

Bridge Street Progression of Skills in History Subject Area – History Autumn Term – Discovery – Empathy and Consistency							
	EYFS	Year 1/2 Cycle A	Year 1/2 Cycle B	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B
Key question -		Should we be forgiven for the mistakes we make? <u>Kings and Queens / The Great Fire of London</u>	What is ‘Once upon a Time’? <u>Nurturing Nurses / Significant Explorers</u>	Why do things change over time? <u>Stone Age to Iron Age / Ancient Greeks</u>	Should we always do as we are told? <u>Romans/ Ancient Egypt</u>	Does migration always lead to conflict? <u>Anglo- Saxons / Vikings</u>	Can conflict have a positive impact on us? <u>WW2 / Mayans</u>
Significant People:		Richard III Elizabeth I Queen Victoria Thomas Farriner	Florence Nightingale (links to derby and the local area) Mary Seacole Edith Cavell Felicity Aston Neil Armstrong Ibn Battuta Matthew Henson Floella Benjamin Coming to England (Book)		Julius Caesar Tutankhamun	Famous Vikings Ragnar Lodbrok Eric the Red Harald Hardrada Leif Erikson Famous Anglo Saxons Harold Godwinson Alfred the Great	Neville Chamberlain Adolf Hitler Winston Churchill
Skill	<u>EYFS/KS1</u>			<u>KS2</u>			

1. Chronological Knowledge and Understanding	<ul style="list-style-type: none"> Children will be aware of the past and use common words and phrases that relate to time: before, after, since; some may begin to have an awareness of the concepts of past and present; People and events can be fit into a chronological framework whether through a timeline or sequencing events; Similarities and differences between periods. 			<ul style="list-style-type: none"> Children will continue to develop a chronologically secure knowledge of history; Establish clear narratives within and across periods studies – for example, recognising similarities, differences, influence and significance between Ancient Greece, Rome, Anglo-Saxons, Vikings and the Stone Age; Children will note connections, contrasts and trends over time: one connection may be the idea of ‘worship’ and religion or the difference between crime and punishment; trends could include the concept of monarchy and the power attached to it. 			
	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	To look at changes over time within their family, creating a family tree. Life cycles	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence artefacts closer together in time Describe memories of key events in lives	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Sequence up to 10 events on a time line
2. Historical Enquiry, Using Evidence and Communicating Ideas	<ul style="list-style-type: none"> Ask and answer questions; Understand some ways we find out about the past: sources, objects, diaries, letters; Choose and use parts of stories and other sources to show understanding of concepts 			<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions; Understand how knowledge of the past is constructed from a range of sources: primary and secondary – historians and history in the public can influence our knowledge a lot; Construct informed responses by selecting and organising relevant historical information from primary and secondary sources and your own knowledge. 			
	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	To ask and answer questions about their show and tell topic.	Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations	Use a range of sources to find out about a period	Use evidence to build up a picture of a past event Ask a variety of questions	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past

					Use the library and internet for research	Select relevant sections of information using the library and internet	Bring knowledge gathered from several sources together in a fluent account
3. Interpretations of History	<ul style="list-style-type: none"> Identify different ways in which the past is represented e.g. through toys, pictures, diaries and books. 			<ul style="list-style-type: none"> Understand that different versions of the past may exist, giving some reason for this e.g. historians write history, they may use different evidence and/or come to different conclusions. 			
	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Compare toys from today and the past. Celebration topic looking at events in the past through pictures.	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions
4. Range and depth of historical knowledge	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Use stories to recognise events in the past and significant people	Recognise the difference between past and present in their own and others lives They know and recount episodes	Recognise why people did things, why events happened and what happened as a result Identify differences between ways of	Find out about everyday lives of people in time studied Compare with our life today Understand why people may have	Use evidence to reconstruct life in time studied Look for links and effects in time studied	Study different aspects of different people - differences between men and women Examine causes and results of great	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

		from stories about the past	life at different times	wanted to do something	Offer a reasonable explanation for some events	events and the impact on people Compare an aspect of life with the same aspect in another period	Compare beliefs and behaviour with another time studied Compare life in early and late 'times' studied
5. Historical Terms	<ul style="list-style-type: none"> Children should use a wide vocabulary of everyday historical terms 			<ul style="list-style-type: none"> Develop the appropriate use of historical terms 			
	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	A long time ago Same/different Change People Artefact Compare Order	Royalty Monarch Home Detached Semi-detached Terrace Bungalow Flat Buildings Poverty Fairness Wealth Artefacts Sources	Government Flames Conditions Poverty Wealthy Poor Buildings Community Adversity Artefacts Investigate Sources	Sources Similarities Differences Palaeolithic Mesolithic Neolithic Archaeologist Artefact Prehistoric Chronological Agriculture Pharaoh Tombs Scribe Mummy Papyrus Pyramid	Conquer Senate Republic Centurion Legion Auxiliary Troops Rights Gods Beliefs Change Continuity Olympics Acropolis Philosophy	Change Continuity Significance Sources Chronological AD BC Monastery Trade Treaty Raid Thatch	Duty Service Choice Belonging Primary source Secondary sources Viewpoints Empire Monarchy Causes Consequences Anderson shelter Evacuee Holocaust Propaganda Rationing Conflict