



# HISTORY KNOWLEDGE & SKILLS PROGRESSION - HISTORICAL ENQUIRY

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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	<p>Pupils will be taught about...</p> <ul style="list-style-type: none"> <li>-changes within living memory.</li> <li>-events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>-the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>-compare aspects of life in different periods [Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>-significant historical events, people and places in their own locality.</li> </ul>		<p>Pupils will be taught about...</p> <ul style="list-style-type: none"> <li>-changes in Britain from the Stone Age to the Iron Age</li> <li>-the Roman Empire and its impact on Britain</li> <li>-Britain's settlement by Anglo-Saxons and Scots</li> <li>-the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>-a local history study</li> <li>-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>-the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>-Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>			
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<p>I can find answers to simple questions about the past from sources of information. Who, what, where, how?</p> <p>I can give a plausible explanation about what an object was used for in the past.</p> <p>I can spot old and new things in a picture.</p> <p>I can find out more about a famous person from the past and carry out some research on him or her.</p>	<p>I can ask 'what were things used for?', 'what was it like for people in the past?' etc and use information to help answer the question.</p> <p>I can find differences and similarities from as many wide range sources as possible.</p> <p>I can make simple observations.</p> <p>I develop the vocabulary of- source, evidence.</p> <p>I can research more about a famous person from the past and carry out some research on him or her.</p> <p>I can answer questions using a range of artefacts/ photographs provided.</p>	<p>I can use a range of sources to find out about the period, inc. the library and internet.</p> <p>I can observe and record small details in artefacts.</p> <p>I can recognise the part archaeologists have helped in our understanding of what happened in the past.</p> <p>I can research what it was like for a child in a given period using photographs.</p> <p>I can select information and use it to write about historical information.</p>	<p>I can use a range of sources to find out about the period, inc.the library and internet.</p> <p>I can research more than one version of an event and say how they differ.</p> <p>I ask questions about cause, change, similarities and difference eg. What was it like for a child, the rich, the poor?</p> <p>I can use relevant material to present a picture of one aspect of life in a period.</p> <p>I can select information and use it to write about historical information.</p>	<p>I identify primary and secondary sources.</p> <p>I use evidence to build a picture of a past event.</p> <p>I select relevant sections of information.</p> <p>I use the library/internet with confidence.</p> <p>I understand the climate/geography of Greece today &amp; can locate places and use timelines.</p> <p>I recognise the importance of archaeological evidence as well as written/spoken.</p> <p>I know evidence comes from pottery and that many of the pictures I see are from pots.</p> <p>I can generalise about salient features of Ancient Athenian.</p> <p>I grasp the diversity of life style depending on position within society and know the influence of the large slave population.</p> <p>I can explain periods of history.</p> <p>I grasp that religion &amp; preparation for war were critically important.</p> <p>I understand the scale and variety of Greek achievement.</p> <p>I know that many of the words we use today derive from the Greek.</p> <p>I know that the buildings I see today have been influenced by classical Greek design.</p> <p>I know the Greeks heavily influenced the Tudors and the C18th and C19th</p> <p>I know the achievements of individual Greeks and their contribution</p>	<p>I can recognise primary and secondary sources.</p> <p>I use the library and internet for research independently and confidently.</p> <p>I can bring knowledge gathered from several sources together in a fluent account.</p> <p>I ask a variety of questions about cause, change, similarity and difference and choose reliable sources of evidence to help answer them.</p> <p>I can carry out individual investigations.</p> <p>I select and organise my work, making use of appropriate use of dates and terms.</p> <p>I present historical information in a variety of ways, included extended pieces of writing.</p>
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***“The more you know about the past, the better prepared you are for the future.”***  
***~ Theodore Roosevelt***

