



Skill Progression 2024-2025
Subject: History
Subject lead: Leela Sharma

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Key Stage 3
Foundation 1 Topics	Enquiry 1	How have toys changed since our grandparents were young?	Why do we remember?	Which is better- stone, bronze or iron?	What did the Ancient Greeks do for us?	How do the achievements of the Maya compare to British history?	What caused World War Two?	The development of Church, state and society in Medieval Britain 1066-1509 The development of Church, state and society in Britain 1509-1745 ideas, political power, industry and empire: Britain, 1745-1901 Challenges for Britain, Europe and the wider world 1901 to the present day, in addition to the Holocaust a local history study the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20 th Century].
	Curriculum Themes	<i>Changes within living memory Changes to national life Continuity and change</i>	<i>Event beyond living memory with national and global significance Cause, consequence and significance</i>	<i>British history Achievements of mankind Continuity and change</i>	<i>World history Nature of ancient civilisations Achievements of mankind Continuity and change</i>	<i>Characteristics of non-European societies Achievements of mankind Continuity and change</i>	<i>British History Military Event beyond 1066 Cause, Consequence and significance</i>	
	Enquiry 2	What was life like for Victorian Children?	How did Rosa Parks change the world?	What do Ancient Civilisations have in common?	How did the Roman Invasion change Britain?	Who were the Anglo Saxons, Scots and Vikings?	How was life on the Home Front different for men, women and children?	
Foundation 2 Topics	Curriculum Themes	<i>Significant individual- Queen Victoria- changes to national life (school) Compare different aspects of within period- rich and poor Similarities and difference</i>	<i>Significant individual- Changes to international life Comparisons to aspects of life to different periods- similarities, differences and significance</i>	<i>World History Nature of ancient civilisations Characteristics of non-European societies Similarity and difference</i>	<i>British history Expansion and dissolution of empires Military Cause, consequence and significance</i>	<i>British history Cultural and social history Similarities and difference</i>	<i>British History Military Event beyond 1066 Similarities and differences</i>	
	Enquiry 3	What happened to London in 1666?	What happened at Doncaster Rail works?	What did the Ancient Egyptians believe?	What do we know about Roman Doncaster?	Why is 1066 a significant year for British history?	How has crime and punishment changed over time?	
	Curriculum Themes	<i>Event beyond living memory with national significance Cause and consequence</i>	<i>Significant historical event/person in locality Contributions to national achievements Continuity and change</i>	<i>World History Depth study of ancient civilisation Religious and social, cultural Cause, consequence and significance</i>	<i>British history Local area study Similarities and differences</i>	<i>British history Military Political Cause, consequence and significance</i>	<i>Thematic history British history Social and cultural history Continuity and change</i>	
Understanding the World	Chronology, knowledge and understanding of history	I can describe some features, events, people and themes from the past.	When I talk or write about features, events, people and themes from the past, I can include some details.	When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied.	When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world levels.	When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale).	When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts and trends over time.	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded
		I can sequence a few events, objects or pieces of information on a timeline.	I can place events, objects, themes and people from my history topic on a timeline.	I can place a number of events, objects, themes and people from topics I have studied on a timeline.	I can place historical periods I have studied as well as information about my topic on a timeline.	I can use a timeline to sequence local, national and international events as well as historical periods.		
		I can use a wider range of "time" terms including: recently, before, after, now, later. I can use past and present when describing events	I can use some "historical period" terms. I can also use; century, decade, BC (BCE) and AD (CE).	I can use some dates and historical period terms.	I use dates and historical period terms accurately.	I can use historical periods as reference points.		

<p>discussion, stories, non-fiction texts and maps; know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p><u>Communication and Language</u></p> <p>Listening, Attention and Understanding ELG</p> <p>Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; make comments about what they have heard and ask questions to clarify their understanding; hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking ELG</p> <p>Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>								understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
	Continuity and change (during and between periods)	I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.	I can point out some similarities and differences between aspects of life at different times in the past.	I can describe some changes in the historical period I am studying.	I can describe changes within and between periods and societies I have learned about.	I can describe and make some links between events, situations & changes within and between different periods and societies.	I can point out trends as well as links between events, situations & changes within and between different periods and societies over long arcs of time.	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions
	Similarities and Differences (within a period)	I can point out some similarities and some differences between the ways of life of different people living at the time I am learning about.	I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying.	I can describe similarities and differences between some people, events and beliefs in the period of history I am studying.	I can describe similarities and differences in society, culture and religion in Britain at local and national levels.	I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world.	I can explain similarities and differences in experiences & ideas, beliefs and attitudes of men, women and children in past Societies.	
	Cause and Consequence	I can make some comments about why people did things, why events happened and what happened as a result of these.	I can pick out some reasons for and results of people's actions and events.	I can suggest reasons for and results of people's actions and events.	I can give some reasons for and results of historical events, situations and changes.	I can explain my suggestions when giving reasons for and results of historical events, situations and changes.	I can analyse and explain reasons for and results of historical events, situations and changes.	
	Significance		I can point out which people were historically important.	I can suggest which people were historically important.	I can suggest which people and causes and consequences of change are more important	I can explain which causes and consequences are the most significant.	I can explain the significance of different causes and consequences.	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
	Using & understanding sources of evidence and	I can use information from more than one source in and for my answers.	I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences.	I can comment on the usefulness and accuracy of different sources of evidence.	I can suggest some reasons why there are different accounts and interpretations of the past	I take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness.		
	Understanding historical interpretation	I can talk about some of the different ways that the past is recorded or represented. I can name some which tell us about the past.	I can say which sources (from a selection) are likely to be the most useful for a task.	I can identify primary and secondary sources of evidence.	I compare sources of evidence to help me identify reliable information.	I can explain my evaluation of particular pieces of information and particular sources.	I can discuss how and why different arguments and interpretations of the past have been constructed	
Communicating ideas in history	I can make labelled drawings, tables, write sentences, speak, use drama and use ICT to show my ideas.	I can present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills.	In my written work, I try to: organise my answers well; state my conclusions; give reasons for my ideas; use some dates and historical terms.	My written answers are well rounded and organised with clear conclusions and supported by evidence (from many sources) and reasons. I make good use of dates and historical terms.	I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.	I can Independently suggest and justify lines of geographical enquiry and method for doing so	Create their own structured accounts, including written narratives and analyses	