



## St. John's Primary History Progression of Knowledge and Skills

|                                               | <b>EYFS</b><br>Bonfire Night,<br>Remembrance and Black<br>History Month<br>Homes past and present<br>Seaside then and now                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Year 1</b><br>How am I making history?<br>How have toys changed?<br>How have explorers<br>changed the world?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Year 2</b><br>How was school different<br>in the past?<br>How did we learn to fly?<br>What is a monarch?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Year 3</b><br>Stone, Bronze or Iron Age?<br>Why did the Romans<br>invade Britain?<br>What was important to<br>Ancient Egyptians?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Year 4</b><br>How have children's lives<br>changed?<br>What changed after the<br>Anglo-Saxon invasion?<br>The ancient Maya                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Year 5</b><br>Vikings<br>Life in Tudor England<br>Achievements of the<br>ancient Maya                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Year 6</b><br>Impact of WW2 on Britain<br>What was the Sikh<br>Empire?<br>What can the census tell<br>us?                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Chronological<br/>           awareness</b> | <b>Skills</b> <ul style="list-style-type: none"> <li>Beginning to sequence events when describing them (e.g. daily routines, events in a story).</li> <li>Recognising that some stories are set a long time ago.</li> <li>Recognising significant dates for them (e.g. birthday).</li> <li>Beginning to use words for the passing of time (e.g. yesterday, today, tomorrow, last week).</li> <li>Recounting past activities using photos as a prompt.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>They started life as a baby and have grown and changed.</li> <li>Someone's age is the time since they were born.</li> <li>Parents are older than children and grandparents are older than parents (generations).</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>Sequencing three or four events in their own life (How am I making history?).</li> <li>Using common words for the passing of time (now, long ago, then, before, after).</li> <li>Sequencing three or four artefacts from different periods of time (toys).</li> <li>Placing events on a simple timeline.</li> <li>Recording historical stories heard orally on a timeline (explorers).</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>A timeline shows the order events in the past happened.</li> <li>We start at 'now' on a timeline and then look back.</li> <li>'The past' is events that have already happened; 'the present' is time happening now.</li> <li>Living memory is about 100 years.</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>Sequencing up to six photographs, focusing on the intervals between events (school).</li> <li>Placing events on a timeline, building on times studied in Year 1 (flight).</li> <li>Beginning to recognise how long each event lasted.</li> <li>Knowing where people and events studied fit into a chronological framework (William the Conqueror).</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>A decade is ten years.</li> <li>Beyond living memory is more than 100 years ago.</li> <li>Events in history may last different amounts of time.</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</li> <li>Placing the time studied on a timeline (Stone Age to Iron Age, Romans, Egyptians).</li> <li>Using BC, AD and century.</li> <li>Using dates to work out the interval between periods and the duration of events.</li> <li>Using terms such as millennium and ancient.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>Prehistory is the period before written records and lasts until the Roman invasion in AD 43.</li> <li>Prehistory is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>Understanding that history is divided into periods (e.g. ancient times, Middle Ages and modern).</li> <li>Sequencing eight to ten artefacts, historical pictures or events.</li> <li>Beginning to develop a chronologically secure knowledge of local, British and world history.</li> <li>Noticing connections over a period of time (Tudor to Victorian).</li> <li>Making a simple individual timeline.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>History is divided into periods, e.g. ancient times, Middle Ages and modern.</li> <li>The Tudor period is 1485 to 1603, when the Tudor family ruled England.</li> <li>The Victorian period is 1837 to 1901, the</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>Sequencing events on a timeline, comparing where they fit with periods studied in previous years (Vikings, Tudors).</li> <li>Putting dates in the correct century.</li> <li>Using the terms AD and BC in their work.</li> <li>Using relevant dates, terms and period labels.</li> <li>Relating the current study to other periods of history on a timeline.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>How dating by centuries works (e.g. the 1500s are the 16th century).</li> <li>Relevant dates and period labels (e.g. Stone Age, Romans, Anglo-Saxons, Vikings, Tudors, Maya, Victorians).</li> <li>Historical periods have characteristics that distinguish them.</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>Developing a chronologically secure understanding of British, local and world history.</li> <li>Placing the time, period and context on a timeline (WW2, Sikh Empire, census years).</li> <li>Comparing and making connections between different contexts in the past.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>How to work out the duration of periods and events.</li> <li>How to represent a scale on a timeline.</li> <li>How to create their own timeline, selecting significant events.</li> </ul> |

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|                                             | <ul style="list-style-type: none"> <li>Some language for talking about the passing of time (before, yesterday, last week, last year).</li> </ul> |                                                                                                                 |                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>The Stone, Bronze and Iron Ages are named after the materials used to make tools.</li> <li>BC means 'before Christ' and shows years before AD 1; AD means 'Anno Domini' and shows years from AD 1.</li> </ul>                       | years Queen Victoria reigned.                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                  |
| <b>SUBSTANTIVE CONCEPTS</b>                 |                                                                                                                                                  |                                                                                                                 |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                  |
| <b>Power (monarchy, government, empire)</b> | —                                                                                                                                                | —                                                                                                               | <ul style="list-style-type: none"> <li>A monarch in the UK is a king or queen.</li> <li>Power is exercised in different ways in different cultures, times and groups (e.g. monarchy).</li> <li>Britain was organised into kingdoms governed by monarchs (William the Conqueror and his castles).</li> </ul> | <ul style="list-style-type: none"> <li>How empires expanded and were controlled across a large area (Roman Empire).</li> <li>Some reasons why empires fall or collapse.</li> <li>Societies had hierarchies and structures (e.g. Egyptian pharaohs and workers).</li> </ul> | <ul style="list-style-type: none"> <li>How groups, kingdoms and monarchy developed in Britain (Anglo-Saxon kingdoms).</li> <li>Who became the first ruler of the whole of England.</li> <li>Societies had hierarchies, including aristocracy and peasantry.</li> </ul> | <ul style="list-style-type: none"> <li>How the monarchy exercised absolute power (Henry VIII, Elizabeth I).</li> <li>There are changes in the nature of society.</li> <li>The struggle for control of Britain (Vikings and Anglo-Saxons).</li> </ul> | <ul style="list-style-type: none"> <li>The process of democracy and parliament in Britain (suffrage).</li> <li>Different empires have different reasons for their expansion (Sikh Empire).</li> <li>There are different reasons for the decline of different empires.</li> </ul> |
| <b>Invasion, settlement and migration</b>   | —                                                                                                                                                | —                                                                                                               | —                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>The earliest settlements in Britain (Stone Age).</li> <li>There were different reasons for invading Britain (Romans).</li> <li>The impact of settlers on the existing</li> </ul>                                                    | <ul style="list-style-type: none"> <li>There are varied reasons for coming to Britain (Anglo-Saxons).</li> <li>Settlement created tensions and problems.</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>There are increasingly complex reasons for people coming to Britain (Vikings as raiders, traders or settlers).</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>Migrants come to Britain from different parts of the world (WW2).</li> <li>The diverse experiences of different groups</li> </ul>                                                                                                         |

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|                                           |                                                                                                                           |                                                                                                                 |                                                                                                             | <ul style="list-style-type: none"> <li>population (the Celts' response to the Romans).</li> <li>Settlements changed over time.</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>There are different reasons for migration.</li> </ul>                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Different groups had different experiences of settling in Britain.</li> </ul>                                                                                                                                                                                                            | coming to Britain over time.                                                                                                                                                                                                                                                                    |
| <b>Civilisation (social and cultural)</b> | —                                                                                                                         | —                                                                                                               | —                                                                                                           | <ul style="list-style-type: none"> <li>How invaders and settlers influence the culture of the existing population (Romans).</li> <li>Society was organised in different ways, with groups that had different roles and lifestyles (Egyptians).</li> </ul>                             | <ul style="list-style-type: none"> <li>Education existed in some cultures, times and groups (Tudor and Victorian children).</li> <li>Children's roles and lifestyles (leisure, health and work) varied across time.</li> <li>How Anglo-Saxon settlers influenced culture in Britain.</li> </ul> | <ul style="list-style-type: none"> <li>How society is organised in different cultures, times and groups (Vikings, Tudors).</li> <li>How to compare education in different cultures and times.</li> <li>There are differences between early and later civilisations (Maya).</li> </ul>                                           | <ul style="list-style-type: none"> <li>The changes, and reasons for changes, in the organisation of society in Britain (census).</li> <li>The changing role of women and men in Britain (suffrage, WW2).</li> <li>How to compare the development and role of education in societies.</li> </ul> |
| <b>Trade</b>                              | —                                                                                                                         | —                                                                                                               | —                                                                                                           | <ul style="list-style-type: none"> <li>Trade began as the exchange of goods.</li> <li>Communities traded with each other and across the English Channel in prehistoric times.</li> <li>The Roman invasion led to a great increase in British trade with the outside world.</li> </ul> | <ul style="list-style-type: none"> <li>Trade routes existed in Roman, Anglo-Saxon and Viking times.</li> <li>Traders were the rich members of society.</li> <li>Trade develops in different times and ways in different civilisations (Maya).</li> </ul>                                        | <ul style="list-style-type: none"> <li>Trading ships and centres (e.g. York) were a reason for Viking raids.</li> <li>There was a race to discover new countries, bringing new goods to trade (e.g. silk, spices, precious metals).</li> <li>The expansion of trade routes increased the variety of goods available.</li> </ul> | <ul style="list-style-type: none"> <li>Trade routes from Britain expanded across the world.</li> <li>Trading methods developed from in-person trading to boats, trains and planes.</li> <li>The development of global trade.</li> </ul>                                                         |
| <b>Beliefs</b>                            | —                                                                                                                         | —                                                                                                               | —                                                                                                           | <ul style="list-style-type: none"> <li>There are different beliefs in different</li> </ul>                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Paganism and the introduction of</li> </ul>                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>The changing nature of religion in Britain</li> </ul>                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>The different beliefs held by different</li> </ul>                                                                                                                                                                                                       |

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|                                                    |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                               | cultures, times and<br>groups (Egyptian gods<br>and the afterlife).<br><br>• How to compare<br>beliefs in different<br>cultures, times and<br>groups (Romans and<br>Egyptians).                                                                     | Christianity in Britain<br>(Anglo-Saxons).<br>• How Christianity<br>spread.<br>• The significance of<br>beliefs to the Maya.                                                                                                            | and its impact<br>(Tudors).<br>• How different<br>societies practise and<br>demonstrate their<br>beliefs (Vikings,<br>Maya).                                                                                                                                                                                            | cultures, times and<br>groups (Sikh Empire).<br>• How to identify the<br>impact of beliefs on<br>society.                                                                                                                              |
| <b>Achievements<br/>and follies of<br/>mankind</b> | <ul style="list-style-type: none"> <li>In fairytales, kings and queens are usually important, powerful people who rule over others.</li> <li>Some interests and achievements from their own lives and the lives of family and friends.</li> </ul>                   | <ul style="list-style-type: none"> <li>Some inventions that still influence their lives today (toys).</li> <li>Some achievements and discoveries of significant individuals (explorers).</li> </ul>                             | <ul style="list-style-type: none"> <li>Achievements and inventions that still influence their lives today (flight).</li> <li>The legacy and contribution of inventions.</li> <li>The achievements of significant individuals (pioneers of flight).</li> </ul> | <ul style="list-style-type: none"> <li>Achievements and inventions from Roman times that still influence our lives today.</li> <li>The achievements of ancient civilisations contributed to technology, culture and science (Egyptians).</li> </ul> | <ul style="list-style-type: none"> <li>The legacy and contribution of the Anglo-Saxons and Vikings to life in Britain today.</li> <li>The achievements and inventions of the Maya.</li> </ul>                                           | <ul style="list-style-type: none"> <li>People in the past were as inventive and sophisticated in thinking as people today.</li> <li>New technologies allowed cities to develop (Maya).</li> <li>How to identify and compare the achievements of different civilisations and explain why they were important.</li> </ul> | <ul style="list-style-type: none"> <li>The impact of war on local communities (WW2).</li> <li>Some of the impacts of war on daily lives.</li> <li>The achievements of the Sikh Empire.</li> </ul>                                      |
| <b>DISCIPLINARY CONCEPTS</b>                       |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                        |
| <b>Change and continuity</b>                       | <b>Skills</b> <ul style="list-style-type: none"> <li>Being aware of changes that happen throughout the year (e.g. seasons, nature).</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>The environment around us changes as time passes.</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>Being aware that some things in their own lives have changed and some have stayed the same.</li> <li>Describing simple changes and things that remain the same.</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>Recognising some things which have changed or stayed the same since the past (school).</li> <li>Identifying simple reasons for changes (flight, castles).</li> </ul> <b>Knowledge</b>                    | <b>Skills</b> <ul style="list-style-type: none"> <li>Identifying what the situation was like before the change occurred.</li> <li>Comparing different periods of history and identifying change and continuity (Stone Age to Iron Age).</li> </ul>  | <b>Skills</b> <ul style="list-style-type: none"> <li>Identifying reasons for change and reasons for continuity (children's lives).</li> <li>Describing change and continuity between different periods (Tudor to Victorian).</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>Making links between events and changes within and across different periods and societies.</li> <li>Describing the links between main events, similarities and changes across</li> </ul>                                                                           | <b>Skills</b> <ul style="list-style-type: none"> <li>Identifying the reasons for change and continuity.</li> <li>Describing the links between different societies.</li> <li>Analysing and presenting the reasons for change</li> </ul> |

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|                                     |                                                                                                                           | <ul style="list-style-type: none"> <li>Understanding that some things change, some stay the same and some are new (toys).</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>People change as they grow older.</li> <li>Throughout someone's lifetime, some things change and some stay the same.</li> <li>Everyday objects have changed over time.</li> </ul> | <ul style="list-style-type: none"> <li>Daily life has changed over time, but there are some similarities to life today.</li> </ul>                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Identifying the links between different societies (Romans and Celts).</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>Change can be brought about by advancements in materials (bronze, iron).</li> <li>Change can be brought about by advancements in trade.</li> </ul> | <ul style="list-style-type: none"> <li>Identifying the links between different societies (Anglo-Saxons and Vikings).</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>Change can be brought about by advancements in transport and travel.</li> </ul>                             | periods (Vikings, Tudors). <ul style="list-style-type: none"> <li>Explaining reasons for change and continuity using the vocabulary and terms of the period.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>Change can be brought about by conflict.</li> </ul> | and continuity (census across different periods). <b>Knowledge</b> <ul style="list-style-type: none"> <li>Change can be traced using the census.</li> </ul>                                                                                                                                                                                   |
| <b>Cause and consequence</b>        | <ul style="list-style-type: none"> <li>Experiencing cause and effect in play.</li> </ul>                                  | <b>Skills</b> <ul style="list-style-type: none"> <li>Asking why things happen and beginning to explain why, with support.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>Everyday objects have changed as new materials have been invented (toys).</li> </ul>                                                                                              | <b>Skills</b> <ul style="list-style-type: none"> <li>Asking questions about why people did things, why events happened and what happened as a result.</li> <li>Recognising why people did things and what happened as a result (William the Conqueror).</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>Changes may come about because of improvements in technology (flight).</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>Identifying reasons for historical events, situations and changes (why the Romans invaded).</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>Advancements in science and technology can be the cause of change.</li> </ul>                                  | <b>Skills</b> <ul style="list-style-type: none"> <li>Identifying the consequences of events and the actions of people (end of Anglo-Saxon rule).</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>The actions of people can be the cause of change (Lord Shaftesbury).</li> </ul> | <ul style="list-style-type: none"> <li>Giving reasons for historical events and their results (Viking raids).</li> <li>Starting to analyse and explain the reasons for, and results of, events and change.</li> </ul>                                                               | <b>Skills</b> <ul style="list-style-type: none"> <li>Analysing and explaining the reasons for, and results of, historical events, situations and change (causes of WW2).</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>Members of society standing up for their rights can be the cause of change (suffrage).</li> </ul> |
| <b>Similarities and differences</b> | <ul style="list-style-type: none"> <li>Beginning to recognise similarities and differences</li> </ul>                     | <b>Skills</b> <ul style="list-style-type: none"> <li>Beginning to look for similarities and</li> </ul>                                                                                                                                                                                                                                                                         | <b>Skills</b> <ul style="list-style-type: none"> <li>Identifying similarities and differences</li> </ul>                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Identifying similarities and differences between periods of</li> </ul>                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Explaining similarities and differences between the daily</li> </ul>                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Describing similarities and differences in social, cultural,</li> </ul>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Describing change throughout time</li> </ul>                                                                                                                                                                                                                                                           |

|                                | <b>EYFS</b><br><b>Bonfire Night, Remembrance and Black History Month</b><br><b>Homes past and present</b><br><b>Seaside then and now</b>                                                                                                                  | <b>Year 1</b><br><b>How am I making history?</b><br><b>How have toys changed?</b><br><b>How have explorers changed the world?</b>                                                                                                                                                                                                                                                             | <b>Year 2</b><br><b>How was school different in the past?</b><br><b>How did we learn to fly?</b><br><b>What is a monarch?</b>                                                                                                                                                                                                                                                                                                | <b>Year 3</b><br><b>Stone, Bronze or Iron Age?</b><br><b>Why did the Romans invade Britain?</b><br><b>What was important to Ancient Egyptians?</b>                                                                                                                                                                                                                       | <b>Year 4</b><br><b>How have children's lives changed?</b><br><b>What changed after the Anglo-Saxon invasion?</b><br><b>The ancient Maya</b>                                                                                                                                                                                                                                           | <b>Year 5</b><br><b>Vikings</b><br><b>Life in Tudor England</b><br><b>Achievements of the ancient Maya</b>                                                                                             | <b>Year 6</b><br><b>Impact of WW2 on Britain</b><br><b>What was the Sikh Empire?</b><br><b>What can the census tell us?</b>                                                                                                                                                               |
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|                                | <p>between the past and today.</p> <ul style="list-style-type: none"> <li>Using photographs and stories to compare the past with the present (homes, seaside).</li> </ul>                                                                                 | <p>differences over time in their own lives.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>There are similarities and differences between their lives today and in the past.</li> <li>People celebrate special events in different ways.</li> <li>Everyday objects have similarities and differences with those used for the same purpose in the past (toys).</li> </ul> | <p>between ways of life at different times (school).</p> <ul style="list-style-type: none"> <li>Finding out about people, events and beliefs in society.</li> <li>Making comparisons with their own lives.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>There are explanations for similarities and differences between children's lives now and in the past.</li> </ul>                        | <p>history (Stone, Bronze and Iron Ages).</p> <ul style="list-style-type: none"> <li>Identifying similarities and differences in social, cultural and religious diversity in Britain and the wider world (Egyptians).</li> </ul>                                                                                                                                         | <p>lives of people in the past and today (children's lives).</p> <ul style="list-style-type: none"> <li>Identifying similarities and differences in diversity in Britain and the wider world (Maya).</li> </ul>                                                                                                                                                                        | <p>religious and ethnic diversity in Britain and the wider world.</p> <ul style="list-style-type: none"> <li>Making links with different time periods studied.</li> </ul>                              | <p>(census across periods).</p> <ul style="list-style-type: none"> <li>Making links with different time periods studied.</li> </ul>                                                                                                                                                       |
| <b>Historical significance</b> | <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Recalling special people in their own lives.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>The names of people who are significant in their own lives.</li> </ul> | <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Recalling special events in their own lives.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Some people and events are considered more special or significant than others (explorers).</li> </ul>                                                                                                      | <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Discussing who was important in a historical event (flight, William the Conqueror).</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Some events are more significant than others.</li> <li>The impact of a historical event on society.</li> <li>Historically significant people are those who changed many people's lives.</li> </ul> | <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Recalling some important people and events.</li> <li>Identifying who is important in historical sources and accounts (Amesbury Archer).</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Significant archaeological findings are those which change how we see the past.</li> </ul> | <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Recalling some important people and events.</li> <li>Evaluating the significance of a person's contribution (Lord Shaftesbury).</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Historically significant events changed many people's lives and had an impact for many years to come.</li> </ul> | <ul style="list-style-type: none"> <li>Identifying significant people and events across different time periods.</li> <li>Comparing significant people and events (Henry VIII, Elizabeth I).</li> </ul> | <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Explaining the significance of events, people and developments (WW2).</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Historians select criteria for significance, and these can change.</li> </ul> |

|                            | <b>EYFS</b><br>Bonfire Night,<br>Remembrance and Black<br>History Month<br>Homes past and present<br>Seaside then and now                                                                                                                                | <b>Year 1</b><br>How am I making history?<br>How have toys changed?<br>How have explorers<br>changed the world?                                                                                                                                                                                                                                                                                                                                                                               | <b>Year 2</b><br>How was school different<br>in the past?<br>How did we learn to fly?<br>What is a monarch?                                                                                                                                                                                                                                                                                                                                                          | <b>Year 3</b><br>Stone, Bronze or Iron Age?<br>Why did the Romans<br>invade Britain?<br>What was important to<br>Ancient Egyptians?                                                                                                                                                                                                                                                                                                 | <b>Year 4</b><br>How have children's lives<br>changed?<br>What changed after the<br>Anglo-Saxon invasion?<br>The ancient Maya                                                                                                                                                                                                                                | <b>Year 5</b><br>Vikings<br>Life in Tudor England<br>Achievements of the<br>ancient Maya                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Year 6</b><br>Impact of WW2 on Britain<br>What was the Sikh<br>Empire?<br>What can the census tell<br>us?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Sources of evidence        | <b>Skills</b> <ul style="list-style-type: none"> <li>Using stories and non-fiction books to find out about life in the past.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>Stories and books can tell us about the past.</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>Using artefacts, photographs and museum visits to answer simple questions about the past.</li> <li>Sorting artefacts from then and now (toys).</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>Photographs and artefacts can tell us about the past.</li> <li>We can find out about the past by asking people who were there.</li> <li>We remember some, but not all, of the events we have lived through.</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>Using artefacts, photographs and museum visits to ask and answer questions (school).</li> <li>Making simple observations about a source or artefact.</li> <li>Identifying a primary source.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>We can find out how places have changed by looking at maps.</li> <li>Historians use evidence from sources to find out about the past.</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>Using a range of sources to find out about a period.</li> <li>Using evidence to build up a picture of a past event (Amesbury Archer).</li> <li>Observing small details in artefacts and pictures.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>Archaeological evidence can be used to find out about the past (Stone Age, Romans, Egyptians).</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>Using a range of sources to find out about a period.</li> <li>Identifying sources influenced by the personal beliefs of the author.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>We can make inferences and deductions from images and artefacts from the past (Maya).</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>Recognising primary and secondary sources.</li> <li>Identifying bias, value and limitations in a source (Tudor portraits and propaganda).</li> <li>Using oral histories as a source (Vikings).</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>Inventories are useful sources for finding out about people in the past (Tudor inventories).</li> <li>The most reliable sources are primary sources created for official purposes.</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>Using a range of sources to find out about a particular aspect of the past (photos, propaganda posters, oral histories).</li> <li>Describing how secondary sources are influenced by the beliefs, culture and time of the author.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>A census is an official survey, carried out every ten years, recording every person in a household.</li> <li>The types of information that can be taken from the census.</li> <li>Key census terms (e.g. scholar, ditto, occupation, marital status).</li> <li>How to compare census extracts by analysing individual columns.</li> </ul> |
| Historical interpretations | Skills                                                                                                                                                                                                                                                   | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Skills                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Identifying and giving reasons for different</li> </ul>                                                                                                                                                                                                                                                               | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                    | <b>EYFS</b><br><b>Bonfire Night, Remembrance and Black History Month</b><br><b>Homes past and present</b><br><b>Seaside then and now</b>                                                                                                                 | <b>Year 1</b><br><b>How am I making history?</b><br><b>How have toys changed?</b><br><b>How have explorers changed the world?</b>                                                                                                                                                                                   | <b>Year 2</b><br><b>How was school different in the past?</b><br><b>How did we learn to fly?</b><br><b>What is a monarch?</b>                                                                                                                                                                                                                                                                                       | <b>Year 3</b><br><b>Stone, Bronze or Iron Age?</b><br><b>Why did the Romans invade Britain?</b><br><b>What was important to Ancient Egyptians?</b>                                                                                                                                                                                                                                                                                                                                 | <b>Year 4</b><br><b>How have children's lives changed?</b><br><b>What changed after the Anglo-Saxon invasion?</b><br><b>The ancient Maya</b>                                                                                              | <b>Year 5</b><br><b>Vikings</b><br><b>Life in Tudor England</b><br><b>Achievements of the ancient Maya</b>                                                                                                                                                                                                                                                                                                                                                               | <b>Year 6</b><br><b>Impact of WW2 on Britain</b><br><b>What was the Sikh Empire?</b><br><b>What can the census tell us?</b>                                                                                                                                                                                                                                                                       |
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|                                    | <ul style="list-style-type: none"> <li>Recognising that others may notice different things in photographs from the past.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>Some photographs and drawings represent the past.</li> </ul> | <ul style="list-style-type: none"> <li>Beginning to identify different ways the past is represented (e.g. photos, stories).</li> <li>Developing their own interpretations from artefacts.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>The past can be represented in photographs.</li> </ul> | <ul style="list-style-type: none"> <li>Recognising different ways the past is represented, including eye-witness accounts.</li> <li>Comparing pictures or photographs of people or events in the past.</li> <li>Developing their own interpretations from photographs and written sources.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>The past is represented in different ways.</li> </ul> | <ul style="list-style-type: none"> <li>Exploring representations of the period (e.g. archaeological and museum evidence, cartoons, books).</li> <li>Evaluating the usefulness of different sources.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>Archaeological evidence has limitations: it doesn't give all the answers or tell us how people felt (Amesbury Archer).</li> <li>Historians' assumptions can change in the light of new evidence.</li> </ul> | <p>ways the past is represented.</p> <ul style="list-style-type: none"> <li>Identifying the differences between sources and giving reasons for them.</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>Comparing accounts of events from different sources (raiders, traders or settlers?).</li> <li>Suggesting explanations for different versions of events.</li> <li>Identifying how conclusions have been reached by linking sources.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>We must consider a source's audience, purpose, creator and accuracy to judge its reliability (Tudor propaganda).</li> </ul> | <ul style="list-style-type: none"> <li>Developing strategies for checking the accuracy of evidence.</li> <li>Understanding that different evidence creates different conclusions.</li> <li>Evaluating the interpretations made by historians.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>There are different interpretations of historical figures and events.</li> </ul> |
| <b>HISTORICAL ENQUIRY</b>          |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Posing historical questions</b> | <ul style="list-style-type: none"> <li>Asking questions about differences seen in photographs or images that represent the past.</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>Asking how and why questions based on stories, events and people.</li> <li>Asking questions about sources of evidence (e.g. artefacts).</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>Asking a range of questions about stories, events and people.</li> <li>Understanding the importance of historically valid questions.</li> </ul>                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Asking questions about the main features of everyday life in periods studied (how did people live?).</li> <li>Creating historically valid questions across time periods, cultures and groups.</li> </ul>                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Understanding how historical enquiry questions are structured.</li> <li>Creating questions for different types of enquiry.</li> <li>Asking questions about bias in historical evidence.</li> </ul> | <ul style="list-style-type: none"> <li>Asking questions of increasing difficulty (e.g. who governed, how and with what results?).</li> <li>Creating a hypothesis to base an enquiry on (raiders, traders or settlers?).</li> <li>Asking about the interpretations and viewpoints of others.</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Planning a historical enquiry (local area census).</li> <li>Suggesting the evidence needed to carry out the enquiry.</li> <li>Identifying methods to carry out the research.</li> </ul>                                                                                                                                                                    |

|                                                                                | <b>EYFS</b><br>Bonfire Night,<br>Remembrance and Black<br>History Month<br>Homes past and present<br>Seaside then and now | <b>Year 1</b><br>How am I making history?<br>How have toys changed?<br>How have explorers<br>changed the world?                                                                                                                   | <b>Year 2</b><br>How was school different<br>in the past?<br>How did we learn to fly?<br>What is a monarch?                                                                                                                                  | <b>Year 3</b><br>Stone, Bronze or Iron Age?<br>Why did the Romans<br>invade Britain?<br>What was important to<br>Ancient Egyptians?                                                                                                                    | <b>Year 4</b><br>How have children’s lives<br>changed?<br>What changed after the<br>Anglo-Saxon invasion?<br>The ancient Maya                                                                                                                                                   | <b>Year 5</b><br>Vikings<br>Life in Tudor England<br>Achievements of the<br>ancient Maya                                                                                                                                                                                       | <b>Year 6</b><br>Impact of WW2 on Britain<br>What was the Sikh<br>Empire?<br>What can the census tell<br>us?                                                                                                                                                                         |
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| <b>Gathering,<br/>organising and<br/>evaluating<br/>evidence</b>               | <ul style="list-style-type: none"><li>• Making simple observations about the past from photographs and images.</li></ul>  | <ul style="list-style-type: none"><li>• Using sources such as artefacts to answer questions.</li><li>• Drawing out information from sources.</li><li>• Making simple observations about the past from a source.</li></ul>         | <ul style="list-style-type: none"><li>• Understanding how we use books and sources to find out about the past.</li><li>• Selecting information from a source to answer a question.</li><li>• Evaluating the usefulness of sources.</li></ul> | <ul style="list-style-type: none"><li>• Defining the terms ‘source’ and ‘evidence’.</li><li>• Using a range of sources to construct knowledge of the past.</li><li>• Extracting appropriate information from a historical source.</li></ul>            | <ul style="list-style-type: none"><li>• Selecting and recording relevant information from a range of sources.</li><li>• Identifying primary and secondary sources.</li><li>• Identifying the bias of a source.</li><li>• Comparing and contrasting different sources.</li></ul> | <ul style="list-style-type: none"><li>• Using different sources to make and support historical claims.</li><li>• Distinguishing between fact and opinion.</li><li>• Recognising gaps in evidence.</li><li>• Using sources with different perspectives in an enquiry.</li></ul> | <ul style="list-style-type: none"><li>• Developing awareness of the variety of evidence from different periods.</li><li>• Using evidence to dispute the ideas or claims of others.</li><li>• Considering audience, purpose, accuracy and creator when judging reliability.</li></ul> |
| <b>Interpreting<br/>findings,<br/>analysing and<br/>making<br/>connections</b> | —                                                                                                                         | <ul style="list-style-type: none"><li>• Interpreting evidence by making simple deductions.</li><li>• Making simple inferences from sources of evidence.</li><li>• Describing the main features of evidence of the past.</li></ul> | <ul style="list-style-type: none"><li>• Making links and connections across a unit of study.</li><li>• Selecting and using sections of sources to support answers.</li></ul>                                                                 | <ul style="list-style-type: none"><li>• Understanding that there are different ways to interpret evidence.</li><li>• Making deductions from documentary and concrete evidence (e.g. pictures, artefacts).</li><li>• Asking ‘How do we know?’</li></ul> | <ul style="list-style-type: none"><li>• Interpreting evidence in different ways.</li><li>• Making links and connections across periods, cultures or groups.</li></ul>                                                                                                           | —                                                                                                                                                                                                                                                                              | —                                                                                                                                                                                                                                                                                    |
| <b>Evaluating and<br/>drawing<br/>conclusions</b>                              | <ul style="list-style-type: none"><li>• Deciding whether photographs or images depict the past.</li></ul>                 | <ul style="list-style-type: none"><li>• Drawing simple conclusions to answer a question.</li></ul>                                                                                                                                | <ul style="list-style-type: none"><li>• Making simple conclusions about a question, using evidence to support them.</li></ul>                                                                                                                | <ul style="list-style-type: none"><li>• Reaching conclusions supported by historical evidence.</li><li>• Recognising similarities and differences between past events and today.</li></ul>                                                             | <ul style="list-style-type: none"><li>• Understanding that there may be multiple conclusions to an enquiry question.</li><li>• Reaching conclusions supported by historical evidence.</li></ul>                                                                                 | <ul style="list-style-type: none"><li>• Interpreting evidence in different ways, using evidence to support statements.</li><li>• Making increasingly complex interpretations using more than one source.</li></ul>                                                             | <ul style="list-style-type: none"><li>• Beginning to interpret simple statistical sources (census data).</li><li>• Reaching conclusions which are increasingly complex and supported by a range of sources.</li><li>• Evaluating conclusions and</li></ul>                           |

|                               | <b>EYFS</b><br>Bonfire Night,<br>Remembrance and Black<br>History Month<br>Homes past and present<br>Seaside then and now                           | <b>Year 1</b><br>How am I making history?<br>How have toys changed?<br>How have explorers<br>changed the world?                                                                                                                                                                                                                          | <b>Year 2</b><br>How was school different<br>in the past?<br>How did we learn to fly?<br>What is a monarch?                                                                                                                                                 | <b>Year 3</b><br>Stone, Bronze or Iron Age?<br>Why did the Romans<br>invade Britain?<br>What was important to<br>Ancient Egyptians?                                                                                                                                                                                  | <b>Year 4</b><br>How have children's lives<br>changed?<br>What changed after the<br>Anglo-Saxon invasion?<br>The ancient Maya                                                                                                                               | <b>Year 5</b><br>Vikings<br>Life in Tudor England<br>Achievements of the<br>ancient Maya                                                                                                                                                                                                                             | <b>Year 6</b><br>Impact of WW2 on Britain<br>What was the Sikh<br>Empire?<br>What can the census tell<br>us?                                                                                                                                                         |
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|                               |                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Challenging existing interpretations of the past.</li> <li>Making connections and contrasts within a period and across time.</li> </ul>                                                                                                                                       | identifying ways to improve them.                                                                                                                                                                                                                                    |
| <b>Communicating findings</b> | <ul style="list-style-type: none"> <li>Communicating findings by pointing to images and using simple language to explain their thoughts.</li> </ul> | <ul style="list-style-type: none"> <li>Communicating findings through discussion and timelines with objects and pictures.</li> <li>Using vocabulary such as old, new and long time ago.</li> <li>Discussing and writing about past events or stories.</li> <li>Expressing a personal response to a historical story or event.</li> </ul> | <ul style="list-style-type: none"> <li>Communicating answers through discussion, drama and writing (labelling, simple recount).</li> <li>Using relevant vocabulary in answers.</li> <li>Describing past events and people by drawing or writing.</li> </ul> | <ul style="list-style-type: none"> <li>Communicating through discussion, debate, drama, art and writing.</li> <li>Creating a simple imaginative reconstruction of a past event using evidence.</li> <li>Describing past events orally or in writing, recognising similarities and differences with today.</li> </ul> | <ul style="list-style-type: none"> <li>Constructing answers using evidence to support findings.</li> <li>Creating a structured response or narrative to answer an enquiry.</li> <li>Identifying weaknesses in historical accounts and arguments.</li> </ul> | <ul style="list-style-type: none"> <li>Constructing organised accounts using historical terms and information from a range of sources.</li> <li>Using evidence to create an imaginative reconstruction exploring people's feelings.</li> <li>Showing evidence of continuity, change and simple causation.</li> </ul> | <ul style="list-style-type: none"> <li>Communicating in a range of ways, including debates, blog posts and podcasts.</li> <li>Constructing explanations for past events using cause and effect.</li> <li>Using evidence to support and illustrate claims.</li> </ul> |