

History Skills Progression



YEAR 1	
National Curriculum:	<ul style="list-style-type: none"> Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Pupils should be taught about 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] Pupils should be taught about 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 [for example, 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]
Vocabulary:	a long time ago, when I was little, past, since I was born, before I was born, famous, celebrate, event(s) queen, king rule, years, difference, object, picture, photograph, explain, used for, now, then, before, after

YEAR 2	
National Curriculum:	<ul style="list-style-type: none"> Pupils should be taught about 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] Pupils should be taught about 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 [for example, 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]
Vocabulary:	when I was younger, before/after, past/present, then/now, sequence, chronological order, earlier, later, local area, historical event, artefact, Britain, parliament, older person, research

YEAR 3	
National Curriculum:	<ul style="list-style-type: none"> Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. This could include: <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge <p style="text-align: center;">Iron Age hill forts: tribal kingdoms, farming, art and culture</p> Pupils should be taught about 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
Vocabulary:	BC/AD, decade, ancient, century, timeline, period, Brits, settlers, settlement, archaeologists, excavate, evidence, similarities/differences, historical information, historian

YEAR 4	
National Curriculum:	<ul style="list-style-type: none"> • Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world • Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples (non-statutory): <ul style="list-style-type: none"> - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • Pupils should be taught about the Roman Empire and its impact on Britain. Examples (non-statutory): <ul style="list-style-type: none"> - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity • Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples (non-statutory): <ul style="list-style-type: none"> - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
Vocabulary:	invaders/invasion, conquer(ed), impact, era, religious differences, cultural, hierarchy, accurate, version, chronology, society, empire, dictated, aspect, development

YEAR 5	
National Curriculum:	<ul style="list-style-type: none"> • Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Example (non-statutory): <ul style="list-style-type: none"> - a significant turning point in British history, for example, the first railways or the Battle of Britain • Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots. Examples (non-statutory): <ul style="list-style-type: none"> - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion – Canterbury, Iona and Lindisfarne • Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Examples (non-statutory): <ul style="list-style-type: none"> - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066 <p>Battle of Hastings and William the Conqueror</p>
Vocabulary:	primary source, secondary source, reliability, democracy, comparison, hypothesis, influence, advancements

YEAR 6	
National Curriculum:	<ul style="list-style-type: none"> • Pupils should be taught about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. • Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples (non-statutory): <ul style="list-style-type: none"> - a significant turning point in British history, for example, the first railways or the Battle of Britain
Vocabulary:	justice, legacy, validity, multi/mono-cultural, summarise, interpretations, significant, helped/hindered, causes/effects, continuity, major influence