



History Progression of Skills and Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Chronological understanding</u>	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Recognising the distinction between past & present -Use past forms accurately when talking about events that have happened. -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 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Recognising the distinction between past & present -Sequence some events or 3 or 4 related objects in order -Uses words and phrases: old, new, young, days, months -Remembers parts of stories and memories about the past -Lives of significant historical figures, including comparison of those from different periods <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"> -Recount changes in own life over time -Puts 3 people, events or objects in order using a given scale. -Uses words and phrases such as recently, before, after, now, later. -Uses past and present when telling others about an event. <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"> -Uses timelines to place events in order. -Understands timeline can be divided into BC and AD. -Uses words and phrases: century, decade. <p><u>Link in Black History Focus:</u> Mary Seacole</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Uses words and phrases: century, decade, BC, AD, after, before, during. -Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. -Names and places dates of significant events from past on a timeline. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Uses timelines to place and sequence local, national and international events. Sequences historical periods. -Describes events using words and phrases such as: century, decade, BC, AD, after, before, and during, Tudors, Stuarts, Victorians, era, and period. -Identifies changes within and across historical periods. <p><u>Link in Black History Focus:</u> Nelson Mandela & The Apartheid</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Uses timelines to place events, periods and cultural movements from around the world. -Uses timelines to demonstrate changes and developments in culture, technology, religion and society. -Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. -Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. -Names date of any significant event studied from past and place it correctly on a timeline. <p><u>Link in Black History Focus:</u> Matthew Henson and Tenzing Norgay (black explorer) <u>Mary Seacole</u></p>
<u>Knowledge and understanding of past events, people and</u>	<p><u>Skills</u></p> <ul style="list-style-type: none"> - To talk about past and present events in their own lives and in 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Tell the difference between past and present in own and other people's lives 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Uses information to describe the past. -Uses information to describe differences 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Uses evidence to describe past: <i>Houses and settlements</i> 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Shows knowledge and understanding by describing features of 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Identifies some social, cultural, religious and ethnic diversities of 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Chooses reliable sources of factual evidence to describe: houses and settlements; culture and



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changes in the past	<p>the lives of family members</p> <ul style="list-style-type: none"> - Have opportunities to share experiences and knowledge from different parts of their lives with each other. 	<ul style="list-style-type: none"> -They know and recount episodes from stories about the past 	<p>between then and now.</p> <ul style="list-style-type: none"> -Recounts main events from a significant in history. -Uses evidence to explain reasons why people in past acted as they did. 	<p><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></p> <ul style="list-style-type: none"> -Uses evidence to find out how any of these may have changed during a time period. -Describes similarities and differences between people, events and objects -Shows changes on a timeline 	<p>past societies and periods.</p> <ul style="list-style-type: none"> -Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. -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. -Describes how some of the past events/people affect life today. 	<p>societies studied in Britain and wider world.</p> <ul style="list-style-type: none"> -Gives some causes and consequences of the main events, situations and changes in the periods studied. -Identifies changes and links within and across the time periods studied. 	<p>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.</p> <ul style="list-style-type: none"> -Identifies how any of above may have changed during a time period. -Gives own reasons why changes may have occurred, backed up with evidence. -Shows identified changes on a timeline. -Describes similarities and differences between some people, events and objects studied. -Describes how some changes affect life today. -Makes links between some features of past societies.
Historical interpretation	<p><u>Skills</u></p> <ul style="list-style-type: none"> -To preserve memories of special events, e.g. making a book, collecting photographs, sound recording, drawing and writing. -Pupils will be able to recall and share events from their lives and the lives of others. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Begins to identify and recount some details from the past from sources (eg. pictures, stories) -Compare adults talking about the past – how reliable are their memories? 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). -Understands why some people in the past did things. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Looks at 2 versions of same event and identifies differences in the accounts. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Gives reasons why there may be different accounts of history. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Looks at different versions of the same event and identifies differences in the accounts. -Gives clear reasons why there may be different accounts of history. -Knows that people (now and in past) can represent events or ideas in ways that persuade others 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Understands that the past has been represented in different ways. -Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. -Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.



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Historical enquiry	<u>Skills</u> - Looks closely at change. -Ask & answer 'how' and 'why' questions about their experiences	<u>Skills</u> -Finds answers to simple questions about the past from sources of information (eg. pictures, stories research on computers)	<u>Skills</u> -Looks carefully at 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.	<u>Skills</u> -Uses printed sources, 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.	<u>Skills</u> -Understands the 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.	<u>Skills</u> -Uses documents, 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.	<u>Skills</u> -Identifies and uses different 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.
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History Progression of Skills and Knowledge

Organisation and communication	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Shows knowledge and understanding about the past in different ways (eg. role play, drawing, and writing, talking). -Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing... Using ICT... 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Shows knowledge and understanding about the past in different ways (eg. role play, drawing, and writing, talking). -Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing... Using ICT... 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Communicate their knowledge 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><u>Skills</u></p> <ul style="list-style-type: none"> -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><u>Skills</u></p> <ul style="list-style-type: none"> -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><u>Skills</u></p> <ul style="list-style-type: none"> -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><u>Skills</u></p> <ul style="list-style-type: none"> -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.
Local History	<p><u>Skills</u></p> <ul style="list-style-type: none"> - Develop an awareness of Rotherhithe's past. - Shows knowledge of people and events about their local history - To identify similarities and differences between ways of life in Rotherhithe 	<p><u>Skills</u></p> <ul style="list-style-type: none"> - Develop an awareness of Rotherhithe's past, using common words and phrases relating to the passing of time. - Shows knowledge of people and events about their local history - To identify similarities and differences 	<p><u>Skills</u></p> <ul style="list-style-type: none"> - Develop an awareness of Rotherhithe's past, using common words and phrases relating to the passing of time. - Shows knowledge of where the people and events about their local history fit within a chronological framework 	<p><u>Skills</u></p> <ul style="list-style-type: none"> - Develop a knowledge and understanding of the local history of Rotherhithe. - Develop appropriate use of historical terms about local history. - Discuss questions about change, cause, similarity and difference. - Organise relevant local historical information. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> - Develop a chronologically knowledge and understanding of the local history of Rotherhithe. - Develop appropriate use of historical terms about local history. - Discuss historically valid questions about change, cause, similarity and significance. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> - Develop a chronologically knowledge and understanding of the local history of Rotherhithe. - Contrast trends over time about local history. - Develop appropriate use of historical terms about local history. - Discuss historically valid questions about change, 	<p><u>Skills</u></p> <ul style="list-style-type: none"> - Develop a chronologically secure knowledge and understanding of the local history of Rotherhithe. - Contrast trends over time about local history. - Develop appropriate use of historical terms about local history. - Address and sometimes devise historically valid questions about change, cause,



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	<ul style="list-style-type: none">- Use vocabulary linked to local history.- To ask and answer questions about Rotherhithe's local history and related artefacts.-	<p>between ways of life in Rotherhithe</p> <ul style="list-style-type: none">- Use vocabulary linked to local history.- To ask and answer questions, about stories linked to events from local history.	<ul style="list-style-type: none">- To identify similarities and differences between ways of life in Rotherhithe through different periods.- Use a wide vocabulary of everyday historical terms linked to local history.- 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.	<ul style="list-style-type: none">- Understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none">- Select and organise relevant local historical information.- Understand how our knowledge of the past is constructed from a range of sources. [2]	<p>cause, similarity and difference, and significance.</p> <ul style="list-style-type: none">- Construct informed responses by selecting and organising relevant local historical information- Understand how our knowledge of the past is constructed from a range of sources [2]- 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- Evaluate a range of historical sources	<p>similarity and difference, and significance.</p> <ul style="list-style-type: none">- Construct informed responses by selecting and organising relevant local historical information- Understand how our knowledge of the past is constructed from a range of sources [2]- 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- Evaluate a range of historical sources and make perceptive deductions about the reliability of sources in answering local historical questions.- Understand change and continuity, and the significance of local people. [2]
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	EYFS	Year 1	Year 2	Year 3/4	Year 5/6
	<ul style="list-style-type: none"> Jobs and occupations Christmas story Litter leaders Amelia Earhart Mother's day Human growth St George's day Animals past and present Local history 	<ul style="list-style-type: none"> Toys now and in the past Neil Armstrong Dr Maggie Aderin-Pocock's Local history 	<ul style="list-style-type: none"> Female Pioneers (Florence nightingale and Edith Cavell) Local history Queen Elizabeth 1st Martin Luther King 	<ul style="list-style-type: none"> Romans Hidden figures (Mary Jackson, Katherine Johnson, and Dorothy Vaughan) Local history 	<ul style="list-style-type: none"> Mayans World War 2 Harriet Tubman Local history
<u>Chronological understanding</u>	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Recognising the distinction between past & present -Use past forms accurately when talking about events that have happened. -Uses everyday language related to time: e.g. then, next, yesterday, last year, days of week, vocabulary related to their birthday e.g. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Recognising the distinction between past & present -Sequence some events or 3 or 4 related objects in order -Uses words and phrases: old, new, young, days, months -Remembers parts of stories and memories about the past -Lives of significant historical figures, 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Recount changes in own life over time -Puts 3 people, events or objects in order using a given scale. -Uses words and phrases such as recently, before, after, now, later. -Uses past and present when telling others about an event. <p>Link in Black History Month Martin Luther King</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Uses words and phrases: century, decade, BC, AD, after, before, during. -Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. -Names and places dates of significant events from past on a timeline. <p>Link in Black History Focus: Women of</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Uses timelines to place events, periods and cultural movements from around the world. -Uses timelines to demonstrate changes and developments in culture, technology, religion and society. -Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. -Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. -Names date of any significant event studied from past and place it correctly on a timeline. <p>Link in Black History Focus: Harriet Tubman</p>



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	month of the year	including comparison of those from different periods Link in Black History Month : Dr Maggie Aderin-Pocock (British Space Scientist)	(democracy P4C link)	NASA:(Mary Jackson, Katherine Johnson, and Dorothy Vaughan)	
Knowledge and understanding of past events, people and changes in the past	Skills - To talk about past and present events in their own lives and in the lives of family members - Have opportunities to share experiences and knowledge from different parts of their lives with each other.	Skills -Tell the difference between past and present in own and other people's lives -They know and recount episodes from stories about the past	Skills -Uses information to describe the past. -Uses information to describe differences between then and now. -Recounts main events from a significant in history. -Uses evidence to explain reasons why people in past acted as they did.	Skills -Shows knowledge and understanding by describing features of past societies and periods. -Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. -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. -Describes how some of the past events/people affect life today.	Skills -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. -Identifies how any of above may have changed during a time period. -Gives own reasons why changes may have occurred, backed up with evidence. -Shows identified changes on a timeline. -Describes similarities and differences between some people, events and objects studied. -Describes how some changes affect life today. -Makes links between some features of past societies.
Historical interpretation	Skills -To preserve memories of special events, e.g. making a book, collecting	Skills -Begins to identify and recount some details from the past from	Skills -Looks at books and pictures (and eye-witness accounts, photos, artefacts,	Skills -Gives reasons why there may be different accounts of history.	Skills -Understands that the past has been represented in different ways. -Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. -Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.



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	photographs, sound recording, drawing and writing. -Pupils will be able to recall and share events from their lives and the lives of others.	sources (eg. pictures, stories) -Compare adults talking about the past – how reliable are their memories?	buildings and visits, internet). -Understands why some people in the past did things.		
Historical enquiry	<u>Skills</u> - Looks closely at change. -Ask & answer 'how' and 'why' questions about their experiences	<u>Skills</u> -Finds answers to simple questions about the past from sources of information (eg. pictures, stories research on computers)	<u>Skills</u> -Looks carefully at 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.	<u>Skills</u> -Understands the 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.	<u>Skills</u> -Identifies and uses different 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.



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Organisation and communication	<u>Skills</u> -Shows knowledge and understanding about the past in different ways (eg. role play, drawing, and writing, talking). -Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing... Using ICT...	<u>Skills</u> -Shows knowledge and understanding about the past in different ways (eg. role play, drawing, and writing, talking). -Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing... Using ICT...	<u>Skills</u> -Communicate their knowledge 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.	<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.	<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.
Local History	<u>Skills</u> - Develop an awareness of Rotherhithe's past. - Shows knowledge of people and events about their local history - To identify similarities and differences between ways of life	<u>Skills</u> - Develop an awareness of Rotherhithe's past, using common words and phrases relating to the passing of time. - Shows knowledge of people and events about their local history	<u>Skills</u> - Develop an awareness of Rotherhithe's past, using common words and phrases relating to the passing of time. - Shows knowledge of where the people and events about their local history fit	<u>Skills</u> - Develop a chronologically knowledge and understanding of the local history of Rotherhithe. - Develop appropriate use of historical terms about local history. - Discuss historically valid questions about change,	<u>Skills</u> - Develop a chronologically secure knowledge and understanding of the local history of Rotherhithe. - Contrast trends over time about local history. - Develop appropriate use of historical terms about local history. - Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses by selecting and organising relevant local historical information - Understand how our knowledge of the past is constructed from a range of sources - 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 - Evaluate a range of historical sources and make perceptive deductions about the reliability of sources in answering local historical questions. - Understand change and continuity, and the significance of local people.



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	<ul style="list-style-type: none">- in Rotherhithe- Use vocabulary linked to local history.- To ask and answer questions about Rotherhithe's local history and related artefacts.-	<ul style="list-style-type: none">- To identify similarities and differences between ways of life in Rotherhithe- Use vocabulary linked to local history.- To ask and answer questions, about stories linked to events from local history.	<ul style="list-style-type: none">- within a chronological framework- To identify similarities and differences between ways of life in Rotherhithe through different periods.- Use a wide vocabulary of everyday historical terms linked to local history.- 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.	<ul style="list-style-type: none">- cause, similarity and difference, and significance.- Select and organise relevant local historical information.- Understand how our knowledge of the past is constructed from a range of sources.	
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