

History skill progression document

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretations	<p>- To know some of the things that people have to keep memories of the past such as photos etc. Year B: How can I be a good historian? Year A: What makes our area, our area?</p>	<p>- Look at books, videos, photographs, pictures and artefacts to find out about the past. Year B: How can I be a good historian? Year A: What makes our area, our area?</p>	<p>- Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Year A: What was it like to live in the Stone Age? The Tudors: Good or Bad? Year B: What did the Romans ever do for us? Friend or Foe? The Anglo-Saxons</p>	<p>- Explore the idea that there are different accounts of history. Year A: The Tudors: Good or Bad? Year B: What did the Romans ever do for us? Friend or Foe? The Anglo-Saxons</p>	<p>- Look at different versions of the same event in history and identify differences. Year A: The Tudors: Good or Bad? Year B: Friend or Foe? The Anglo-Saxons - Know that people in the past represent events or ideas in a way that persuades others. Year A: The Tudors: Good or Bad? Year B: What did the Romans ever do for us?</p>	<p>- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Year B: Was World War Two good? - Give reasons why there may be different accounts of history. Year A: Why has our country changed? Year B: Was World War Two good? Would I like to live in India? - Evaluate evidence to choose the most reliable forms. Year B: Was World War Two</p>	<p>- Evaluate evidence to choose the most reliable forms. Year B: Was World War Two good? - Know that people both in the past have a point of view and that this can affect interpretation. Year B: Was World War Two good? Would I like to live in India? - Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. Year B: Was World War Two good? Would I like to live in India?</p>

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Historical Investigations	<p>- To ask questions about historical items, pictures etc to see what objects or clothes were different from the present. Year A: What did these famous people do for us? Year B: How can I be a good historian?</p>	<p>- Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" Year A: What makes our area, our area? - Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. Year B: How can I be a good historian?</p>	<p>- Ask questions about the past. Year A: What was it like to live in the Stone Age? The Tudors: Good or Bad? Year B: What did the Romans ever do for us? Friend or Foe? The Anglo-Saxons - Use a wide range of information to answer questions. Year A: What was it like to live in the Stone Age? The Tudors: Good or Bad? Year B: What did the Romans ever do for us? Friend or Foe? The Anglo-Saxons</p>	<p>- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Year A: What was it like to live in the Stone Age? The Tudors: Good or Bad? Year B: What did the Romans ever do for us? Friend or Foe? The Anglo-Saxons</p>	<p>- Use documents, printed sources and sites to collect evidence about the past. Year A: The Tudors: Good or Bad? Year B: Friend or Foe? The Anglo-Saxons What did the Romans ever do for us?</p>	<p>- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Year A: The Ancient Greeks: Ancient and Awesome? Year B: Was World War Two good? - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Year A: The Ancient Greeks: Ancient and Awesome? Year B: Was World War Two good? - Investigate own lines of enquiry by posing questions to answer. Year A: The Ancient Greeks: Ancient and Awesome? Why has our country changed? What makes London special? Year B: Was World War Two good? What's occurring in Mistley Norman?</p>	
Chronological Understanding	<p>- Begin to understand the difference between things that happened in the past and the</p>	<p>- Understand the difference between things that happened in the past and the present.</p>	<p>- Understand and use the words past and present when telling others about an event</p>	<p>- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Year A:</p>	<p>- Order significant events and dates on a timeline. Year A: What was it like to live in the Stone Age?</p>	<p>- Order significant events, movements and dates on a timeline. Year A: The</p>	<p>- Identify and compare changes within and across different periods. Year A: Why has our country</p>

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	<p>present. Year A: What makes our area, our area? Year B: How can I be a good historian?</p>	<p>Year A: What makes our area, our area? Year B: How can I be a good historian? - Describe things that happened to themselves and other people in the past. Year A: What makes our area, our area? - Order a set of events or objects Year A: What did these famous people do for us? What makes our area, our area? Year B: How can I be a good historian? - Use a timeline to place important events Year A: What did these famous people do for us? What makes our area, our area?</p>	<p>Year B: What did the Romans ever do for us? - Recount changes in my own life over time - Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me Year A: What was it like to live in the Stone Age? The Tudors: Good or Bad? Year B: What did the Romans ever do for us? Friend or Foe? The Anglo-Saxons</p>	<p>What was it like to live in the Stone Age? The Tudors: Good or Bad? Year B: What did the Romans ever do for us? - Use a timeline to place historical events in chronological order. Year A: What was it like to live in the Stone Age? The Tudors: Good or Bad? Year B: What did the Romans ever do for us? Friend or Foe? The Anglo-Saxons - Describe dates of and order significant events from the period studied Year A: What was it like to live in the Stone Age? The Tudors: Good or Bad?</p>	<p>The Tudors: Good or Bad? Year B: What did the Romans ever do for us? Friend or Foe? The Anglo-Saxons - Describe the main changes in a period in history. Year A: What was it like to live in the Stone Age? The Tudors: Good or Bad? Year B: What did the Romans ever do for us? Friend or Foe? The Anglo-Saxons</p>	<p>Ancient Greeks: Ancient and Awesome? Why has our country changed? What makes London special? Year B: Was World War Two good? What's occurring in Mistley Norman?</p>	<p>changed? What makes London special? Year B: Was World War Two good? What's occurring in Mistley Norman? - Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. Year A: The Ancient Greeks: Ancient and Awesome? Why has our country changed? What makes London special? Year B: Was World War Two good? What's occurring in Mistley Norman?</p>
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		<p>Year B: How can I be a good historian?</p>		<p>Year B: What did the Romans ever do for us? Friend or Foe? The Anglo-Saxons</p>			
<p>Knowledge and Understanding of Events, People and Changes in the Past</p>	<p>- Recognise themselves and their parents when they were younger. Year A: What makes our area, our area? - Be able to explain what changes have occurred. Year A: What makes our area, our area? Year B: How can I be a good historian?</p>	<p>- Recall some facts about people/ events before living memory Year A: What makes our area, our area? Year B: How can I be a good historian? - Say why people may have acted the way they did. Year A: What did these famous people do for us? Year B: How can I be a good historian?</p>	<p>- Describe the differences between then and now using a variety of sources Year A: What was it like to live in the Stone Age? The Tudors: Good or Bad? Year B: What did the Romans ever do for us? Friend or Foe? The Anglo-Saxons - Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Year A: What was it like to live in the Stone Age? The Tudors: Good or Bad?</p>	<p>- Use evidence to describe the culture and leisure activities from the past. Year A: The Tudors: Good or Bad? Year B: What did the Romans ever do for us? - Use evidence to describe the clothes, way of life and actions of people in the past. Year A: The Tudors: Good or Bad? Year B: What did the Romans ever do for us? - Use evidence to describe buildings and their uses of people from the past</p>	<p>- Use evidence to describe what was important to people from the past. Year A: The Tudors: Good or Bad? Year B: What did the Romans ever do for us? - Use evidence to show how the lives of rich and poor people from the past differed. Year A: The Tudors: Good or Bad? Year B: What did the Romans ever do for us? - Describe similarities and differences between people, events and</p>		<p>- Choose reliable sources of information to find out about the past. Year A: What makes London special? Year B: Was World War Two good? What's occurring in Mistley Norman? - Give own reasons why changes may have occurred, backed up by evidence. Year A: Why has our country changed? What makes London special? Year B: Was World War Two good? What's occurring in Mistley Norman? - Describe similarities and differences between some people, events and artefacts studied Year A: The Ancient Greeks: Ancient and Awesome? Why has our country changed? What makes London special? Year B: Was World War Two good? What's occurring in Mistley Norman? - Describe how historical events studied affect/influence life today. Year A: The Ancient Greeks: Ancient and Awesome? Why has our country changed? What makes London special? Year B: Was World War Two good? What's occurring in Mistley Norman?</p>

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			<p>Year B: What did the Romans ever do for us? Friend or Foe? The Anglo-Saxons - Recount the main events from a significant event in history.</p> <p>Year A: What was it like to live in the Stone Age? The Tudors: Good or Bad? Year B: What did the Romans ever do for us? Friend or Foe? The Anglo-Saxons</p>	<p>Year A: What was it like to live in the Stone Age? The Tudors: Good or Bad? Year B: What did the Romans ever do for us? Friend or Foe? The Anglo-Saxons</p>	<p>artefacts studied.</p> <p>Year A: The Tudors: Good or Bad? Year B: What did the Romans ever do for us? - Describe how some of the things I have studied from the past affect/influence life today.</p> <p>Year A: What was it like to live in the Stone Age? The Tudors: Good or Bad? Year B: What did the Romans ever do for us?</p>	<p>- Make links between some of the features of past societies.</p> <p>Year A: The Ancient Greeks: Ancient and Awesome? Why has our country changed? What makes London special? Year B: Was World War Two good? What's occurring in Mistley Norman?</p>
<p>Presenting, Organising and Communicating</p>	<p>- To have a recollection or memory or to ask about someone else's.</p> <p>Year A: What makes our area, our area?</p>	<p>- Sort events or objects into groups (i.e. then and now.)</p> <p>Year A: What makes our area, our area? Year B: How can I be a good historian?</p>	<p>- Describe objects, people or events in history.</p> <p>Year A: What was it like to live in the Stone Age? The Tudors: Good or Bad?</p>	<p>- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using digital skills.</p> <p>Year A: What was it like to live in the Stone Age? The Tudors: Good or Bad? Year B: What did the Romans ever do for us?</p>	<p>- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Year A: The Ancient Greeks: Ancient and Awesome? Why has our country changed? What makes London special?</p>	



Compassion - Courage - Forgiveness - Respect - Thankfulness
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		<p>- Use timelines to order events or objects. Year A: What did these famous people do for us? What makes our area, our area? Year B: How can I be a good historian? - Tell stories about the past. Year A: What makes our area, our area? - Talk, write and draw about things from the past. Year A: What did these famous people do for us? What makes our area, our area? Year B: How can I be a good historian?</p>	<p>Year B: What did the Romans ever do for us? - Use timelines to order events or objects or place significant people. Year A: What was it like to live in the Stone Age? The Tudors: Good or Bad? Year B: What did the Romans ever do for us? Friend or Foe? The Anglo-Saxons - Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling inc digital skills. Year A: What was it like to live in the Stone Age? The Tudors: Good or Bad?</p>	<p>Friend or Foe? The Anglo-Saxons</p>	<p>Year B: Was World War Two good? What's occurring in Mistley Norman? - Plan and present a self-directed project or research about the studied period. Year A: The Ancient Greeks: Ancient and Awesome? Why has our country changed? What makes London special? Year B: Was World War Two good? What's occurring in Mistley Norman?</p>
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			<p>Year B: What did the Romans ever do for us? Friend or Foe? The Anglo-Saxons</p>		
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Overarching Historical Vocabulary

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Skills	<p>At EYFS: similarities differences communities traditions past present</p>	<p>At Key Stage One: century chronological order living memory remembersmemories opinion fact source interpret enquire/enquiry impact research evidence experts significant recent lifetime</p>	<p>At Lower Key Stage Two: era/period BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) archaeology pre-history biased impact consequences continuity</p>	<p>At Upper Key Stage Two: primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy legacy ambiguous consequences omits decade</p>