

KS1 & 2 History Skills Progression Map

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<u>Travel and Transport</u> Homes Toys Guy Fawkes Class person—(Armstrong, Fiennes, Earhart)	<u>Nurses and Hospitals</u> Fire Fire Memory box Class Person— (Seacole, Cavell, Nightingale)	Stone Age to Iron Age Historical people <u>Egyptians</u> Class Person—(Darwin, Curie, Jemison)	Local Study—Romans in Peterborough Egyptians Class Person—(Beethoven, Beach, Lloyd-Webber)	Victorians Aztecs <u>Ancient Greece</u> Class Person - (Brunel, Stephenson, Da Vinci)	<u>Second World War</u> Mayans Class Person - (Shakespeare, Dickens, Zephaniah)
Vocabulary	Carriage, electric cars, motor, petrol, railway, steam engine, transport, travel., technology, invention, discovery, monarchy Victorian, 20th century, 21st century, wooden toys, paper toys, metal toys, plastic toys, modern, the past	Battlefield, Crimean War, First World War, hospital, nurse, patients, soldier. Bakery, diary, fire engine, firefighter, rebuilt, river Thames, St Paul's Cathedral, 17th century.	26,000BC-3000BC Pre-historical Hunter gatherer Settlements Monument Agriculture 3000Bc=700BC Iron 800BC-43AD Settlements Monument Archaeologist Technology Metal working Invention Ruler Religion Trade Agriculture Dynasty Settlements Kingdom Inventions Civilisation Society Architecture Government Religion and Beliefs Archaeology Hierarchy Trade Rulers Myths and legends	Dynasty Settlements Kingdom Inventions Civilisation Society Architecture Government Religion and Beliefs Archaeology Hierarchy Trade Rulers Myths and legends	Inventions Industrialisation Wealth Innovation Industry agriculture Labour Social classes Diversity Lifestyle Culture Revolution Poverty Education Capitalism Transportation Communication Parliament Religion Ancient, city state, civilization, democracy, empire, legacies, myth.	Invasion Battle Raid Religion Warfare Battle Parliament Alliance International Annex/axis Propaganda, persecution, Treaty, Colony Assassination, Armistice, rationing, economy, factories, evacuation, racial Civilisation Agriculture Monument/statue Hunter gatherer Trade Social structure Noble King Rulers Pyramids religion

Chronological Knowledge (Broader chronological frameworks and features of historical periods)	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p> <p>Make simple comparisons and connections between two time periods eg then and now.</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p> <p>Start to make comparisons and connections between two time periods eg then and now.</p>	<p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p> <p>Make comparisons and connections between two time periods eg then and now.</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p> <p>Make detailed comparisons and connections between times in the past.</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make more detailed comparisons between different times in the past</p> <p>Make more detailed comparisons and connections between times in the past.</p> <p>Find out about who the Aztecs were and where they lived, including placing them on a timeline of human history</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p> <p>Make detailed comparisons, connections and explanations between times in the past.</p>
Interpretation of History (The study of historical interpretations relates to an understanding of how and why interpretations of the past are different.)	<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p> <p>Discuss reliability of photos/ accounts/ stories.</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>

<p>Change and Continuity (to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress)</p>	<p>Begin to identify old and new things across periods of time through pictures, photographs and objects.</p> <p>Begin to understand that some things change and some things stay nearly the same.</p>	<p>How nursing changed during Florence Nightingale's lifetime?</p> <p>Begin to understand that some things change and some things stay nearly the same.</p>	<p>What changed over the Stone Age period?</p> <p>What changed over time during the Bronze and Iron Age? What stayed the same?</p>	<p>Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through:</p> <p>housing, society, food, entertainment, beliefs</p>	<p>How did Children's work lives change during Victorian period? What stayed the same?</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history.</p>	<p>Contrast soldier's experience of war WW1 to-WW11</p> <p>How did the Mayan civilisation change/remain the same over time?</p> <p>What can we learn about the ancient Maya from the Maya people today?</p> <p>Comparison Ancient Egypt and Greece with the Maya</p>
<p>Cause and effect (how historians explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?)</p>	<p>Identifying what would you do without the different advances in technology?</p>	<p>Understand that a consequence is something that happens as a direct result of something else.</p>	<p>What caused the end of the Stone Age according to historians?</p> <p>What happened because of the discovery of iron ore? Why did the Bronze and Iron Age end?</p> <p>Understand that historical events have consequences that sometimes last long after the event is over.</p>	<p>Understand that historical events have consequences that sometimes last long after the event is over.</p>	<p>How did the developments in science improve children's lives? How did attitudes change towards children and what caused them to change? How were women's lives changed during the Victorian Period?</p> <p>Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of WWI</p>	<p>What affect did the WW1 have on Europe? What affect did the WW11 have on UK?</p> <p>Why did the Maya civilisation fall? Maya people today How did the ancient Mayan affect how they live today?</p>

Historical Enquiry	<p>Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</p> <p>Start to ask simple reactive questions to a stimulus.</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Start to ask a variety of simple questions.</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p> <p>Ask simple questions</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>
<p>Similarities and Differences and Diversity</p> <p>(this relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period.)</p>	<p>Comparing our class person to a modern equivalent.</p> <p>Comparing how travel and transport has changed over time. With a link to Viking longboats.</p> <p>Identify that some things within living memory are similar and some things are different.</p> <p>Recognise some similarities and differences between the past and the present.</p>	<p>Comparing our class person to a modern equivalent.</p> <p>Compare nurses and hospitals from the past to the present.</p> <p>How has care changed over time?</p> <p>What impact did Florence Nightingale have?</p> <p>Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.</p>	<p>Comparing our class person to a modern equivalent.</p> <p>Do historians have any evidence to say that the Bronze age/Iron age people were religious?</p> <p>What did the Anglo Saxons trade and who did they trade with? Was this the same for Vikings?</p> <p>Comparing how society and housing changed for those throughout the Bronze, Stone and Iron Age.</p> <p>What did the Stone age people use for tools? What did they make? What did they wear?</p> <p>Identify and give some examples of how life was different for different</p>	<p>Comparing our class person to a modern equivalent.</p> <p>Comparing our local Roman history</p> <p>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</p> <p>Identify and give some examples of how life was similar in the past.</p>	<p>Comparing our class person to a modern equivalent.</p> <p>How were lives different for rich/poor Victorian children?</p> <p>Explain and give varied examples of how life was similar and different in the past.</p> <p>Explain and give examples to show that things may have been different from place to place at the same time.</p> <p>Start to give reasons for these similarities and differences.</p>	<p>Comparing our class person to a modern equivalent.</p> <p>WW2 Home front How was life different for women?</p> <p>How was life different for children who lived in London compared with village children?</p> <p>What do historians know about the impact of the blitz?</p> <p>How did the Maya prosper in the rainforests?</p> <p>Why was trade important to the Mayan civilization?</p> <p>Rich and Poor Mayans were their lives different?</p>

			<p>people in the same and different periods of time, such as different rights, different religious beliefs.</p> <p>Identify and give some examples of how life was similar in the past.</p>			<p>What role did religion play in the Mayan government?</p> <p>Compare all ancient civilisations studied Ancient Egypt/Greece/Mayans similarities and differences?</p>
Organisation & Communication	<p>Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' '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'</p> <p><u>Communicate their knowledge through:</u></p> <p>Discussion Drawing pictures... Drama/role play... Making models... Writing... Using technology... Debate Comparisons Start to identify clues and information from pictures,</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'</p> <p>Using words and phrases to describe nursing in the past—e.g. Battlefield, Crimean War, First World War, hospital, nurse, patients, soldier.</p> <p><u>Communicate their knowledge through:</u></p> <p>Discussion</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. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'</p> <p><u>Communicate their knowledge through:</u></p> <p>Discussion Drawing pictures... Drama/role play... Making models... Writing... Using technology... Debate</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' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p> <p><u>Communicate their knowledge through:</u></p> <p>Discussion Drawing pictures... Drama/role play... Making models... Writing... Using technology... Debate Comparisons Identify clues and</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. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'</p> <p><u>Communicate their knowledge through:</u></p> <p>Discussion Drawing pictures... Drama/role play... Making models... Writing... Using technology... Debate</p>	<p>Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'</p> <p>Using words and phrases to describe events from the past e.g. Invasion Battle Raid Religion Warfare Battle Parliament Alliance International Annex/axis Propaganda, persecution, Treaty, Colony Assassination, Armistice, rationing, economy, factories, evacuation, racial</p> <p><u>Communicate their knowledge through:</u></p> <p>Discussion Drawing pictures...</p>

	<p>photographic sources and artefacts.</p>	<p>Drawing pictures... Drama/role play... Making models... Writing... Using technology... Debate Comparisons Start to identify clues and information from pictures, photographic sources and artefacts.</p>	<p>Comparisons Start to identify clues and information from pictures, photographic sources and artefacts.</p>	<p>information from pictures, photographic sources and artefacts. Recall, select and organise historical information Communicate their knowledge and understanding.</p>	<p>Comparisons Identify clues and information from pictures, photographic sources and artefacts. Recall, select and organise historical information Communicate their knowledge and understanding.</p>	<p>Drama/role play... Making models... Writing... Using technology... Debate Comparisons Identify clues and information from pictures, photographic sources and artefacts. Recall, select and organise historical information Communicate their knowledge and understanding. Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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