

SCLF- Progression of Skills in History **KEY THREADS- SOCIETY AND COMMUNITY/ EXPLORATION AND INVASION/POWER/CONFLICT AND DISASTER**

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Similarities and Differences	Identifying that things from the past might be different from today – technology, cars, houses etc.	<p>Identifying that events have happened in the past and significant people from the past have helped shape the present locally.</p> <p>Identifying that there are some themes that link history together – locality, transport etc.</p>	<p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally.</p> <p>Identifying that the past is remembered or ‘constructed’ in different ways across the world</p> <p>Identifying that the past can be commemorated each year at specific 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 local industrial history by focusing on:</p> <ul style="list-style-type: none"> • achievements • society • impact <p>And by drawing comparisons to KS1 topics such as Transport and Victorian Seaside Holidays</p>	<p>Building a coherent knowledge of British history by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment • beliefs <p>Building a coherent knowledge of the earliest civilisations and 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 by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Identifying the impact of the Ancient Greeks’ on the western world and their chronological place in the context of world history</p>	<p>Building an understanding of Britain during war and impact on today’s world by comparison of:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • education • entertainment, <p>Comparing prior KS2 learning 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>
Chronology	Identifying that things have happened in the past, relating to themselves and within living memory	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves</p> <p>Identifying that events and changes have happened in</p>	<p>Identifying and comparing people from different periods of time</p> <p>Identifying how periods of time</p>	Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into chronological</p>	<p>Placing early civilisations into context.</p> <p>Placing Ancient Romans and Roman Britain into wider context</p>	<p>Placing early civilisations into context.</p> <p>Placing Ancient Romans and Roman</p>

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	<p>Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents</p>	<p>order – development of trains</p> <p>Identifying that there are different periods of time in history – Georgians/Victorians/Tudors / 20thC etc.</p>	<p>can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning</p>	<p>Developing an understanding of concurrence of civilisations around the world during these times</p> <p>Placing previously learnt periods into context and identifying their impact –railways linked to Victorian seaside holidays; holidays linked to local economy and growth of settlements</p>	<p>context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman 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>Placing the Ancient Greeks into the wider context of historical chronology</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Britain into wider context</p> <p>Placing the Ancient Greeks 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 WWII Britain into chronological context and it’s legacy and impact today</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>
Change and Continuity	<p>Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.</p>	<p>Identifying that changes have happened in history that can impact on today –(the development of transport; changes in seaside holidays)</p> <p>Identifying that there are reasons for continuities and changes and stating some of these</p>	<p>Identifying that changes throughout history have had important consequences – development of railways etc.</p> <p>Identifying WHY some things have stayed the same</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 changes</p>	<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 <p>,</p> <ul style="list-style-type: none"> • beliefs 	<p>Identifying the continuity and change throughout Roman Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuities and</p>	<p>Identifying the continuity and change from Britain during WWII to the modern day through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • education • entertainment <p>Comparing similarities and differences</p>

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		Identifying that continuity or change can be a good thing or a bad thing	throughout history – people living in towns/cities, explorers trying to find new things etc.	to the local area through <ul style="list-style-type: none"> • population • jobs • local significance 	Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment • beliefs 	changes of Greek achievements and inventions from then to now through: <ul style="list-style-type: none"> • democracy • society, • entertainment, • beliefs 	between the Ancient Maya through comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs
Cause and consequence	Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.	Identifying that certain events and individuals have had major consequences in history – George Stephenson’s developments led to national railways etc. Identifying that history can affect the local area, as well as nationally and globally – development of railways and exporting of ideas to other countries Identifying that there are reasons for continuity and change and begin to use the terms ‘cause’ and ‘effect’ –	Identifying that certain events and individuals have had major consequences in history Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night Identifying specific causes and effects from different periods and beginning to	Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life Identifying the causes and effects of industrialisation of local area– explaining the local, national and international impacts	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	Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc. Identifying that one event can have multiple effects – invasions of Britain.	Identifying the cause and effect of Spanish explorers on the Maya – positive or negative? Cause and effect of war on Britain.

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			establish links between them				
Historical Significance	Understanding that some events and people from history are important because they have achieved something or had an effect	<p>Identifying why certain people/events are significant in history – achievements, impact etc.</p> <p>Identifying why some individuals are significant both locally and nationally – George Stephenson – growth of the area, growth of railways nationally etc.</p> <p>Begin to understand what makes someone or something significant -</p>	<p>Identifying why certain people/events are significant in the wider context of history –</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally</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 limited primary sources or written evidence</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>Identify why interpretation of these sources is critical to our understanding of the past</p>	<p>Using Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints</p> <p>Identify why interpretations can change in light of new evidence – change in meaning of the word ‘barbarian’</p>	<p>Identifying the significance of achievements and their impact on today</p> <p>Understanding why others might choose alternative achievements</p> <p>Interpreting achievements 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>Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance – which achievements were more impressive?</p>
Evidence and Interpretation	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>Analyse a variety of artefacts/objects to infer about an individual or event – George Stephenson’s suitcase</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or</p>	<p>Understanding the difference between primary and secondary sources</p> <p>Make reasoned interpretations about</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, Tacitus and Cassius Dio</p> <p>Identifying why sources can be useful in a variety of ways –</p>	<p>Using sources to interpret viewpoints, including bias – Battle of Thermopylae – Herodotus and Tacitus</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints</p>	<p>Conducting an enquiry about the greatest impacts on today – using sources as evidence in a debate</p> <p>Identify the effectiveness of sources as evidence</p>

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		events – clothing, housing etc.	individuals and events by using a small selection of focused sources		inaccuracies can tell us more about those who produce evidence	Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings	Use sources of evidence as the basis for an opinion Begin to make references to evidence as justification
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