



History Skills Progression

Cycle B

Curriculum Aims

1. Children will use primary and secondary sources to help us understand what happened in the past. They will learn how historians have used a range of sources to investigate specific questions about the past. They will also look at artefacts and sources themselves, for example, tools, ornaments, toys, household items, coins, diaries, accounts, pictures and newspapers. They will consider how historians use sources to interpret the past.
2. Children will develop an understanding of the chronology of British, local and world history. They will explore dates, timelines, key events and significant people. They will learn about the impact of these events and people. Children will know how Great Britain has influenced and been influenced by the wider world.
3. Children will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as architecture, art, civilisations, societies, homes, religion and settlement.
4. Throughout history, major changes have occurred as a result of significant events including war, invasion or disasters. Children will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, occupation, the military and war.
5. Children will learn how people explored and invented through history and the impact of this. They look at key discoveries, transport, trade routes, tools and technology and how these changed over time.
6. Children will learn about and make comparisons between different civilisations, exploring life of the rich and the rulers compared to other members of society. They will look at countries, democracy, empires, government, parliament and law, monarchy and rulers, rich and poor and slavery from key historical periods they study.

Early Years Foundation Stage Understanding the World

- Children will talk about and share their living memory.
- Children will talk about the lives of people around them and their role in society.
- Children will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Children will understand the past through settings, characters and events encountered in books and storytelling.



Primary Concepts

Society	Exploration and Invasion	Homes and Transport	Diversity
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Secondary Concepts

Topics	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Class 1						
Towers, Tunnels and Turrets	I can place events and some artefacts on a timeline.	I can observe or handle evidence to ask questions about the past, including books and the Internet.	I can begin to explain why castles were built and what the consequences of these actions were	I can describe changes and historical events and what happened after it.	I can compare similarities and differences between different types of castles.	I can talk about key events linked to a significant king/queen or castle.
Land Ahoy! (Famous Explorers)	I can place explorative events on a timeline	I can use evidence of explorer's lives to ask questions about the past.	I can discuss why people chose to explore and what we found out from their exploration.	I can describe changes over a period of time	I can use pictures and stories to find out about the past and compare different explorations.	I can name significant explorers from the past, for example, Captain James Cook, and Christopher Columbus.
Famous for More than Five Minutes (Significant Individuals)	I can place significant people on a timeline.	I can research the lives of significant people from the past using different sources of evidence, for	I can recognise that there are different reasons why people in the past acted as they did and what the consequences	I can describe changes and the historical events they led to, for example, space exploration and Neil Armstrong as	I can use pictures, stories and film footage to find out about significant people from the past.	I can describe significant people and events from the past and explain why they are important, for example, the



		example, books and the Internet.	of these actions were.	the 'first man on the moon'.		Wright brothers and their contribution to flight and aviation.
Class 2						
The Mayas	I can place events, artefacts and historical figures on a timeline using dates (BCE/CE/AD).	I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	I can describe some causes of events and their consequences in Ancient Maya.	I can explain the concept of change over time and represent this with evidence.	I can compare the similarities and differences between two civilisations and cultures (Greeks and Mayas).	I can describe some of the characteristic features of a historical period, including some of their ideas and beliefs.
I am a Warrior (Romans)	I can place events and historical figures on a timeline, using dates and time (BCE/CE).	I can suggest more than one suitable source for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. I can explain how an event from the past has shaped our life today.	I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past. I can explain how the lives of wealthy people were different from the lives of poorer people I can describe different accounts of a historical event, explaining some of the reasons why the account may differ, for example, Boudicca.	I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support), for example, Boudicca.



<p>Traders and Raiders (Anglo Saxons)</p>	<p>I can use dates accurately in describing events and people. I can place artefacts within their correct age.</p>	<p>I can use sources of evidence to deduce information about the Saxons and Vikings, for example, archaeological finds (Staffordshire Hoard) and explain how this can be used to build up a picture of life in the past.</p> <p>I can discuss whether the evidence is reliable and explain why</p>	<p>I can describe causes of invasion in Britain and what the consequences were.</p>	<p>I can identify periods of rapid change in history.</p> <p>I can explain what changed and what continued over time when the Anglo Saxons and Vikings settled in Britain</p>	<p>I can compare similarities and differences between Anglo Saxon and Viking culture.</p>	<p>I can describe the social and cultural significance of a past society.</p>
<p>Class 3</p>						
<p>China-Shang Dynasty</p>	<p>I know where and when the Shang Dynasty was in power.</p> <p>I know when the Shang Dynasty ended according to evidence and history.</p>	<p>I can use a range of different sources of evidence for learning about the past.</p> <p>I can describe the advantages and disadvantages of different sources of evidence.</p> <p>I can suggest why learning about leaders is important.</p>	<p>I can suggest what makes a history book accurate or inaccurate.</p> <p>I can suggest why people and animals were sacrificed during the Shang Dynasty.</p> <p>I can describe what the Shang Dynasty achieved.</p>	<p>I can name some of the Shang rulers and what they did according to the history books.</p> <p>I can describe how the history books say the Shang Dynasty ended.</p>	<p>I can describe what kind of houses ordinary people lived in during the Shang Dynasty.</p> <p>I can describe what people ate during the Shang Dynasty.</p> <p>I can use evidence to describe a day in the life of an ordinary person during the Shang Dynasty.</p>	<p>I can explain what happened to Shang rulers when they died. I can describe the objects that were buried with Shang rulers.</p> <p>I know why the Shang invented a calendar I can describe the features of the oracle bones script.</p>



<p>A Child's War (WW1)</p>	<p>I can use dates and terms accurately in describing significant events, for example, The Battle of Britain, D Day and VE Day.</p> <p>I can place features of historical events and people from the past societies and periods in a chronological framework.</p>	<p>I can use sources of information to form conclusions about the past, for example, dairies (Anne Frank) and photographic evidence.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can describe some of the causes and consequences of World War II.</p>	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>I can compare the main changes in a period of history with the present day, for example, life for children.</p>	<p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children, for example, evacuation, rationing, propaganda etc.</p>
<p>King James and Leicester- a local study</p>	<p>I can use dates accurately in describing events and people over time</p>	<p>I can use a range of sources of information to form conclusions about the past, for example, old maps, photographs, census information etc.</p>	<p>I can suggest causes for historical changes and developments within our local area, for example, the construction of canals, marina and railways for coal transportation.</p>	<p>I can explain the concepts of continuity and change over time.</p>	<p>I can use appropriate historical vocabulary to compare and contrast key people, events and artefacts in history.</p>	<p>I can describe the characteristic features of the past.</p> <p>I can describe the social and cultural significance of past society's in our local area.</p>