed from a range of sources ☑</li> <li>- Identify anachronism, be aware of different views about the local people/events studied and be able to give some reasons why different versions of the past exist</li> <li>- Evaluate a range of historical sources and make perceptive deductions about the reliability of sources in answering local historical questions.</li> <li>- Understand change and continuity, and the significance of local people.☑</li> </ul>
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