

History Progression of Skills

Leadership		Journeys/ Migration		Civilisation/ Settlements		Legacy		Climate	
	Enquiry	Chronology	Connections in world history	Historical communication					
FS	Talk about and share experiences about the past and present. Talk about and describe artefacts from the past.	Use simple terms to describe passing time – e.g. new and old; now and then. Place objects and events, within own experience, in time order.	Talk about events in my life and the lives of people I know. Talk about family and friends that do not live nearby.	Talk about my home/the way I live. Talk about important people in my life and those of people I know. Use drama/ role play to begin to investigate other people's lives.					
Year 1/2	Explore how our local civilisation has changed over time and describe simple similarities and differences. Compare aspects of present with the past. Use simple sources of information to explore the legacy of significant people in history. Ask and answer questions about significant events in history.	Sequence people, events and artefacts on timelines and begin to explain the reasoning for chronological choices. Use words or phrases such as past, present, older and newer to explain how journeys and settlements have changed over time. Give reasons for and describe changes that have taken place in living memory. Use dates where appropriate.	Recognise that there are reasons why people in the past acted as they did. Make links between settlements and leaders in world history. Explain connections that they observe in history using appropriate historical terms.	Explain how leaders in the past have contributed to national and international achievement. Share personal opinions about the legacy that events and people in history have had on the world. Use drama, pictures and models to communicate about the past.					
Year 3/4 Egyptians – the achievements of the earliest civilizations The Roman Empire and its impact on Britain (British Study included in this) Changes in Britain from the Stone Age to the Iron Age Introduction to Anglo-Saxons- Britain's settlements by Anglo-Saxons and Scots Local History study: Reading	Explore life and changes in British settlements and compare and contrast what they discover. Use evidence to build a picture of a significant event/ time in history. Using a range of sources, ask and answer questions about civilisations in past and the journeys they made. Investigate leadership and legacy of the Roman Empire and its impact on Britain. Consider why people's account of the same event might be different.	Place key events, artefacts and historical figures/ leaders on a time line using dates and explain the reasoning for their choices with appropriate historical terms. Begin to understand where civilisations studied sit on a timeline in relation to today. Use dates and terms to describe events, including BC/AD. Understand the concept of change over time, representing this, along with evidence, on a timeline.	Make links between the British civilisation through the years and the Ancient Egyptian civilisation . Compare leadership of British monarchy/ parliament and international leaders in history.	Explain how settlements in Britain have changed from the Stone Age to modern day. Share personal opinions about the legacy that events and people in history have had on the world, backing up opinions with historical evidence. Use sentence stems to support class discussions. Begin to use writing, ICT and drama to show understanding of learning.					
Year 5/6 The Viking/Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor WW2 and British Study - a study of an aspect or theme in British history that extends knowledge beyond 1066 Ancient Greece – a study of Greek life and achievements and their influence on the western world Ancient Maya – a non-European society that provides contrasts with British history	Recognise primary and secondary sources and that no single source of evidence gives the full answer to questions about the past. Select, combine, present information from more than one source and make deductions. Select suitable sources of evidence, giving reasons for choices. Hypothesise about how non-European civilisations lived and the journeys they made in the past. Seek out and analyse a wide range of evidence in order to justify claims about leadership in the past. Explore propaganda and how historians must understand the social context of evidence. Refine lines of enquiry as appropriate.	Describe changes in a period of history and explain the legacy of civilisations (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately when describing events. Sequence key events and civilisations studied across pupils' time in school. Identify periods of rapid change in history and contrast them with times of relatively little change.	Explore and make connections between civilisations' religious beliefs throughout history. Identify the connections and differences between leadership in Mayan, Viking, Anglo-Saxon and Greek ruling systems. Explore the journeys of the Anglo-Saxons and Vikings and the legacy of each invasion on Britain today. Make links between our own local history and that of other areas within the UK. Analyse historical data trends from different civilisations around the world.	Share ideas about the significance of civilisations in the past and the legacy they have left behind. Use historical terms when creating informed responses to information explored. Reference the reliability of historical evidence/sources when using it to support hypotheses. Use and expand sentence stems during class discussions. Use different writing genres, ICT and drama to show understanding of learning.					