

Progression of Skills

EYFS		Year I	Year 2	Year 3	Year 4	Year 5	Year 6
ELG:	Chronological	Sequence events	Sequence artefacts and	Place the time	Place events from	Recall and	Place current study
Past and Present	understanding	in their life	photographs from	studied on a time	period studied	sequence key	on time line
			different periods of	Line	on time line	events	in relation to other
Children at the		Use language	time			of time studied	studies
expected level of		relating to the		Use dates and	Use terms related		
development		passing of time	Recall significant facts	terms related to	to the period	Use relevant terms	Use relevant dates
will:			about individuals learnt about	the study unit and passing of	and begin to date events	and period Labels	and terms
- Talk about the				time			Make comparisons
lives of the						Make comparisons	between changes
people around				Sequence several		between	from different times
them and their				events or		different times in	in the past
roles in society;				artefacts within a time period		the past	
- Know some	Range and	Recognise the	Explain why people did	Research the	Use evidence to	Examine causes	Research beliefs,
similarities and	depth of	difference	things or why events	everyday lives of	reconstruct life	and results of	behaviour
differences	historical	between past and	happened	people in time	in time studied	great events and	and characteristics
between things	knowledge	present in	and what happened as a	studied		the impact on	of people,
in the past and		their own and	result		Explain how	people	recognising that not
now, drawing on		others' lives		Compare with our	events in the past		everyone
their			Compare differences	life today	have influenced	Compare life in	shares the same
experiences and			between		current events	early and late	views and
what has been			ways of life at different	Explain the		'times' studied	feelings
read in class;			times	reasons for and	Offer a reasonable		
				the results of	explanation	Compare an	Compare beliefs
- Understand the				people's actions	for some events	aspect of life with	and behaviour
past through						the same aspect in	with another time
settings,						another	studied
characters and						period	
events							Create another
encountered in							explanation of a
books read in							past event in terms
class and							of cause and
storytelling.							effect using
							evidence to support

						and illustrate their explanation
Interpretations of history	Compare adults talking about the past.	Compare pictures or photographs of people or events in the past Discuss reliability of photos/accounts/stories	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story	Summarise the evidence available Evaluate the usefulness of different sources	Compare accounts of events from different sources Offer some reasons as to why there are different versions of events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations Draw and compare different Conclusions from different sources o evidence
Historical enquiry	Ask simple questions about the past	Observe and handle artefacts and resources to answer questions about the past Ask questions that link to topics studied	Use a range of sources to find out about a period Observe small details – artefacts, Pictures, texts Select and record information relevant to the study	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions	Recognise primary and secondary sources Select and summarise relevant sections of information	Evaluate a range of sources used to fin out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	Communicate their knowledge through: Discussions Drawing pictures Drama/role play Making models Writing Using ICT		Recall, select and organise historical information Communicate their knowledge and understanding.		Select and organise information to produce structured work, making appropriate use of dates and terms.	

Progression of Knowledge

National Curriculum Object	tives					
Key Stage I		Key Stage 2				
	2	3	4	5	6	
*changes within living	*the lives of significant	*a local history study	*the Roman Empire and	*Britain's settlement by	*a study of an aspect or	
memory	individuals in the past who	To understand how salt is	its impact on Britain	Anglo – Saxons and Scots	theme in British history	
To name toys from the	have contributed to	formed in Cheshire	To understand where the	*the Viking and Anglo –	that extends pupils'	
past	national and international	To understand why salt is	Roman Empire began	Saxon struggle for the	chronological knowledge	
	achievements. Some	in Cheshire	To know when the	Kingdom of England to the	beyond 1066	
To name some of the	should be used to	To know why the	Roman invasion happened	time of Edward the	WWII	
characteristics of toys	compare aspects of life in	discovery of salt was	in Britain	Confessor	To know when WWII was	
from the past	different periods –	important to Northwich	To know how long the	To know that Britain has	To know when key events	
	Christopher Columbus,	To know why the locality	Roman Empire occupied	been invaded	happened	
To explain how they	Neil Armstrong, Robert	if salt influenced Roman	Britain	To know the Scots came	To know some reasons	
know a toy is old or	Falcon Scott	settlements	To know where the	to Scotland from Ireland	for why WWII started	
modern	To name explorers –	To know the importance	Roman invasion happened	To know when the Anglo	To know the countries	
	Christopher Columbus	of salt in food	in Britain	Saxons came to Britain	involved in WWII	
To identify differences	and Neil Armstrong	preservation	To know the key reasons	To know why the Anglo	To know where was	
between old and new toys	To know where they	To understand how salt	why the Roman Empire	Saxons came to Britain	targeted and why	
and give some reasons for	explored and when	was and is extracted	invaded Britain	To recall ways of life in	To know some ways that	
these differences	To know when they lived	To recall changes of	To recall some aspects of	Anglo – Saxon times	children and families were	
	To identify their	extraction and why	ways of life	To know the homelands	affected during WWII	
*significant historical	achievements	changes occurred	To name some of the	of the Anglo – Saxons	To explain what	
events, people and places	To know the impact of	To understand what is left	Roman Gods – Jupiter,	To know the 7 Anglo –	evacuation is	
in their own locality	their achievements on	of the salt industry	Neptune, Venus, Minerva	Saxon kingdoms	To know why evacuation	
To name features of	today's world	To recall the history of	To know what impact the	To know when the	happened	
homes today (Winnington		Brunner Mond	Romans had on today's	Vikings invaded Britain	To know where children	
Urban Village)	*events beyond living	To explain the impact of	world – baths, hypocaust,	including Scotland	were evacuated to	
	memory – The Great Fire	Brunner Mind on the local	roads, aqueducts, heating	To know why the Vikings	To recall ways of life	
To name features of home	of London	area and economy	To recall some sporting	invaded Britain including	during the time	
built before they were	To know when the Great	To recognise how salt was	events from this time	Scotland	To know how food was	
born (Victorian terrace	Fire of London began –	used to help celebrate big	To know what impact the	To recall ways of life in	affected through rationing	
houses in Winnington)	Sunday 2 nd September,	events	Romans had locally –	Vikings times	To know how the roles of	
Ç ,	1666	To understand what	Chester, Cheshire (wich)	To explain why Vikings	men and women changed	
To name different types of	To know where the Great	happened at the Adelaide	To explain the Roman	explored many parts of	during WWII	
houses	Fire of London began –	Mine	hierarchy	the world	To know some impacts	
	Bakery in Pudding Lane	To know the impact the	To know some features of	To explain why Vikings	WWII has had on today's	
To recognise household	To know why the fire	flood had	the army	chose to raid monasteries	world	
objects	started – a fire in an oven		To explain the	To know that the Vikings	To know how WWII is	

To know which room these objects are used in and how they are used To know whey the fire and how they are used newer and older homes ro know who Samuel newer and older homes ro name the differences of newer homes (Victorian terrace houses in Winnington)of the fire to know what an eye withess isthe Stone Age to the Iron Age To know how toties are to know who Samuel Pepsy was To know who Samuel period lasted of he stone age to know whe differences of newer homes (Victorian terrace houses in Winnington)of the fire to know the stone age to know whet differences of newer homes to know what hall fors to know whet differences of newer homes (Victorian terrace houses)of the fire to know the differences of newer homes to know the differences of newer homes (Vinctorian terrace houses)of the fire to know the differences of newer homes to know the differences of newer homes (Vinctorian terrace houses)the stone Age to he Iron to know the differences of newer homes to know the differences of newer homes to know the differences of newer homesof the stone age to know the differences of newer homes to know the differences of newer homes to know the differences of newer homesof the stone age to know the difference to know what hill fors the loc Agemeans arm to know what the Mayan to know what the Kayan to know what the Kayan to know what the Kayan to know what the Mayan to know what the Kaya		To know the main events	*changes in Britain from	achievements of the	were Pagans and what this	remembered today
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			were sued for in the iron	To name some of the	that more recent periods	
			age and how they were	Mayan Gods and their		
indee significance to know the dates of the					To know the dates of the	Howard and Catherine
To know we moved from To understand that the ancient Greek civilisation Parr			To know we moved from			
of life for rich and soo					•	To know the main aspects
To know the term round and the alternite leater so the mancient poople						of life for rich and poor
house and now they were To understand the role of Greece, and the			-			To know why there were
made numan sacrifice in Mayan differences in life in differences in people's				-		
			To know some features of	religion	different city states	lifestyles in Tudor times

stopo ago farming	To know when the	(Sparta and Athana)	To know similarities and
stone age farming To know how wool		(Sparta and Athens) To know that Athens and	differences between Tudor
	Spanish conquest		life and life today
impacted on clothes worn	happened To use do not on dictions of the	Sparta were city states	To recall why the Tudor
in the Iron Age	To understand the impact	and governed themselves	Rose is significant
	of the conquests on the	To know that information	
*the achievements of the	natives of South America	about Sparta comes	To know how food was
earliest civilizations – a	To identify key historical	mostly from Athenian	preserved during this time
depth of study of one of	Mayan monuments and	writers (and the	To know some features of
the following: Ancient	know when they were	implications on the	schooling during this time
Sumer, The Indus Valley;	built	reliability of the	To know some features of
Ancient Egypt; The Shang	To understand the	information)	crime and punishment
Dynasty of Ancient China	importance of these	To know why the Greek	during this time
	monuments	states had armies and	To know why people
To know when the Shang	To know who Frederick	navies	believed in witches during
Dynasty was	Catherwood was and why	To know some of the	this time and what
To know where the Shang	he was significant	beliefs of the ancient	happened during a witch
Dynasty was	To know who John	Greeks and why they held	hunt
To recall some features of	Stevens was and why he	them	
ways of life in the Shang	was significant	To know some of the	
Dynasty	C C	ancient Greek gods, and	
To know how the social	*a study of an aspect or	what they represented	
hierarchy of the Shang	theme in British history	To know Mount Olympus	
Dynasty was organised	that extends pupils'	is the home of the Greek	
To know some of the	chronological knowledge	gods	
religious beliefs of the	beyond 1066	To know the names,	
people living in the Shang	To describe how the first	symbols, responsibilities,	
Dynasty	trains and railways were	and stories (myths) of	
To know how the oracle	developed.	three Greek Gods	
bones where discovered	To order important	To know the stories of	
To know the purpose of	events in history of rail	some Greek heroes	
the oracle bones	travel.	(legends)	
To know the significance	To explain why some	To know that the Greeks	
of the oracle bones	steam locomotives are	were the first to write	
To explain who Fu Hao	historically significant.	histories and this is why	
•	To explain how and why		
was To explain why the	steam locomotives	we have documentary accounts of battles	
discovery of Fu Hao's	changed over time. To describe the	To know the key events	
tomb was significant		of the Battle of Marathon	
0	similarities and differences	To recognise the main	
Or	of different steam	features of a Greek	

	locomotives.	theatre
To know the time period	To describe how and why	To know the sorts of
of Ancient Egypt	the railway network in	plays the Greeks liked and
To know where Egypt is	Britain grew and changed	who wrote them
To recall some features of	over time.	To know the Olympics
ways of life in the Ancient	To explain the positive	were an event when the
_ '		
Egypt To know how the social	impact of the first railways	city states to come
	on different aspects of	together.
hierarchy of Ancient Egypt	society.	To know the Olympic
was organised	To explain the negative	games were a religious
To know some of the	impact of the first railways	festival to worship Zeus.
religious beliefs of the	on different aspects of	To know some differences
people living Ancient	society.	between the modern and
Egypt	To describe how the first	ancient Olympic games
To know what the role of	canals were developed.	(frequency, participants,
a Pharaoh	To explain how canals	events, prizes, audience)
To recall significant facts	were used to trade.	To know how Greek
about the life of	To describe some	architectural and
Tutankhamun	examples of cargo.	mathematical ideas
To know what Ancient	To name canals in	directly and indirectly
Egyptians believed about	Northwich.	influence modern buildings
life after death	To identify and name	To know the names of
To recall some of the	parts of the canal –	classical architectural
Ancient Egyptians writing	towpath, lock.	features such as column
system	To name and recall facts	To suggest the ways
To know the significance	about the lives of people	Ancient Greece has
of pyramids in Ancient	who built aspects of	influenced the western
.,	British transport.	world
Egypt	Briush transport.	WOLIG