



Progression of Skills

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>ELG:</b> Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>Chronological understanding</b></p>	<p>Sequence events in their life</p> <p>Use language relating to the passing of time</p>	<p>Sequence artefacts and photographs from different periods of time</p> <p>Recall significant facts about individuals learnt about</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 within a time period</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>Recall and sequence key events of time studied</p> <p>Use relevant terms and period Labels</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Make comparisons between changes from different times in the past</p>
	<p><b>Range and depth of historical knowledge</b></p>	<p>Recognise the difference between past and present in their own and others' lives</p>	<p>Explain why people did things or why events happened and what happened as a result</p> <p>Compare differences between ways of life at different times</p>	<p>Research the everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Explain the reasons for and the results of people's actions</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Explain how events in the past have influenced current events</p> <p>Offer a reasonable explanation for some events</p>	<p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Research beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Create another explanation of a past event in terms of cause and effect using evidence to support</p>

							and illustrate their explanation
<b>Interpretations of history</b>	Compare adults talking about the past.	Compare pictures or photographs of people or events in the past  Discuss reliability of photos/accounts/stories	Identify and give reasons for different ways in which the past is represented  Distinguish between different sources – compare different versions of the same story	Summarise the evidence available  Evaluate the usefulness of different sources	Compare accounts of events from different sources  Offer some reasons as to why there are different versions of events	Link sources and work out how conclusions were arrived at  Consider ways of checking the accuracy of interpretations  Draw and compare different conclusions from different sources of evidence	
<b>Historical enquiry</b>	Ask simple questions about the past	Observe and handle artefacts and resources to answer questions about the past  Ask questions that link to topics studied	Use a range of sources to find out about a period Observe small details – artefacts, Pictures, texts  Select and record information relevant to the study	Use evidence to build up a picture of a past event  Choose relevant material to present a picture of one aspect of life in time past  Ask a variety of questions	Recognise primary and secondary sources  Select and summarise relevant sections of information	Evaluate a range of sources used to find out about an aspect of time past  Suggest omissions and the means of finding out  Bring knowledge gathered from several sources together in a fluent account	
<b>Organisation and communication</b>	Communicate their knowledge through: Discussions Drawing pictures Drama/role play Making models Writing Using ICT		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.			

## Progression of Knowledge

National Curriculum Objectives					
Key Stage 1		Key Stage 2			
1	2	3	4	5	6
<p>*changes within living memory To name toys from the past</p> <p>To name some of the characteristics of toys from the past</p> <p>To explain how they know a toy is old or modern</p> <p>To identify differences between old and new toys and give some reasons for these differences</p> <p>*significant historical events, people and places in their own locality To name features of homes today (Winnington Urban Village)</p> <p>To name features of home built before they were born (Victorian terrace houses in Winnington)</p> <p>To name different types of houses</p> <p>To recognise household objects</p>	<p>*the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods – Christopher Columbus, Neil Armstrong, Robert Falcon Scott</p> <p>To name explorers – Christopher Columbus and Neil Armstrong</p> <p>To know where they explored and when</p> <p>To know when they lived</p> <p>To identify their achievements</p> <p>To know the impact of their achievements on today's world</p> <p>*events beyond living memory – The Great Fire of London</p> <p>To know when the Great Fire of London began – Sunday 2<sup>nd</sup> September, 1666</p> <p>To know where the Great Fire of London began – Bakery in Pudding Lane</p> <p>To know why the fire started – a fire in an oven</p>	<p>*a local history study</p> <p>To understand how salt is formed in Cheshire</p> <p>To understand why salt is in Cheshire</p> <p>To know why the discovery of salt was important to Northwich</p> <p>To know why the locality if salt influenced Roman settlements</p> <p>To know the importance of salt in food preservation</p> <p>To understand how salt was and is extracted</p> <p>To recall changes of extraction and why changes occurred</p> <p>To understand what is left of the salt industry</p> <p>To recall the history of Brunner Mond</p> <p>To explain the impact of Brunner Mind on the local area and economy</p> <p>To recognise how salt was used to help celebrate big events</p> <p>To understand what happened at the Adelaide Mine</p> <p>To know the impact the flood had</p>	<p>*the Roman Empire and its impact on Britain</p> <p>To understand where the Roman Empire began</p> <p>To know when the Roman invasion happened in Britain</p> <p>To know how long the Roman Empire occupied Britain</p> <p>To know where the Roman invasion happened in Britain</p> <p>To know the key reasons why the Roman Empire invaded Britain</p> <p>To recall some aspects of ways of life</p> <p>To name some of the Roman Gods – Jupiter, Neptune, Venus, Minerva</p> <p>To know what impact the Romans had on today's world – baths, hypocaust, roads, aqueducts, heating</p> <p>To recall some sporting events from this time</p> <p>To know what impact the Romans had locally – Chester, Cheshire (wich)</p> <p>To explain the Roman hierarchy</p> <p>To know some features of the army</p> <p>To explain the</p>	<p>*Britain's settlement by Anglo – Saxons and Scots</p> <p>*the Viking and Anglo – Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>To know that Britain has been invaded</p> <p>To know the Scots came to Scotland from Ireland</p> <p>To know when the Anglo Saxons came to Britain</p> <p>To know why the Anglo Saxons came to Britain</p> <p>To recall ways of life in Anglo – Saxon times</p> <p>To know the homelands of the Anglo – Saxons</p> <p>To know the 7 Anglo – Saxon kingdoms</p> <p>To know when the Vikings invaded Britain including Scotland</p> <p>To know why the Vikings invaded Britain including Scotland</p> <p>To recall ways of life in Vikings times</p> <p>To explain why Vikings explored many parts of the world</p> <p>To explain why Vikings chose to raid monasteries</p> <p>To know that the Vikings</p>	<p>*a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>WWII</p> <p>To know when WWII was</p> <p>To know when key events happened</p> <p>To know some reasons for why WWII started</p> <p>To know the countries involved in WWII</p> <p>To know where was targeted and why</p> <p>To know some ways that children and families were affected during WWII</p> <p>To explain what evacuation is</p> <p>To know why evacuation happened</p> <p>To know where children were evacuated to</p> <p>To recall ways of life during the time</p> <p>To know how food was affected through rationing</p> <p>To know how the roles of men and women changed during WWII</p> <p>To know some impacts WWII has had on today's world</p> <p>To know how WWII is</p>

<p>To know which room these objects are used in and how they are used</p> <p>To know some external features of homes in newer and older homes</p> <p>To know some internal features of homes in newer and older homes</p> <p>To name the differences of newer homes (Winnington Urban Village) and homes built before they were born (Victorian terrace houses in Winnington)</p>	<p>To know the main events of the fire</p> <p>To know why the fire lasted so long</p> <p>To know how cities are safer today</p> <p>To know who Samuel Pepys was</p> <p>To know what an eye witness is</p>	<p>*changes in Britain from the Stone Age to the Iron Age</p> <p>To understand how we know about what happened in this period</p> <p>To know how long ago the stone age started and how long the whole period lasted</p> <p>To know the three stages of the stone age</p> <p>To know how homes changed over the period and what contributed to the changes</p> <p>To know the diet of the people and how and why it changed</p> <p>To understand the impact that the progression from basic stone tools to iron tools had on the ability of the people to hunt and build</p> <p>To know that at the start of the stone age Britain was attached to Europe and became an island after the Ice Age</p> <p>To know what hill forts were used for in the iron age and how they were made</p> <p>To know we moved from bronze to iron</p> <p>To know the term 'round house' and how they were made</p> <p>To know some features of</p>	<p>achievements of the Roman army</p> <p>To know who Julius Caesar was and the impact he had</p> <p>*a non – European society that provides contrasts with British history – one study chosen from: early Islamic civilization, Mayan civilization or Benin</p> <p>To know when and where the Mayan civilization settled</p> <p>To understand BC and AD</p> <p>To understand the social structure of the Mayan society</p> <p>To know some features of Mayan education</p> <p>To know what Mayan people wore</p> <p>To know what the Mayan civilization produced and ate</p> <p>To recall some of the Mayan number system</p> <p>To recall some of the Mayan alphabet</p> <p>To name some of the Mayan Gods and their significance</p> <p>To understand that the Mayans believed in Gods and the afterlife</p> <p>To understand the role of human sacrifice in Mayan religion</p>	<p>were Pagans and what this means</p> <p>To recall the main Viking gods</p> <p>To know where the Vikings finally settled in England</p> <p>To know who Alfred the Great was</p> <p>To explain Alfred the Great's impact on Britain</p> <p>To know who King Cnut was and how he became King of England, Norway and Denmark</p> <p>To know how the end of the Saxon rule in England happened</p> <p>To know who Edward the Confessor was</p> <p>To know when Edward the confessor became King of England</p> <p>*Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>To know that ancient Greece is located BC and that more recent periods in history are AD</p> <p>To know the dates of the ancient Greek civilisation</p> <p>To know the important features of life in ancient Greece, and the differences in life in different city states</p>	<p>remembered today</p> <p>To know the dates of the Tudor period</p> <p>To know the key events of the Tudor period</p> <p>To recall an outline the story of Henry VIII's life</p> <p>To know that Henry VIII was a king and that he had six wives</p> <p>To know how Henry VII claimed the throne after defeating Richard III</p> <p>To know why the Battle of Bosworth Field was significant</p> <p>To know about the work of a Tudor monarch</p> <p>To know and understand aspects of the break with Rome and dissolution of the monasteries</p> <p>To know why Henry divorced Catherine of Aragon</p> <p>To know the story of Henry marrying Anne Boleyn and Jane Seymour</p> <p>To know why the marriage to Anne of Cleves failed</p> <p>To know why Henry married Catherine Howard and Catherine Parr</p> <p>To know the main aspects of life for rich and poor people</p> <p>To know why there were differences in people's lifestyles in Tudor times</p>
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