

Skills Progression Map

History

Prehistory	Stone Age 8700BC – 3300BC	
	Bronze Age 3300 -1200BC	
	Iron Age 1200BC - 600	
Ancient History	Ancient Egypt 3000BC -31BC	Ancient Greece 1200BC – 31BC
	Ancient Rome 509BC- 476 Romans in Britain 43 -425	
	Anglo Saxons 450 - 1066	
	Vikings 793 - 1066	
	The Mayas 250- 900	
	The Tudors 1457 - 1603	
	Twentieth Century 1900 - 2000	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children talk about the past and present events in their own lives and that of their family	Toys then and now Transport Communication Holidays	Stone Age – Fire (Pepys) Bronze Age Iron Age	Ancient Egypt Ancient Greece. Ancient Greece and their influence on the western world	.Roman Empire and its impact on Britain. Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Demonstrate understanding of the history of Britain's settlement by Anglo-Saxons and Scots	The Vikings The Maya The Tudors Local History.	20th Century Britain
Focussed Enquiries		Who was here before me and what did they do? Who makes history? Do I make history? What has changed during my lifetime and what happened before I, my parents and grandparents were born?	What was their world like? How did they live/eat/get their food/celebrate/religion? What did those in the past do that has influence on my life today?	Why did the Romans come to Britain? Where exactly did they march to? What was life like for them? Where did they settle and how did they win battles?	Were the Vikings vicious? What have they left behind? Why did they arrive in the first place?	What has changed over the 20 th Century? Why did we go to war? 'The final frontier'? What was life like during the Blitz? How would I live on war rations? What was it like to be a soldier/ evacuee and away from home?	

Interpretations of History		Understand key features of events Relate my own account of an event and understand that others may give a different version Talk, draw or write about aspects of the past		Demonstrate an understanding about the achievements of the earliest civilizations Demonstrate an overview of where and when the first civilizations appeared Demonstrate a deep understanding of a specific ancient civilization. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information
		Understand how our knowledge of the past is constructed from a range of sources Speak about how I have found out about the past Record what I have learned by drawing and writing Use a wide vocabulary of everyday historical terms Ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.		
Chronology		Use common words and phrases relating to the passing of time Identify some similarities and differences between ways of life in different periods Sequence events and recount changes within living memory (chronological understanding) Place known events in the order of when they happened Describe some simple similarities and differences between man made objects Sort historical objects from 'then' and 'now' Talk, draw or write about aspects of the past Describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods Describe changes within living memory and aspects of change in national life		Show an awareness of the past, using common words and phrases relating to the passing of time Describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods Describe changes within living memory and aspects of change in national life Describe events beyond living memory that are significant nationally or globally Form narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms Show an awareness of the past, using common words and phrases relating to the passing of time Talk, draw or write about aspects of the past
Historical Enquiry		Find answers to some simple questions about	Show understanding of some of the ways in which we find out about	They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance

		the past from simple sources of information Ask and answer relevant basic questions about the past Talk, draw or write about aspects of the past	the past and identify different ways in which it is represented Discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods Describe significant historical events, people and places locally	Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources	
Historical Terms		Develop and use a wide vocabulary of historical terms such as: a long time ago, recently when my... were younger, years, decades, centuries	Develop the use of appropriate terminology such as: empire, civilisation, monarchy	Record knowledge and understanding in a variety of ways, using dates and key terms appropriately	
Continuity and Change		Discuss continuity and change through their understanding of holidays, toys, vehicles etc	Note connections, contrasts and trends over time and develop the appropriate use of historical terms	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	
Causes and Consequences		Recognise why people did the things they did Recognise why some events happened eg the Great Fire of London Recognise what happened as a result of actions or events	Identify and give reasons for historical events, situations and changes	Begin to offer explanations as to why people in past acted in a certain way and what they thought would happen because of their actions Describe/debate the pros and cons of actions	
Similarities and Differences		Identify similarities and differences between ways of life in different times including in their own lives	Describe some of the similarities and differences in belief, society, individual, religions	Show an understanding of the importance of different belief systems and ways of life and the impact that has had on the world and the way we live now	
Significance		Recognise and make simple observations about who was important in an historical event	Identify and describe significance of historical figures, situations and events	Give reasons why some events, developments and people are seen as more significant than others Have an understanding of the history of a non-European society that provides contrasts with British history	

History Skills Progression Map

- Focussed enquiries
- Interpretations of History
- Chronology
- Historical enquiry
- Historical terms
- Continuity and Change
- Causes and consequences
- Similarities and differences
- Significance