History Skills Progression

"The more you know about the past, the better prepared you are for the future." ***Theodore Roosevelt***

Themes

- **Society and Community**
- **Exploration and Invasion**
- **Power**
- **Conflict and Disaster**

Disciplinary Concepts

- Chronology
- Evidence and Interpretation
- Cause and Consequence
- Change and Continuity
- Similarity and Difference
- Historical Significance

Curriculum Aims

1. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
5. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Skills Progression

EYFS

Understanding the world

- Talk about the lives of people around them and their role 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 and storytelling.

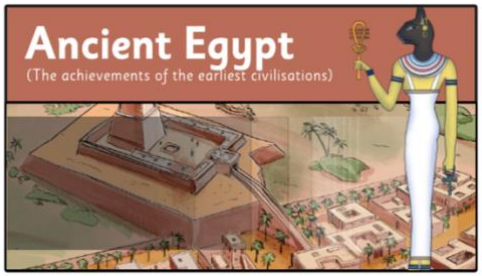
KS1

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can label timelines with words such as: past, present, older and newer. I can recount changes that have occurred in my own life. I can place explorative events on a timeline I can place events, people and artefacts on a timeline. I can begin to use some dates where appropriate.	I can look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago? I can use evidence to ask questions about the past. I can observe or handle some evidence to ask questions and find out about the past I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).	I can discuss causes that lead to changes. I can explain why monarchs built castles and what the consequences of these actions were. I can explain some reasons why certain technology was manufactured. I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.	I can describe changes and historical events over a period of time. I can describe how technology has changed and how it has continued over time. I can describe changes and the historical events they led to. I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.	I can compare similarities and differences using pictures and artefacts from the past and present. I can use pictures and stories to find out about the past and compare different explorations. I can use pictures and film footage to find out about technology in the past compared to now. I can use pictures, stories and film footage to find out about the past. I can identify some of the different ways the past has been represented.	I can name significant toy from the past. I can begin to talk about key events of a significant king/queen or castle. I can name significant explorers from the past. I can describe and begin to talk about key events of a significant person/time. I can describe significant people and events from the past and explain why they are important. I can describe significant people from the past and explain why they are important. I can name a monarch.

	Autumn Term	Spring Term	Summer Term
Cycle A	Family	Inventors and Innovators	Castle on the Hill
Cycle B	Transport	Under the Canopy	Ugly Bug Ball

Y3

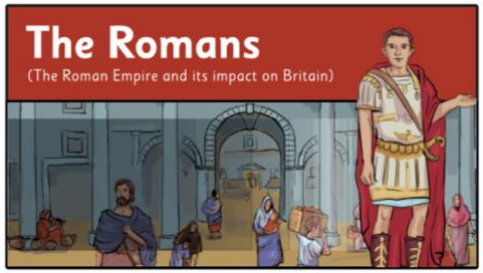




Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age. With support, I can use BCE.	I can observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence.	I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.	With support, I can begin to explain the concept of change over a long period of history.	I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.	I can suggest suitable sources of evidence to find out about significant people/events.
I can place events, artefacts and historical figure on a timeline using dates. With support, I can use BCE and CE.	I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	I can suggest causes and consequences of some of the main events within Ancient Egypt.	I can begin to explain the concept of change over a long period of history.	I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.	I can suggest suitable sources of evidence for historical enquiries. I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.

Y4





Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE.	I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.	I can explain the concept of change over time and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past.	I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).
I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).	I can suggest more than one suitable source for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.	I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).	I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).

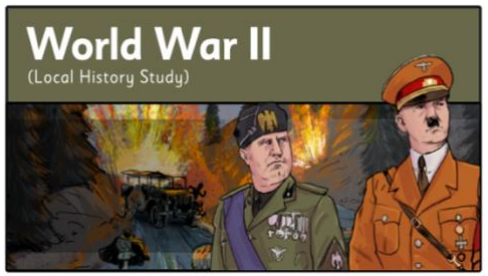
Y5

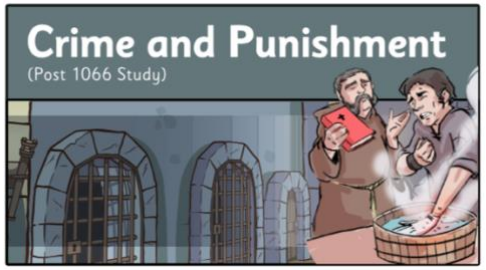




Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can use dates accurately in describing events and people.	I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why.	I can describe causes of invasion in Britain and what the consequences were.	I can identify periods of rapid change in history. I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.	I can compare similarities and differences between Anglo-Saxon and Viking culture.	I can describe the social and cultural significance of a past society.
I can use dates and terms accurately in describing events and people.	I can use sources of evidence to deduce information about the past. I can use sources of information to form testable hypotheses about the past.	I can describe causes of events and their consequences in Ancient Maya.	I can identify periods of rapid change in history. I can explain the concepts of continuity and change over time.	I can compare the similarities and differences between civilisations and cultures.	I can describe the social and cultural significance of a past society. I can describe the characteristic features of the past, including ideas and beliefs.

Y6





Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can use dates and terms accurately in describing events. I can describe the main changes in a period of history.	I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past.	I can describe some of the causes and consequences of World War 2.	I can identify periods of rapid change in history and contrast them with times of relatively little change.	I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.	I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate.	I can describe the social causes of crime and punishment. I can describe the consequences of crimes.	I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I can use appropriate historical vocabulary to communicate change and continuity.	I can compare similarities and differences in crime and punishments over time. I can compare the main changes in a period of history with the present day.	I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

A journey through our History curriculum (*including educational visits*):

	Year 3	Year 4	Year 5	Year 6
			AUTUMN TERM	
Unit	**Changes in Britain from the Stone Age to the Iron Age**	**The Roman Empire BC 55- AD 60: Invasion, Settlement and Resistance in Britain**	**The Viking and Anglo-Saxon Struggle for the Kingdom of England**	**World War II Including a local study of Norwich through wartime**
Concept	**Society and Community**	**Exploration and Invasion Power**	**Exploration and Invasion**	**Power and Conflict and Disaster**
Key question	**How did Britain change between the beginning of the stone age and the end of the iron age?**	**How did Britain change between BC55-AD 60?** **How has Norwich changed since 1066?**	**How did Britain change between the end of the Roman occupation and 1066?**	**What was the impact of WWII on Britain and Norwich?**
Substantive Knowledge	Migration Settlement Trade Civilisation Industry	Civilisation Trade Settlement Empire Monarchy Rebellion	Migration Trade Monarchy Settlement Rebellion	Empire Monarchy Civilisation Rebellion
Vocabulary	archaeologist, artefacts, continuity, significant, chronology agriculture, alloy, beaker, burial, construct, ditch, domestication, excavation, granary, migrate, mine, ore, palisade, preserve, remains, settlement	archer, annexe, civil war, conquer, defences, emperor, empire, fleet, fort, governor, infantry, kingdom, legion, military alliance, occupation, outnumber, peninsula, pillage, revolt, settlement, tactic	aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, migration, monk, native, pagan, pillage, priory, raid, rebellion, rebel, Scandinavia, settlement, status, tribe	republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilisation, squadron
Trips and Experience Days	*Time and Tide Museum*	*Castle Museum*	*Visit to West Stowe Village*	*Visit to the Poppy Line/Norwich Castle/Norfolk and Suffolk Aviation Museum*

SUMMER TERM				
Unit	**Ancient Egypt**	**The Ancient Greeks**	**The Ancient Maya**	**Crime and Punishment – Changes from the Anglo-Saxons to the Present**
Concept	**Power**	**Society and Community**	**Power**	**Power and Conflict and Disaster**
Key Question	**What did the Ancient Egyptians bring to the world?**	**What legacy did the Ancient Greeks leave?**	**Who were the Maya and what have we learnt from them?**	**How has crime and punishment changed in Britain?**
Substantive Knowledge	Civilisation Trade Settlement Empire Monarchy Rebellion	Civilisation Trade Settlement Empire Monarchy	Civilisation Trade Settlement Empire Monarchy	Empire Monarchy Civilisation Rebellion
Vocabulary	archaeologist, artefacts, continuity, significant, chronology archer, bronze, chamber, chariot, Egyptologist, empire, era, expand, hieroglyphs, invade, monarchy, navy, obelisk, polytheistic, prepare, preserve, pyramid, scribe, temple, trade	civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious	archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajaw, comparing, kingdom, abandoned, obsidian, annexe, hostile, invade, trade, port	crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation
Trips and Experience Days	*Ancient Egyptian Day*	*Ancient Greek Day*	*The Bridewell Museum*	

ASPIRATIONS FOR THE FUTURE

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future as a Historian:

Member of Parliament, Curator, Publicity Assistant, Tour Guide, Teacher, Journalist, Solicitor.

Our feeder high school snapshot History curriculum:

Jane Austen Britain after the Romans/ King Alfred William of Normandy. The Norman Conquest. Medieval Peasants. Baghdad and the Wider World. The Crusades Power Struggles in the Middle Ages	**Open Academy** Historical skills The Romans Medieval England Native Americans The Tudors (reformation)
Sprowston Community Academy The Norman Conquest Castles, Religion and Thomas Becket King John and The Black Death The Peasants Revolt and Medieval Life Impact of migration to, from and within the British Isles	**The Hewett Academy** Anglo Saxons Norman Conquest Medieval Life Crusades Power and rebellion
Norwich School The Middle Ages looking at the Making of England and the invasions and migrations of Anglo-Saxons, Vikings and Normans, before moving on to consider medieval Christianity and the turbulent relationship between Church and State. Further topics include the Plantagenet monarchs, the development of parliament, the Black Death and the Peasants' Revolt. We finish with a study of the Crusades. In Upper 4 pupils study the Early Modern period; the Italian Renaissance and the Scientific Revolution before moving on to consider the voyages of discovery and the conquest of the Aztec Empire. We study the English Reformation under the Tudors, the defeat of the Spanish Armada, and we finish with a study of the Stuarts and the Civil Wars.	**City Academy** To develop a genuine interest in and enthusiasm for the study of past events and people For students to realise that the world of the present was formed by the events of the past, and that the ripples of these events continue to affect the world of the future By studying events, choices and decisions of the past, students will be able to reflect upon, assess and better understand the world and community they live in To promote the development of historical skills such as problem solving, communication, debating, reasoning and organisational skills To help students better understand the various cultures of the world
Ormiston Victory Academy Who deserves to be King in 1066? Medieval Castles and Black Death Kings and Queens from Tudor to Victorian English Civil War The Slave Trade Industrial Revolution	**Sewell Park Academy** Story of Britain up to 1066 1066 and the Norman Conquest Life in Middle Ages Power in Middle Ages Here come the Tudors Enter the Stuarts
Thorpe St Andrew School Introduction to History and Norman England Life in the Middle Ages 1066- 1509 Who Ruled England – Church or Kings? 1066-1509 The Tudors 1509-1603 Local history: Norwich and Norfolk World history up to 1521	**Notre Dame High School** The Norman Conquest The Church in the Middle Ages Challenges to the Monarchy Life in the Middle Ages The Tudors