

Long term planning- progression of skills for History

	EYFS	KS1	LKS2	UKS2
<i>Please add in overarching themes/ national curriculum expectations</i>	<p>Understanding of the World</p> <p>People and Communities</p> <p>Early Learning Goal: Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</p> <p>Pupils are given opportunities to;</p> <ul style="list-style-type: none"> <li>Focus on past and present in relation to themselves and family</li> <li>Develop sensitivity towards other children (creating a broader and deeper understanding of respect)</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>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]</li> <li>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]</li> <li>significant historical events, people and places in their own locality.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>a local history study</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>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</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world History 192</li> <li>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.</li> </ul>	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Children talk about past and present events in their own lives and lives of family members.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – <i>how have toys changed?</i>	Events beyond living memory that are significant nationally or globally – <i>Why did London burn?</i>	Changes in Britain from the Stone Age to the Iron Age – <i>Who were the first people to live in Britain?</i>	The Roman Empire and its impact on Britain. <i>How did the Romans shape our world?</i>	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - <i>Were the Vikings victorious?</i>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – <i>Is world war two still relevant today? How did the unsinkable Titanic sink?</i>
		Significant historical events, people and places in their own locality – <i>why is Sheffield so proud of Jessica Ennis.</i>	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. <i>Why was Neil Armstrong so brave (comparison to Christopher Columbus)?</i>	The achievements of the earliest civilizations. <i>Can you walk like an Egyptian?</i>	Britain's settlement by Anglo-Saxons and Scots. <i>Who were the early law makers?</i>	A non-European society that provides contrasts with British history - <i>Why were the Mayans space explorers?</i>	A local history study – <i>Why is Sheffield such a cool place to live?</i>
Chronological understanding	Sort into old and new.	Sequence events in their lives.	Sequence photographs etc. from different periods of their lives.	Place the time studied on a timeline.	Chronologically sequence events from period studies.	Know and chronologically sequence events of time studied.	Place current study chronologically in relation to other studies.

	Children talk about past and present events in their own lives and lives of family members.	Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages.	Sequence artefacts closer together in time and check with references. Describe memories of key events in their lives.	Use dates and terms related to study unit and passing of time. Sequence several events and/or artefacts.	Use terms related to period studied and begin to date events. Understand more complex terms eg BC/AD	Use relevant terms and period labels. Make comparisons between different times in the past.	Use relevant dates and terms. Chronologically sequence up to ten events. Make comparisons between different times in the past and investigate to explain.
Range and depth of historical knowledge	Know what the same is and what is different.  Know about similarities and differences between themselves and others, and among families, communities and tradition.	Recognise the difference between past and present in their own and others' lives. Know and recount episodes from stories about the past.	Recognise why people did things, why events happened and what happened as a result. Identify the differences between ways of life at different times.	Find out about the way of life for people in time period studied. Compare with our life today. Identify reasons for and results of peoples actions. Understand why people in history wanted to do something.	Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in times studied. Offer a reasonable explanation for events.	Study different aspects of different people – eg differences for men and women. Examine cause and effect of great events and the impact they had on different people. Compare life in early and late time studied. Compare an aspect of life in different time periods.	Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings. Compare attitude, beliefs and behaviour in different times studied. Give another explanation of key events in terms of cause and effect using evidence. Know key dates, terms and characters from time studied.
Interpretations of history	Know about similarities and differences between themselves and others, and among families, communities and tradition.	Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event. Compare pictures/photographs of events and/or people from the past. Discuss reliability of photos/accounts/stories.	Identify and give reasons for different ways the past is represented. Distinguish between different sources – compare different versions of the same story. Look at varied representations of the period – museums, cartoons etc.	Use the varied evidence available. Begin to evaluate the usefulness of different sources.	Compare accounts of events from different sources including factual and fiction. Offer reasons for different versions of events.	Link sources and understand how conclusions were reached. Consider ways of checking the accuracy of interpretations. Understand that different evidence will lead to different conclusions. Confidently conduct independent research.
Historical enquiry	Talk about significant events in their own experience.  Ask a 'what' question	Find answers to simple questions about the past from sources (eg artefacts).	Use a source – observe and handle sources to answer questions about the past based on simple observations.	Use a range of sources to find out about a time period. Observe small details eg from artefacts or photos. Select and record information relevant to study. Begin to use the library and internet to aid research.	Use evidence to build up a picture of a past event. Choose relevant material to represent one aspect of life in time studied. Ask a variety of questions Independently use the library and internet to aid research.	Begin to identify primary and secondary sources. Use evidence to build a picture of past events. Select relevant sections of information.	Recognise primary and secondary sources. Use a range of sources to find out about a period of time. Suggest omissions and means of finding out. Bring knowledge gathered from several accounts together in a fluent account.
Organisation and communication	Communicate their <b>knowledge</b> through: Discussion Art Drama/Role play D+T projects	Communicate their <b>knowledge</b> through: Discussion Art Drama/Role play D+T projects	Communicate their <b>knowledge</b> through: Discussion Art Drama/Role play D+T projects	Communicate their <b>knowledge</b> through: Discussion Art Drama/Role play D+T projects	Communicate their <b>knowledge</b> through: Discussion Art Drama/Role play D+T projects	Recall, select and organise historical information. Communicate their <b>knowledge</b> and <b>understanding</b> .	Select and organise information to produce structured work making appropriate use of dates and historical terms.

	Writing ICT	Writing ICT	Writing ICT	Writing ICT	Writing ICT		
Knowledge	Children talk about past and present events in their own lives and lives of family members.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – <i>how have toys changed?</i>  Significant historical events, people and places in their own locality – <i>why is Sheffield so proud of Jessica Ennis.</i>	Events beyond living memory that are significant nationally or globally – <i>Why did London burn?</i>  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. <i>Why was Neil Armstrong so brave (comparison to Christopher Columbus)?</i>	Changes in Britain from the Stone Age to the Iron Age – <i>Who were the first people to live in Britain?</i>  The achievements of the earliest civilizations. <i>Can you walk like an Egyptian?</i>  Ancient Greece – a study of Greek life and achievements and their influence on the Western world. <i>Is it all Greek to you?</i>	The Roman Empire and its impact on Britain. <i>How did the Romans shape our world?</i>  Britain's settlement by Anglo-Saxons and Scots. <i>Who were the early law makers?</i>	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - <i>Were the Vikings victorious?</i>  A non-European society that provides contrasts with British history - <i>Why were the Mayans space explorers?</i>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – <i>Is world war two still relevant today? How did the unsinkable Titanic sink?</i>  A local history study – <i>Why is Sheffield such a cool place to live?</i>
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			Discuss reliability of photos/accounts/stories.	Look at varied representations of the period – museums, cartoons etc.			Understand that different evidence will lead to different conclusions. Confidently conduct independent research.
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