



WHOLE SCHOOL HISTORY - Progression of Knowledge and Skills

Skill		EYFS	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
		N / R	Y1	Y2	Y3	Y4	Y5	Y6
Chronology	Constructing the past	Identifying that things from the past might be different from today – technology, cars, houses etc.	Identifying that events have happened in the past and significant people from the past have helped shape the present locally Identifying that there are some themes that link history together – locality, transport etc.	Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally Identifying that the past is remembered or 'constructed' in different ways across the world Identifying that the past can be commemorated each year at specific times	Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on: <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on: <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	Building a coherent knowledge of the earliest civilisations (in-depth Egyptians) , their chronological place in history and their impact on future civilisations <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon, Scots and Vikings Britain by comparison on: <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	Building a coherent knowledge of our local area history. To look in to the impact of the canal and the history around slavery. Red / white roses and what was Lancaster's involvement Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history Looking at: <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	Building an understanding of post-1066 Britain through the Victorians and their impact on today's world by comparison of: <ul style="list-style-type: none"> • achievements, • housing, • society, • education • entertainment, Comparing Viking Britain with the Maya civilisation through: <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs and understanding the reasoning for similarities/differences between each civilisation
	Sequencing the past/ Chronology	Identifying that things have happened in the past, relating to themselves and within living memory Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents	Identifying that events and people from the past may have occurred across a greater period of time than just themselves Identifying that events and changes have happened in order – development of trains Identifying that there are different periods of time in history – Georgians/Victorians/Tudors/ 20thC etc.	Identifying and comparing people from different periods of time Identifying how periods of time can impact on individuals and events Demonstrate a basic understanding of why certain events happened at certain times with some reasoning	Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements Developing an understanding of concurrence of civilisations around the world during these times Placing Ancient Romans and Roman Britain into the wider context of historical chronology Placing previously learnt periods into context and identifying their impact	Placing Stone, Bronze and Iron Ages into wider contexts Placing early civilisations into chronological context – in-depth Egyptians Placing Ancient Romans and Roman Britain into the wider context of historical chronology Deeper understanding of concurrent civilisations around the world and their impact on later civilisations	Placing Stone, Bronze and Iron Ages into wider contexts Placing early civilisations into context – in-depth Egyptians Placing Ancient Romans and Roman Britain into wider context Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology Placing the Ancient Greeks into the wider context of historical chronology Continued development of concurrent civilisations around the world and their impact on later civilisations	Placing Stone, Bronze and Iron Ages into wider contexts Placing early civilisations into context – in-depth Egyptians Placing Ancient Romans and Roman Britain into wider context Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology Placing the Ancient Greeks into the wider context of historical chronology Placing the Ancient Greeks into the wider context of historical chronology Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons Placing Victorian Britain into chronological context and it's legacy and impact today Continued development of concurrent civilisations around the world and their impact on later civilisations

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Events, people and changes	Continuity and change	Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.	Identifying that changes have happened in history that can impact on today Identifying that there are reasons for continuities and changes and stating some of these Identifying that continuity or change can be a good thing or a bad thing	Identifying that changes throughout history have had important consequences Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.	Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs Identifying the continuity and change throughout Anglo Saxon, scots and Viking Britain from Roman Britain through comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	Identifying the continuity and change throughout Lancaster's history. Identifying the continuities and changes of Greek achievements and inventions from then to now through: <ul style="list-style-type: none"> • democracy • society, • entertainment, • beliefs 	Identifying the continuity and change from Victorian Britain to the modern day through comparison of: <ul style="list-style-type: none"> • housing, • society, • education • entertainment Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs
	Cause and effect	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 Identifying that history can affect the local area, as well as nationally and globally Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect' – Titanic sinking and health and safety changes made due to it	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 establish links between them	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 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 causes and effects of Anglo-Saxon invasion on Britain – changes in housing, religion, language etc. Identifying that one event can have multiple effects – invasions of Britain by AS and V Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)	Identifying that one event can have multiple effects – Lancaster's History Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.	Identifying why Victorian inventors created so many inventions that are still around today Identifying the effect of Victorian inventions on today's world as either positive or negative Identifying the cause and effect of Spanish explorers on the Maya – positive or negative?
	Significance and interpretation	Understanding that some events and people from history are important because they have achieved something or had an effect	Identifying why certain people/events are significant in history – achievements, impact etc. Identifying why some individuals are significant both locally and nationally Begin to understand what makes someone or something significant -	Identifying why certain people/events are significant in the wider context of history Identifying that certain individuals and events have had an impact locally, nationally and internationally	Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified Identify why Boudicca is such a significant individual for both British and Roman British history	Identify why interpretation of these sources is critical to our understanding of the past Identify why interpretations can change in light of new evidence – change in meaning of the word 'barbarian'	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 Identify why interpretations can change in light of new evidence – change in meaning of the word 'barbarian'	Identifying the significance of Victorian achievements and their impact on today Understanding why others might choose alternative achievements Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now – who felt more of their impact, us or them? Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance – which achievements were more impressive?

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Interpretation, enquiry and using sources	Carrying out a historical enquiry	Starting to ask simple questions about people or events from within living memory	Did help to change JUST our area? Guided enquiry using knowledge from topic	What was biggest achievement? Guided enquiry using knowledge from topic Making semi-independent decisions and using evidence provided to justify	Small independent enquiry using pre-selected primary and secondary sources Begin to make independent decisions and use evidence to justify How much did the Romans really impact Britain?	Independent enquiry using a range of primary and secondary sources Make independent decisions and using evidence to justify	Were the Ancient Greeks all that important for us now? Independent enquiry on the impact of the Greeks on western civilisation Independent selection of sources to provide evidence Making independent decisions using a range of evidence to justify	Independently identifying important achievements from the Victorians – Critical thinking, reasoning, research and debate Independent selection of sources, arguments and evidence to justify opinion Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate
	Using sources as evidence	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	Analyse a variety of artefacts/objects to infer about an individual or event Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.	Understanding the difference between primary and secondary sources Make reasoned interpretations about individuals and events by using a small selection of focused sources	Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages	Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence	Using sources to interpret viewpoints, including bias – Battle of Thermopylae – Herodotus and Tacitus Identify why viewpoints differ and why bias might skew these viewpoints Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings	Conducting an enquiry about the greatest impact of the Victorians on today – using sources as evidence in a debate Identify the effectiveness of sources as evidence Use sources of evidence as the basis for an opinion Begin to make references to evidence as justification
Communication	Vocabulary and communication See separate St. Joseph's vocabulary sheet	Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'	Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now' Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'	Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to' Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...' Using words and phrases to describe events and people from the past – e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history' Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'