



Riverside Primary School

Progression of skills in history

<u>Skill</u>	<u>Nursery</u>	<u>Reception</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Constructing the past	<p>Begin to identify that things from the past might be different from today – technology, toys, cars, houses etc.</p> <p>Begin to identify changes in our life as we grow and get older - Who am I topic</p> <p>Begin to retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Identifying that things from the past might be different from today – technology cars, houses etc.</p> <p>Identify changes in our life as we grow and get older - Who am I topic</p> <p>Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Identifying that events have happened in the past and significant people from the past have helped shape the present locally, nationally and internationally – The Beatles, Neil Armstrong.</p> <p>Identifying that there are some themes that link history together – locality, toys past and present.</p> <p>Include some details when talking or writing about features, events, people and themes from the past.</p>	<p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – e.g Florence Nightingale and Mary Seacole, GFOL</p> <p>Make some connections with features of other periods that have been studied</p> <p>Describe features of particular themes, events and people from family, local, national and global history. For example how Florence helped soldiers during the Crimean war. What was the seaside like in Victorian times?</p>	<p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	<p>Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	<p>Building an understanding of local post-1066 Britain through the Industrial revolution and the local work of Lord Leverhulme and the development of Port Sunlight by comparison of:</p> <ul style="list-style-type: none"> • housing, • amenities • society, • education • entertainment, • legacy today <p>Comparing Viking Britain with the Maya civilisation through:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>and understanding the reasoning for similarities/differences between each civilisation</p>	<p>Building an understanding of post-1066 Britain through the study of WW2 focusing on:</p> <ul style="list-style-type: none"> • how evidence is controlled through censorship and propaganda • evacuation in your local area • role of the Home Front in keeping Britain safe <p>Identifying the impact and legacy of the Ancient Greeks on the western world and their chronological place in the context of world history</p> <p>Can provide overviews of the most significant features of different themes, individuals, societies and events covered – (Black and British thematic study – observing the changing attitudes of black people over the last 2000 years.</p>
Sequencing the past/Chronology	<p>Talking about their own immediate family</p> <p>Gaining an understanding about the passing of time (e.g. within the school day)</p> <p>Beginning to fit events into a chronological framework (then and now)</p> <p>Beginning to understand and use past tense plurals correctly and vocabulary that relates to the passing of time e.g. yesterday</p>	<p>Identifying that things have happened in the past, relating to themselves and within living memory (Who am I families)</p> <p>Developing an understanding that things were different in the past and know things happened before they were born – relating to family such as parents and grandparents (Who am I)</p> <p>Express their ideas and feelings about their experiences using words such as past, present and future tenses</p> <p>To use past and present tense correctly</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves The Beatles, Neil Armstrong</p> <p>Identifying that events and changes have happened in order – events leading up to the moon landing.</p> <p>Place or sequence processes, objects and events on a simple timeline. Toys old and new</p> <p>Confidently use vocabulary associated with the past, e.g. 'old and new, then and now'.</p>	<p>Identifying and comparing people from different periods of time – Florence Nightingale and Mary Seacole</p> <p>Place events, objects, themes and people from my topic on a timeline. Seaside changes over the years – photographic sources</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – why the Great Fire of London started – houses close together, straw roofs, how it spread so quickly.</p> <p>Identifying that there are different periods of time in history – Georgians/Victorians/Tudors/ 20thC etc.</p>	<p>Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements at a similar time</p> <p>Place a number of events, objects, themes and people from topics on a timeline in chronological order - use some dates and historical period terms such as 'over three hundred years ago' and AD/BC or BCE/CE.</p> <p>Developing an understanding of concurrence of civilisations around the world during these times</p> <p>Placing previously learnt periods into context</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into chronological context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p> <p>Deeper understanding of previously learnt historical periods and where they fit in chronological terms compared their current area of study.</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into wider context</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons</p> <p>Placing Victorian Britain (in particular the Industrial Revolution) into chronological context and its legacy and impact today</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Placing all previously learnt periods of history Stone, Bronze, Iron Ages, early civilisations, Ancient Romans and Roman Britain, Anglo-Saxon and Viking Britain, Ancient Maya, Ancient Greeks into the wider context of historical chronology and identifying some overlap in duration and intervals between them.</p> <p>Placing of post 1066 history-in particular important events in WW2 as well as significant events in black history (the Tudors; 17th and 18th centuries; and post World War Two Britain into the wider context of historical chronology</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>



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<p>Continuity and change</p>	<p>Identifying some similarities and differences between my own family and others</p>	<p>Identifying some similarities and differences between things in the past and now, and ways of life at different times drawing on their experiences and what has been read in class</p> <p>Identifying that some things within living memory have changed and some things have stayed the same – Pirates – travel on the seas, travel in general</p> <p>E.g. changes in growing up, changing teachers/classrooms / telephones, machinery</p> <p>Changes in ways of life in different periods - Florence Nightingale, Robert Scott, Mary Anning</p>	<p>Identifying that changes have happened in history that can impact on today – changes in toys from our grandparent’s day</p> <p>Identifying that there are reasons for continuities and changes and stating some of these e.g. toys can still be made of wood.</p> <p>Identifying that continuity or change can be a good thing or a bad thing</p>	<p>Identifying that changes throughout history have had important consequences –the Great Fire of London changes in seaside’s etc.</p> <p>Identifying WHY some things have stayed the same throughout history – links to the seaside</p> <p>Identifying WHY some things have changed throughout history – introduction of modern day medicine (Florence and Mary) changes in past times at the seaside.</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuity and change throughout the Ancient Egyptians through:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	<p>Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Comparing similarities and differences between the Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	<p>Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuity and changes to the local area of Port Sunlight through</p> <ul style="list-style-type: none"> • population • jobs • housing • amenities • local significance 	<p>Identifying the continuity and change from the end of WW2 to current day through the comparison of:</p> <ul style="list-style-type: none"> • housing (shelters) • food (rationing) • society (home front) • education (evacuation) • entertainment <p>Identifying the continuities and changes of Greek achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> • democracy • society, • entertainment, • beliefs • science • architecture
<p>Cause and effect</p>	<p>Understanding that there are consequences to their own behaviour.</p>	<p>Identifying that certain choices have a consequence to them</p> <p>Experiences of Robert Scott and Felicity Aston and the effect of those in Antarctica, Florence and the effect of her work in Crimea. Mary Anning and discovery of fossils</p> <p>Talk about their own behaviour and know how it impacts on others</p>	<p>Identifying that certain events and individuals have had major consequences in history</p> <p>Beginning to use the terms cause’ and ‘effect’ –Neil Armstrong - first man on the moon – led the way for space exploration etc.</p>	<p>Identifying that certain events and individuals have had major consequences in history – Florence’s work in hospitals in Crimea changed the medical world – due to her realisation that hospital buildings themselves could affect the health and recovery of patients.</p> <p>Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night</p> <p>Identifying specific causes and effects from different periods and beginning to establish links between them – GFOL</p> <p>Describing, in simple terms, the causes and/or consequences of an important historical event, such as GFOL offering more than one example of its results.</p>	<p>Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally</p> <p>Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life</p> <p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)</p>	<p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today</p> <p>Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.</p> <p>Identifying that one event can have multiple effects – invasions of Britain by AS and V</p>	<p>Identifying the cause and effect of Spanish explorers on the Maya – positive or negative?</p> <p>Identifying the causes and effects of industrialisation of Britain and how Port Sunlight was different – explaining the local, national and international impacts</p> <p>Identifying the effect of Victorian inventions / industrialisation on today’s world as either positive or negative</p>	<p>Analysing and explaining reasons for complex events in the lead up to WW2 and the consequence as a result to Britain and the wider world.</p> <p>Explaining consequences in terms of immediate and longer term effects and/or that people were affected differently. (Evacuation interviews)</p> <p>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p>
<p>Significance and interpretation</p>	<p>Remembering and talking about significant events in their own life e.g. birthday.</p> <p>Beginning to talk about the lives of the people around them and their roles e.g. firefighters, nurses etc</p>	<p>Understanding that some events and people from history are important because they have achieved something or had an effect- Guy Fawkes, James Braidwood</p>	<p>Identifying why certain people/events are significant in history – achievements, impact etc. Neil Armstrong, The Beatles (local impact on Liverpool)</p> <p>Identifying why some individuals are significant both locally and nationally – The</p>	<p>Identifying why certain people/events are significant in the wider context of history – Mary Seacole’s work and her impact on the rest of the world etc.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Identifying why our interpretations of these time periods is difficult due to</p>	<p>Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history</p>	<p>Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance – which achievements were more impressive?</p> <p>Understanding the significance of Lord</p>	<p>Understanding the significance of WW2 in Britain as a driver for social, economic, technological and political change – the rise of the NHS as an example</p> <p>Identifying the significance of Greek achievements and their impact on today</p>



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		<p>Understanding how the lives of my parents/grandparents were different than today</p> <p>Understanding that events of the past have impacted celebrations and events today e.g. Christmas Remembrance Day and the symbol of the poppy. Festivals Easter Holi Chinese New Year</p> <p>Talking about the lives of the people around them and their roles e.g. firefighters, nurses etc.</p>	<p>Beatles growth of the area, growth pop music put Liverpool on the map nationally etc.</p> <p>Begin to understand what makes someone or something significant – important dates etc.</p>	<p>internationally – Florence Nightingale and Mary Seacole's work and her impact on the rest of the world etc.</p>	<p>limited primary sources or written evidence</p>	<p>Identify why interpretation of these sources is critical to our understanding of the past</p> <p>Identify why interpretations can change in light of new evidence – change in meaning of the word 'barbarian'</p>	<p>Leverhulme's achievements and interpreting them as a turning point in British history in the context of then and now – who felt more of their impact, us or them?</p>	
<p>Carrying out a historical enquiry</p>	<p>Starting to ask questions about their own immediate community and environment to extend their knowledge.</p> <p>Beginning to understand 'how' and 'why' questions.</p> <p>Beginning to use artefacts in play and understand that some are old and some are new e.g. cameras.</p>	<p>Understanding that some things are from the past and were used before they were born e.g. the telephone, quill and old bicycle.</p> <p>Understanding that areas in their immediate locality were different before they were born – local seaside, link to pirates</p> <p>Answering 'how' and 'why' questions and asking simple questions about people, events or artefacts from within living memory .</p> <p>Dinosaurs – fossils</p>	<p>Are ipads more fun than my grandparents' old toys?</p> <p>Who was Neil Armstrong and why was he famous?</p> <p>Who were the Beatles and why should we remember them?</p> <p>Guided enquiry using knowledge from topic</p>	<p>How were the lives of Mary Seacole and Florence Nightingale similar or different?</p> <p>How did the Great Fire of London Start?</p> <p>How has our knowledge of the seaside changed in the last 100 years?</p> <p>Guided enquiry using knowledge from topic</p> <p>Making semi-independent decisions and using evidence provided to justify</p>	<p>Who first lived in Britain? (Stone Age – Iron Age)</p> <p>How much did the Ancient Egyptians achieve?</p> <p>Independent enquiry using a range of primary and secondary sources</p> <p>Begin to make independent decisions and use evidence to justify</p>	<p>What happened when the Romans came to Britain?</p> <p>The Anglo Saxons and Vikings were the same people and nothing but vicious invaders?</p> <p>Independent enquiry using a range of primary and secondary sources</p> <p>Make independent decisions and using evidence to justify</p>	<p>Were the Ancient Maya more advanced than those living in Britain at that time?</p> <p>What impact did Lord Leverhulme have on Britain during the time of the industrial revolution?</p> <p>Independently identifying important achievements from both the Anglo Saxons and the Maya – critical thinking, reasoning, research and debate</p> <p>Independent selection of sources to provide evidence</p> <p>Making independent decisions using a range of evidence to justify</p>	<p>Who did the Ancient Greeks influence our world?</p> <p>How did WW2 change the lives for those who lived then?</p> <p>Independent enquiry on the impact of the Greeks on western civilisation</p> <p>Independent enquiry on the impact of WW2 for those who stayed behind.</p> <p>Independent selection of sources, arguments and evidence to justify opinion</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</p>
<p>Using sources as evidence</p>	<p>Beginning to understand that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event</p>	<p>Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event</p>	<p>Analyse a variety of artefacts/objects to infer about an individual, event or theme – Toy museum</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – toys, clothing, housing etc.</p>	<p>Understanding the difference between primary and secondary sources – library artefact boxes</p> <p>Make reasoned interpretations about individuals and events by using a small selection of focused sources (GFOL, photographic evidence New Brighton Seaside then and now)</p>	<p>Identifying primary and secondary sources – artefacts, books, internet etc.</p> <p>Identifying why sources are limited for the Stone, Bronze and Iron ages</p>	<p>Questioning the validity of sources and contradictions – Boudicca etc.</p> <p>Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence</p>	<p>Using sources to interpret viewpoints, including bias –</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints</p> <p>Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings / Maya</p>	<p>Taking into 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.</p> <p>Identify the effectiveness of sources as evidence and using them as a basis for an opinion</p> <p>Understanding that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.</p> <p>Understand that interpretations can be questioned on the grounds of the range of evidence used to support them due to the aims of the creator of the interpretation (Black and British unit)</p>



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<p>Vocabulary and communication</p>	<p>Beginning to use simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'</p>	<p>Using simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then' 'change' 'compare' 'history' 'new' 'old' 'modern'</p>	<p>Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'decade' 'Long ago' 'before I was born' 'changes to now'</p> <p>Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'old' 'new' 'modern' 'same' 'different' 'invention' 'mission' 'space' 'America' 'astronaut' 'famous' 'iconic' 'monarch'</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'infection' 'Crimean war' 'medicine' 'injured' 'artefact' 'embers' 'eye witness' 'London' 'monarch' 'reign' 'bathing machine' 'pier' 'promenade'</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD' 'settlement' 'Palaeolithic' 'Mesolithic' 'Neolithic' 'hunter-gatherers' 'shelter' 'civilisation' 'irrigation' 'class' 'mummification' 'trade'</p>	<p>Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'invasion' 'Celts' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'farmer-warrior' 'Danelaw' 'trade' 'archaeologist' 'settlement'</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'civilisation' 'trade' 'significance' 'invention' 'industrial revolution' 'amenities' 'industrialised'</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias' 'diversity' 'progression' 'propaganda' 'appeasement' 'rationing'</p>
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