

**History – Progression of Key Skills and Knowledge**

Cohort	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b><u>EYFS</u></b>	<ul style="list-style-type: none"> <li>To <b>observe</b> how living things grow. (Chicks, plants, changes to fruit, )</li> <li>To <b>identify</b> old and new objects. (Trains, Fire Engines, Cars)</li> <li>To <b>sequence</b> pictures from young to old. (Baby to Adult, Beanstalks).</li> <li>To <b>identify</b> objects and animals from the past. (Dinosaurs, Fossils, Skeletons)</li> </ul> <p>ELG: Understanding the World: People and Communities_(Language)</p>		
<b><u>Year 1</u></b>	<ul style="list-style-type: none"> <li>Children to <b>identify similarities and differences</b> using common words and phrases referring to the passing of time.</li> <li>Children to <b>describe the continuity and change</b> of aspects of their everyday life from the past to the present including toys, clothing, technology and transport.</li> </ul>	<ul style="list-style-type: none"> <li>Children to <b>describe the continuity and change</b> within their local area identifying changes in The Docklands and other local landmarks.</li> <li>Children to <b>draw contrasts</b> between how the place the live in today used to look in the past compared to how it looks in the present.</li> </ul>	<ul style="list-style-type: none"> <li>Children to describe the history and <b>significance of key landmarks and events</b> in London.</li> <li>Children to <b>compare similarities and differences</b> of landmarks such as Westminster Abbey &amp; Buckingham Palace and the Houses of Parliament and 10 Downing Street.</li> </ul>
<b><u>Year 2</u></b>	<ul style="list-style-type: none"> <li>Children to <b>identify the causes and consequences</b> of The Great Fire of London.</li> <li>Children to understand ways in which we find out about the past by <b>weighing evidence to make historical claims</b> by looking at primary sources from the Great Fire of London.</li> </ul>	<ul style="list-style-type: none"> <li>Children to understand how Kings and Queens fit into a chronological timeline <b>explaining the cause and consequences</b> of their reign.</li> <li>Children to <b>make connections</b> between the different Kings and Queens studied.</li> </ul>	<ul style="list-style-type: none"> <li>Children to identify the <b>significance of key people and events</b> in global history and how they have contributed to national and international life.</li> <li>Children to explain the <b>cause and consequences</b> for these global figures achievements.</li> </ul>

<p><u>Year 3</u></p>	<ul style="list-style-type: none"> <li>• Children to <b>develop chronological knowledge</b> of the history of the world as a coherent chronological narrative.</li> <li>• Children to <b>describe the continuity and change</b> in how species from the age of the dinosaurs to the age of man developed.</li> <li>• Children to understand historical enquiry by <b>weighing evidence to make historical claims</b> about the development of dinosaurs and how we know they existed.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to <b>identify the continuity and change</b> of how people lived through the Stone Age to the Iron Age.</li> <li>• Children to <b>weigh evidence to make historical claims</b> by looking at tools used in the Stone and Iron Age as well as explaining the <b>significance</b> of Skara Brae and Stonehenge.</li> <li>• Children to <b>make connections</b> with the fishing, trading and farming techniques compared to the modern day.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to <b>identify similarities and differences</b> in the way of life in Ancient Egyptian civilisation compared to modern day.</li> <li>• Children to understand different methods or historical enquiry by <b>weighing the evidence</b> of the pyramids and the <b>significance</b> of Tutankhamen to <b>make historical claims</b> about the Egyptians beliefs on religion.</li> <li>• Children to <b>make connections</b> between the Ancient Egyptians way of life and their influence on our life today.</li> </ul>
<p><u>Year 4</u></p>	<ul style="list-style-type: none"> <li>• Children to <b>describe similarities and differences</b> between Ancient Greek civilisation and modern day civilisation.</li> <li>• Children to <b>make connections</b> between the Greeks influence on religion, democracy and sport in western civilisation today.</li> <li>• Children to <b>understand the diversity of societies and relationships between different</b> city states and the <b>cause and consequence</b> this had on Ancient Greece.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to <b>compare similarities and differences</b> between the Romans and the Ancient Greeks philosophy and beliefs.</li> <li>• Children to <b>explain the cause and consequence</b> of the Roman's influence on world and local history in Britain.</li> <li>• Children to <b>make connections</b> with the Roman's influence on religion, transport, law and military on our modern day society.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to <b>describe the continuity and change</b> from Roman Britain to Anglo Saxon Britain <b>thinking critically</b> about whether Britain's way of life declined in this time.</li> <li>• Children to <b>compare similarities and differences</b> in the way Anglo Saxons lived their lives compared to us in the modern day.</li> <li>• Children to <b>make connections</b> with the Anglo Saxons influence on governance and the landscape of Britain in these times.</li> </ul>

<p><u>Year 5</u></p>	<ul style="list-style-type: none"> <li>• Children to <b>identify similarities and differences</b> between The Vikings and the Anglo Saxons <b>to understand the diversity of society and relationships between different groups.</b></li> <li>• Children to <b>explain the cause and consequences</b> of the Vikings actions on military and religion in Britain.</li> <li>• Children to <b>make connections</b> between the Vikings impact on trade, religion and military <b>thinking critically</b> about their beliefs and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to <b>explain the cause and consequences</b> of the Battle of Hastings and the Norman’s rise to power in Britain.</li> <li>• Children to <b>analyse trends</b> to predict <b>the challenges</b> William the Conqueror faced in ruling an Anglo Saxon native Britain.</li> <li>• Children will <b>think critically</b> about the <b>continuity and change</b> throughout Norman Britain evaluating the legacy they have on modern Britain today.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to <b>think critically</b> about the <b>cause and consequences</b> of the reigns of Tudor monarchs Henry VII, Henry VIII, Mary I and Elizabeth I.</li> <li>• Children to <b>understand the complexity</b> of the reformation of the church in Tudor Britain <b>describing the continuity and change</b> between Catholicism and Protestants.</li> <li>• Children to <b>sift arguments</b> to understand the <b>similarities and differences</b> between different Tudor monarchs religious beliefs and the impact this had on Britain.</li> </ul>
<p><u>Year 6</u></p>	<ul style="list-style-type: none"> <li>• Children to <b>think critically</b> about the <b>causes and consequences</b> of the Industrial Revolution on national global history comparing the economic growth against the <b>challenges</b> workers faced during these times.</li> <li>• Children to <b>describe the continuity and change</b> of technology and the culture in the Industrial Revolution.</li> <li>• Children to <b>make connections</b> with the impact of inventions and unions on our lives today.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to <b>think critically</b> about the <b>causes and consequences</b> of World War II <b>sifting arguments</b> from the perspectives of the allies and the axis.</li> <li>• Children to <b>understand the continuity and change</b> throughout World War II on their local community and the roles of the people in the community at this time <b>understanding the challenges they faced</b> in these times.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to <b>identify similarities and differences</b> between the Mayan civilisation and the Ancient Egyptian and Ancient Greek civilisation previously studied.</li> <li>• Children to <b>draw contrasts</b> between the Mayans governance, social class and religious beliefs compared to our society today.</li> <li>• Children to <b>make connections</b> with the Mayans influence of government, mathematics, writing and religion in the present day.</li> </ul>

		<ul style="list-style-type: none"><li>• Children to <b>make connections</b> between the impact of World War II on international relations and the history of Britain.</li></ul>	
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