



History Skills Progression

Cycle A

Curriculum Aims

1. Children will use primary and secondary sources to help us understand what happened in the past. They will learn how historians have used a range of sources to investigate specific questions about the past. They will also look at artefacts and sources themselves, for example, tools, ornaments, toys, household items, diaries, accounts, pictures and newspapers. They will consider how historians use sources to interpret the past.
2. Children will develop an understanding of the chronology of British, local and world history. They will explore dates, timelines, key events and significant people. They will learn about the impact of these events and people. Children will know how Great Britain has influenced and been influenced by the wider world.
3. Children will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as architecture, art, civilisations, societies, homes, religion and settlement.
4. Throughout history, major changes have occurred as a result of significant events including war, invasion or disasters. Children will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, occupation, the military and war as well as disasters such as fire and plague.
5. Children will learn how people explored and invented through history and the impact of this. They look at key discoveries, transport, trade routes, tools and technology and how these changed over time.
6. Children will learn about and make comparisons between different civilisations, exploring life of the rich and the rulers compared to other members of society. They will look at countries, democracy, empires, government, parliament and law, monarchy and rulers, rich and poor (including peasantry) and slavery from key historical periods they study.

Early Years Foundation Stage Understanding the World

- Children will talk about and share their living memory.
- Children will talk about the lives of people around them and their role in society.
- Children will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Children will understand the past through settings, characters and events encountered in books and storytelling.



Primary Concepts

Settlement and Culture	Invasion	Homes and Transport	Diversity
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Secondary Concepts

Topics	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Class 1						
Dinosaur Planet	I can use words and phrases like: old, new and a long time ago.	I can recognise how important fossils are in helping us to understand what life was like during prehistoric times when dinosaurs existed.	I can learn about events beyond living memory that are significant nationally or globally.	I can describe how dinosaurs changed and evolved over time. I can describe how fossil hunting was started and technology has changed over time	I can identify the similarities and differences between different types of dinosaurs	I can discuss a significant person (Mary Anning) helped us learn about pre-historic times.
Bright Lights, Big City	I can use words and phrases like: old, new and a long time ago. I can place events, artefacts and people on a timeline.	I can spot old and new things in pictures of London. I can use evidence to ask questions and find answers to questions about the past, for example, what stopped the fire	I can learn about events beyond living memory that are significant nationally or globally. I can explain the causes of the Great Fire of London and what the consequences were	I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.	I can use artefacts and diary entries to compare similarities and differences.	I can describe significant people from the past and explain why they were important e.g. Samuel Pepys, Thomas Farriner. I can name a monarch e.g. King Charles II, King



		from spreading (the River Thames)				James I, Queen Victoria, Queen Elizabeth 11
Memory Box	I can label timelines with words such as: past, present, older and newer. I can recount changes that have occurred in my	I can recognise that some objects belonged to the past. I can look at sources and ask... What was it like for people? What happened? What was this used for? How long ago? I can find out things about the past by talking to an older person.	I can explain what an object from the past might have been used for and why it has now changed.	I can explain how I have changed since I was born. I can say which objects, such as toys/transport, have stayed the same and which objects have changed over time	I can ask and answer questions about old and new objects and identify similarities and differences using pictures from the past and present. I can give examples of things that were different when my grandchildren were children.	I can name a significant object or toy from the past.
Class 2						
Tribal Tales (Stone Age to Iron Age)	I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age. With support, I can use BCE.	I can observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence, for example, archaeological finds and fossils.	I can suggest causes and consequences of the main events within prehistory such as agriculture, and migration.	With support, I can begin to explain the concept of change over a long period in history.	I can describe similarities and differences between the Stone Age and Iron Age.	I can suggest suitable sources of evidence to find out about significant people and events.
Pharaohs (Ancient Egypt)	I can use dates accurately in describing events and people.	I can use sources of information to form testable hypotheses about the past, for example, was	I can describe causes and consequences of some of the main events within Ancient Egypt, for	I can explain the concepts of continuity and change over time.	I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.	I can discuss the importance of people and events in time and the significant impact they had on British



		Tutankhamun murdered?	example, why Cleopatra was so important to Ancient Egypt.			archaeological thought.
Victorians (Homes and Palaces)	I can use dates accurately in describing events and people. I can place artefacts within their correct age.	I can use several sources of evidence, such as photographs, to ask about the past and come to conclusions based on what I have seen.	I can explain how an event from the past has shaped our life today such as changing homes and transport	I can explain how houses (for the rich and poor) changed during the Victorian era.	I can compare similarities and differences between homes in the past with today I can compare rich and poor households and homes	I can explain the significance of Victorian inventions I can discuss different types of housing and household objects
Class 3						
Gods and Mortals (Ancient Greece)	I can place events, artefacts and historical figures on a timeline using dates. With support, I can use BCE and CE.	I can suggest suitable sources for historical enquiry	I can suggest causes and consequences of some of the main events and changes in Ancient Greece and use evidence to support my ideas	I can explain the concept of change over time and represent this with evidence.	I can describe similarities and differences relating to social and cultural life in Ancient Greece.	I can discuss the importance of significant people and events and the impact they had on society, beginning to use some evidence to prove my discussion, for example, Alexander the Great, the Olympic Games etc.
Traders and Raiders (Vikings)	I can use dates accurately in describing events and people.	I can use sources of evidence to deduce information about the Saxons and Vikings, for example, archaeological finds (Staffordshire Hoard) and explain how this can be	I can describe causes of invasion in Britain and what the consequences were.	I can identify periods of rapid change in history. I can explain what changed and what continued over time when the Anglo-Saxons and	I can compare similarities and differences between Anglo-Saxon and Viking culture	I can describe the social and cultural significance of a past society.



		<p>used to build up a picture of life in the past.</p> <p>I can discuss whether the evidence is reliable and explain why</p>		Vikings settled in Britain.		
America and the Slave Trade	<p>I know when the slave trade began. I can identify when the slave trade was abolished.</p>	<p>I can draw conclusions about slavery from a variety of sources.</p> <p>I can describe what the Middle Passage was and what this was like for the slaves.</p> <p>I can identify if a source is a primary or secondary source .</p> <p>I can use the information gained from sources to report on what life was like for slaves during the Atlantic slave trade.</p> <p>I can put forward a viewpoint clearly and confidently.</p>	<p>I can identify the way in which each location benefited from the Atlantic slave trade.</p> <p>I can give some reasons as to why the Atlantic slave trade became so big.</p>	<p>I can name one reason why the slave trade was abolished.</p> <p>I can recall some of the main signs of modern slavery.</p> <p>I can name a way in which a victim of modern slavery can get help.</p>	<p>I can differentiate between a slave and a servant.</p> <p>I can give an example of modern slavery.</p> <p>I can describe a way in which Britain changed because of the slave trade</p>	<p>I can give a definition of slavery during the Atlantic slave trade.</p> <p>I can name the three main locations in the triangular Atlantic slave trade.</p> <p>I can name some key figures involved in the abolition of slavery.</p> <p>I can describe what the Underground Railroad was and how it helped slaves.</p> <p>I can give reasons as to why h. Tubman is considered an important historical figure</p>