

Shrivenham Primary School – History Knowledge and Skills Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How are different festivals celebrated? Who am I?	How can stories of the past be shared? How has life changed?	How did the Great fire change London? Are all our journeys the same?	Where do we come from? Can we find treasure in the past?	How Greek are we? What can we learn from looking back?	Were the dark ages really that dark? Just how mighty were the Maya?	How did the British people support the war effort? Has Britain become more equal?
<p><u>Reception</u> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p><u>ELG</u> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	The lives of significant individuals in the past who have contributed to national and international achievements	<p>Events beyond living memory that are significant nationally or globally – The Great Fire of London</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>The achievements of the earliest civilizations- Ancient Egyptians</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>The Roman Empire and its impact on Britain.</p>	<p>Britain’s settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900.</p>	a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
Chronology						
Use words and phrases that link to	Use words and phrases that link to	Use words and phrases that link to	Use words and phrases that link to	Use words and phrases accurately	Use dates and historical vocabulary	Use a timeline and dates to demonstrate

<p>the passing of time such as: then, now, yesterday, last week, when I was younger</p> <p>Order a few pictures from my living memory in order of when they happened.</p>	<p>the passing of time such as: then, now, a long time ago, before I was born.</p> <p>Order a few events, photos or objects in order of when they happened.</p>	<p>the passing of time such as: decade, century.</p> <p>Order events and people I have studied using a simple timeline.</p> <p>Compare when different events took place in relation to those before e.g. Victorians</p> <p>Begin to give reasons for the order of events or people.</p>	<p>the passing of time such as: BC, AD, century, ancient.</p> <p>Describe events from the past using dates when things happened.</p> <p>Use a timeline to order events and significant people for the period of time I am studying.</p> <p>Use a timeline to order events and significant people for the period of time I am studying, giving some reasons for the order of events or people.</p>	<p>such as century, before Christ, after, before, during to describe the passing of time and events studied.</p> <p>Place periods of history on a timeline showing periods of time.</p> <p>Use a timeline to order events and significant people for the period of time I am studying, giving reasons for the order of events or people.</p> <p>Use chronology to explain how an aspect of life has changed over more than one historical era.</p>	<p>when ordering and comparing events from the past.</p> <p>Draw timelines to show a range of information e.g. periods of history, events, people.</p> <p>Use a timeline to compare periods of history studied so far.</p> <p>Use chronological skills to show when places developed and how life has changed.</p>	<p>changes and developments in aspects of life over time.</p> <p>Use a timeline that includes all periods studied to place events in the correct place.</p>
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Historical interpretation

<p>Talk about things that happened to me in living memory.</p> <p>Talk about stories from the past and how they are different to today.</p>	<p>Talk about things that happened to me in living memory</p> <p>Name some things that happened to other people or events in living memory.</p>	<p>Recount the life of someone famous who lived in the past and what they did.</p> <p>Make comparisons between some aspects of life in different time periods.</p>	<p>Discuss how items found belonging to the past help us build an accurate picture of how people lived.</p> <p>Describe some similarities and differences between people, events and</p>	<p>Identify some reasons to why certain events happened or people acted the way they did.</p> <p>Explain some similarities and differences between people, events and artefacts from the past</p>	<p>Research two versions of an event, identifying differences between them.</p> <p>Explain with clear reasons why there may be different accounts of history.</p>	<p>Explain how events in history are significant in British and World history</p> <p>Explain how significant events have helped shape the country we have today.</p>
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	<p>Identify objects from the past and say how I know.</p> <p>Identify the main difference between old and new objects/photos</p> <p>Explain how my local area (school + houses) was different in the past</p>	<p>Recall facts about significant people from the past and explain how they've influenced life today.</p> <p>Identify some ways we find out about the past.</p>	<p>artefacts from the past.</p> <p>Understand that different versions of the past may exist and give <u>some</u> reason for this.</p> <p>Use evidence to describe <u>some</u> of the following: houses and settlements, religion, lifestyle, culture and leisure.</p>	<p>and explain the significance of these.</p> <p>Suggest the causes of key events and changes in the time periods I am studying.</p> <p>Identify differences in accounts of history and suggest reasons for these.</p> <p>Use evidence to describe <u>some</u> of the following and explain how they are similar or difference in different time periods: houses and settlements, religion, lifestyle, culture and leisure.</p> <p>Explain how events from the past have shaped our lives today.</p>	<p>Use historical sources to understand bias/contrasting arguments.</p> <p>Decide whether a source of evidence is reliable to describe: houses and settlements, religion, lifestyle, culture and leisure.</p> <p>Make comparisons between different events in history; explaining things that have changed and things that have stayed the same and explain why this might have happened using evidence.</p> <p>Recognise and describe differences and similarities / changes and continuity between periods of history.</p>	<p>Summarise the main events from a specific period in history, explaining the order in which they happened.</p> <p>Summarise how Britain has had a major influence on world history.</p> <p>Explain what Britain may have learnt from other countries and civilisations through time.</p> <p>Recognise and describe differences and similarities / changes and continuity between periods of history.</p> <p>Evaluate evidence to choose which is the most reliable form.</p> <p>Explain how people have points of view and this can affect their interpretation of the past.</p> <p>Give clear reasons why there might be</p>
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