

History - Progression of Knowledge & Skills

Pearl Class (EYFS)			
		Peek into the Past	Adventure through time
To know that they started life as a baby but have since grown and changed.	Chronological awareness	✓Activity 1: Can you guess who? ✓Activity 3: My life timeline ✓Activity 4: Toy box	
To know that someone's age is the time since they were born.		✓Activity 3: My life timeline	
To know that some people are older than others.			✓Activity 1: Family tree
To know that parents are older than children and grandparents are older than parents. (Beginning to understand the concept of generations)			✓Activity 1: Family tree
To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year).		✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 3: My life timeline ✓Activity 4: Toy box ✓Activity 5: Spot the difference	✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Beginning to sequence events when describing them (e.g. daily routines, events in a story)			
Recognising that some stories are set a long time ago.			✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Recognising significant dates for them (birthday).		✓Activity 3: My life timeline	
Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...")		✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 3: My life timeline ✓Activity 4: Toy box ✓Activity 5: Spot the difference	✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Recounting activities that happened in their past using photos as a prompt.		✓Activity 1: Can you guess who?	
To know that the environment around us changes as time passes.	Disciplinary concepts: Change and continuity	✓Suggested Topic link	✓Activity 4: Picture detective
N/A	Disciplinary concepts: Cause and consequence		
N/A	Disciplinary concepts:		

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	Similarities and differences		
To know the names of people that are significant to their own lives.	Disciplinary concepts: Historical significance		✓Activity 2: My achievements
To know that stories and books can tell us about the past.	Disciplinary concepts: Sources of evidence		✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
To begin to know that some photographs and drawings represent the past.	Disciplinary concepts: Historical interpretations	✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 5: Spot the difference	✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Being aware of changes that happen throughout the year (e.g. seasons, nature).	Disciplinary concepts: Change and continuity	✓Activity 3: My life timeline	
Experiencing cause and effect in play.	Disciplinary concepts: Cause and consequence	This statement is achieved in our continuous provision by providing play equipment which demonstrates cause and effect: toy cars, equipment with buttons, musical instruments etc.	
Beginning to recognise similarities and differences between the past and today.	Disciplinary concepts: Similarities and differences	✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 3: My life timeline ✓Activity 4: Toy box ✓Activity 5: Spot the difference	✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Using photographs and stories to compare the past with the present day.		✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 5: Spot the difference	✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Recalling special people in their own lives.	Disciplinary concepts: Historical significance		✓Activity 2: My achievements
Using stories and non-fiction books to find out about life in the past.	Disciplinary concepts: Sources of evidence		✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time

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Recognising that different members of the class may notice different things in photographs from the past.	Disciplinary concepts: Historical interpretations	✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 5: Spot the difference	
Asking questions about the differences they can see in photographs or images (in stories) that represent the past.	Historical enquiry: Posing historical questions	✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 5: Spot the difference	✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Making simple observations about the past from photographs and images.	Historical enquiry: Gathering, organising and evaluating evidence	✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 5: Spot the difference	✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Deciding whether photographs or images (e.g. from stories) depict the past.	Historical enquiry: Evaluating and drawing conclusions	✓Activity 2: Past and present ✓Activity 5: Spot the difference	✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Communicating findings by pointing to images and using simple language to explain their thoughts.	Historical enquiry: Communicating findings	✓Activity 2: Past and present ✓Activity 5: Spot the difference	✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
To know that in fairytales kings/queens are usually important, powerful people who rule over others.	Substantive concepts: Achievements and follies of mankind		✓Activity 3: Treasure box
To recognise some interests and achievements from their own lives and the lives of their families and friends.			✓Activity 2: My achievements

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Ruby Class (Year 1 & 2)						
	Cycle A			Cycle B		
	Term 2	Term 4	Term 6	Term 2	Term 4	Term 6
	How am I making history?	How have toys changed?	How did we learn to fly?	What is history?	How was school different in the past?	What is a monarch?
To know that a timeline shows the order events in the past happened	Chronological awareness	✓	✓	✓	✓	✓
To know that we start by looking at 'now' on a timeline then look back		✓	✓	✓	✓	✓
To know that 'the past' is events that have already happened		✓	✓	✓	✓	✓
To know that 'the present' is time happening now		✓	✓	✓	✓	✓
To know that within living memory is 100 years		✓	✓	✓	✓	✓
To know a decade is ten years		✓	✓	✓	✓	✓
To know that beyond living memory is more than 100 years ago		✓	✓	✓	✓	✓
To know that events in history may last different amounts of time		✓	✓	✓	✓	✓
Sequencing up to four artefacts on a timeline		✓	✓	✓	✓	✓
Sequencing up to six photographs, focusing on the intervals between events		✓	✓	✓	✓	✓
Sequencing up to six events on a timeline		✓	✓	✓	✓	✓
Beginning to recognise how long each event Lasted		✓	✓	✓	✓	✓
Knowing where people/events studied fit into a chronological framework		✓	✓	✓	✓	✓
Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)		✓	✓	✓	✓	✓
To know that people change as they grow older	Disciplinary concepts: Change and continuity	✓	✓	✓	✓	✓
To know that throughout someone's lifetime, some things will change and some things will stay the same		✓	✓	✓	✓	✓

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To know that everyday objects have changed over time`	Disciplinary concepts: Cause and consequence		✓				
To know that daily life has changed over time but that there are some similarities to life today						✓	
To know that everyday objects have changed as new materials have been invented			✓				
To know that changes may come about because of improvements in technology				✓		✓	
To know that there are similarities and differences between their lives today and their lives in the past		✓			✓		
To know some similarities and differences between the past and their own lives		✓	✓		✓	✓	
To know that people celebrate special events in different ways		✓					
To know that people spend their holidays in different ways					✓		
To know that everyday objects have similarities and differences with those used for the same purpose in the past			✓			✓	
To know that there are explanations for similarities and differences between children's lives now and in the past			✓			✓	
To know that some people and events are considered more 'special' or significant than others	Disciplinary concepts: Similarities and differences	✓			✓		✓
To know that some events are more significant than others				✓			✓
To know the impact of a historical event on society				✓			✓
To know that 'historically significant' people are those who changed many people's lives				✓			✓
To know that photographs can tell us about the past	Disciplinary concepts: Historical significance	✓		✓	✓		✓
To know that we can find out about the past by asking people who were there				✓			✓
To know that artefacts can tell us about the past				✓			✓
To know that we remember some (but not all) of the events that we have lived through				✓	✓	✓	
To know that we can find out about how places have changed by looking at maps	Disciplinary concepts: Sources of evidence					✓	
To know that historians use evidence from sources to find out more about the past				✓		✓	✓

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To know that the past can be represented in photographs	Disciplinary concepts: Historical interpretations	✓	✓	✓	✓	✓	✓
To know that the past is represented in different ways		✓	✓	✓	✓	✓	✓
Being aware that some things have changed and some have stayed the same in their own lives	Disciplinary concepts: Change and continuity	✓	✓		✓		
Describing simple changes and ideas/objects that remain the same		✓	✓		✓	✓	
Understanding that some things change while other items remain the same and some are new	Disciplinary concepts: Change and continuity	✓	✓		✓	✓	
Recognising some things which have changed/stayed the same as the past		✓	✓	✓	✓	✓	✓
Identifying simple reasons for changes	Disciplinary concepts: Cause and consequence	✓	✓	✓	✓	✓	✓
Asking questions about why people did things, why events happened and what happened as a result			✓	✓			✓
Recognising why people did things, why events happened and what happened as a result	Disciplinary concepts: Similarities and differences			✓			✓
Beginning to look for similarities and differences over time in their own lives		✓	✓		✓		
Identifying similarities and difference between ways of life at different times.	Disciplinary concepts: Similarities and differences	✓	✓	✓	✓	✓	✓
Finding out about people, events and beliefs in society				✓		✓	✓
Making comparisons with their own lives	Disciplinary concepts: Historical significance	✓	✓	✓	✓	✓	
Recalling special events in their own lives		✓	✓		✓		
Discussing who was important in a historical event	Disciplinary concepts: Sources of evidence			✓			✓
Using artefacts, photographs and visits to museums to ask and answer questions about the past		✓	✓	✓	✓	✓	✓
Making simple observations about a source or artefact	Disciplinary concepts: Sources of evidence	✓	✓	✓	✓	✓	✓
Using sources to show an understanding of historical concepts (see above)		✓	✓	✓	✓	✓	✓
Identifying a primary source				✓			

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Recognising different ways in which the past is represented (including eye-witness accounts)	Disciplinary concepts: Historical interpretations	✓	✓	✓	✓	✓	✓
Comparing pictures or photographs of people or events in the past		✓	✓	✓	✓	✓	✓
Developing their own interpretations from artefacts, photographs and written sources		✓	✓	✓	✓	✓	✓
Asking questions about sources of evidence (e.g. artefacts)		✓	✓	✓	✓	✓	✓
Asking a range of questions about stories, events and people	Historical enquiry: Posing historical questions	✓	✓	✓	✓	✓	✓
Understanding the importance of historically-valid questions				✓		✓	✓
Understanding how we use books and sources to find out about the past.	Historical enquiry: Gathering, organising and evaluating evidence			✓		✓	✓
Using a source to answer questions about the past		✓	✓	✓	✓	✓	✓
Evaluating the usefulness of sources to a historical enquiry				✓		✓	✓
Selecting information from a source to answer a question				✓		✓	✓
Identifying a primary source				✓			
Interpreting evidence by making simple deductions	Historical enquiry: Interpreting findings, analysing and making connections	✓	✓	✓	✓	✓	✓
Making simple inferences and deductions from sources of evidence			✓	✓		✓	✓
Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings)		✓	✓	✓	✓	✓	✓
Making links and connections across a unit of study		✓	✓	✓	✓	✓	✓
Selecting and using sections of sources to illustrate and support answers							✓
Making simple conclusions about a question using evidence to support.	Historical enquiry: Evaluating and drawing conclusions			✓	✓		✓
Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount)		✓	✓	✓	✓	✓	✓
Using relevant vocabulary in answers	Historical enquiry: Communicating findings	✓	✓	✓	✓	✓	✓

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Describing past events and people by drawing or writing	Substantive concepts: Achievements and follies of mankind	✓	✓	✓	✓	✓	✓
Expressing a personal response to a historical story or event through discussion, drawing or writing				✓		✓	
To know some inventions that still influence their own lives today	Substantive concepts: Achievements and follies of mankind		✓	✓		✓	
To know some achievements and discoveries of significant individuals	Substantive concepts: Achievements and follies of mankind			✓			
To know and begin to identify achievements and inventions that still influence their own lives today	Substantive concepts: Achievements and follies of mankind		✓	✓		✓	
To know the legacy and contribution of the inventions	Substantive concepts: Achievements and follies of mankind		✓	✓		✓	
To be aware of the achievements of significant individuals	Substantive concepts: Achievements and follies of mankind			✓			✓
To know that a monarch in the UK is a king or queen	Substantive concepts: Power (monarchy, government and empire)						✓
To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy							✓
To know that Britain was organised into kingdoms and these were governed by monarchs							✓

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Sapphire Class (Year 3 & 4)						
Chronological awareness	Cycle A			Cycle B		
	Term 1	Term 4	Term 5	Term 2	Term 4	Term 5
	Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	Why did the Romans invade and settle in Britain?	What changed in Britain after the Anglo-Saxon invasion?	How have children's lives changed?	What was important to ancient Egyptians?	How did the achievements of the ancient Maya influence their society and beyond?
	✓	✓		✓		✓
	✓	✓				
	✓	✓	✓		✓	
	✓	✓				
	✓					✓
	✓					
			✓			
To know that history is divided into periods of history e.g. ancient times, middle ages and modern				✓		
To know that BC means 'before Christ' and is the term used to date the years before Jesus was born						
To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born						
To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43						
To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods						✓
To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools						
To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods			✓			
To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England				✓		
To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled				✓		
Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in	✓		✓		✓	✓
Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern	✓	✓	✓	✓	✓	✓
Using dates to work out the interval between periods of time and the duration of historical events or periods	✓	✓	✓	✓	✓	

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Using BC/AD/Century		✓	✓	✓	✓	✓	✓
Sequencing eight to ten artefacts, historical pictures or events					✓		✓
Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied		✓	✓	✓	✓	✓	✓
Placing the time studied on a timeline		✓	✓	✓	✓	✓	✓
Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient		✓	✓	✓	✓	✓	✓
Noticing connections over a period of time		✓	✓	✓	✓	✓	✓
Making a simple individual timeline			✓	✓	✓	✓	✓
To know that change can be brought about by advancements in transport and travel		✓					
To know that change can be brought about by advancements in materials		✓	✓				✓
To know that change can be brought about by advancements in trade		✓				✓	✓
To know that the actions of people can be the cause of change (eg. Lord Shaftesbury)			✓		✓		✓
To know that advancements in science and technology can be the cause of change					✓		✓
To know that significant archaeological findings are those which change how we see the past		✓		✓		✓	✓
To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come				✓	✓	✓	✓
To know that archaeological evidence can be used to find out about the past		✓	✓			✓	✓
To know that we can make inferences and deductions using images from the past		✓	✓	✓	✓	✓	✓
To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past		✓				✓	✓
To know that assumptions made by historians can change in the light of new evidence		✓			✓	✓	✓
Identifying reasons for change and reasons for continuities		✓		✓	✓		
Identifying what the situation was like before the change occurred		✓	✓	✓	✓		✓
Comparing different periods of history and identifying changes and continuity		✓	✓	✓	✓		✓

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Describing the changes and continuity between different periods of history		✓	✓	✓	✓		✓
Identifying the links between different societies		✓	✓	✓		✓	✓
Identifying the consequences of events and the actions of people	Disciplinary concepts: Cause and consequence		✓	✓	✓	✓	✓
Identifying reasons for historical events, situations and changes		✓	✓	✓	✓	✓	✓
Identifying similarities and differences between periods of history	Disciplinary concepts: Similarities and differences	✓	✓	✓	✓		✓
Explaining similarities and differences between daily lives of people in the past and today		✓	✓	✓	✓		✓
Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world		✓	✓	✓			✓
Recalling some important people and events	Disciplinary concepts: Historical significance		✓	✓	✓		✓
Identifying who is important in historical sources and accounts			✓	✓	✓		
Using a range of sources to find out about a period	Disciplinary concepts: Sources of evidence	✓	✓	✓	✓	✓	✓
Using evidence to build up a picture of a past event		✓	✓	✓	✓	✓	✓
Observing the small details when using artefacts and pictures		✓	✓	✓	✓	✓	✓
Identifying sources which are influenced by the personal beliefs of the author					✓		
Identifying and giving reasons for different ways in which the past is represented	Disciplinary concepts: Historical interpretations			✓	✓		✓
Identifying the differences between different sources and giving reasons for the ways in which the past is represented			✓		✓		
Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books		✓	✓	✓		✓	✓
Evaluating the usefulness of different sources		✓	✓	✓	✓		
Understanding how historical enquiry questions are structured	Historical enquiry: Posing historical questions			✓	✓	✓	
Creating historically-valid questions across a range of time periods, cultures and groups of people				✓	✓	✓	✓
Asking questions about the main features of everyday life in periods studied, e.g. how did people live		✓	✓	✓	✓		✓
Creating questions for different types of historical enquiry					✓		

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Asking questions about the bias of historical evidence	Historical enquiry: Gathering, organising and evaluating evidence		✓	✓	✓	✓	✓
Using a range of sources to construct knowledge of the past		✓	✓	✓	✓		✓
Defining the terms 'source' and 'evidence'			✓	✓	✓	✓	
Extracting the appropriate information from a historical source		✓	✓	✓	✓	✓	✓
Selecting and recording relevant information from a range of sources to answer a question			✓		✓		✓
Identifying primary and secondary sources		✓	✓	✓	✓	✓	
Identifying the bias of a source				✓	✓		
Comparing and contrasting different historical sources				✓	✓		✓
Understanding that there are different ways to interpret evidence			✓	✓		✓	✓
Interpreting evidence in different ways		✓				✓	✓
Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefact	Historical enquiry: Interpreting findings, analysing and making connections	✓	✓	✓	✓	✓	✓
Making links and connections across a period of time, cultures or groups		✓	✓	✓	✓	✓	✓
Asking the question "How do we know?"		✓	✓	✓	✓	✓	✓
Understanding that there may be multiple conclusions to a historical enquiry question				✓	✓	✓	✓
Reaching conclusions that are substantiated by historical evidence		✓	✓	✓	✓	✓	✓
Recognising similarities and differences between past events and today	Historical enquiry: Evaluating and drawing conclusions				✓	✓	✓
Communicating knowledge and understanding through discussion, debates, drama, art and writing			✓	✓	✓	✓	✓
Constructing answers using evidence to substantiate findings		✓	✓	✓	✓	✓	✓
Identifying weaknesses in historical accounts and arguments		✓	✓	✓			✓
Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story	Historical enquiry: Communicating findings			✓	✓	✓	✓
Creating a structured response or narrative to answer a historical enquiry		✓	✓	✓	✓	✓	✓

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Describing past events orally or in writing, recognising similarities and differences with today		Substantive concepts: Power (monarchy, government and empire)	✓			✓			✓
To understand the development of groups, kingdom and monarchy in Britain		Substantive concepts: Power (monarchy, government and empire)	✓			✓			
To know who became the first ruler of the whole of England		Substantive concepts: Power (monarchy, government and empire)				✓			
To understand the expansion of empires and how they were controlled across a large empire		Substantive concepts: Power (monarchy, government and empire)			✓				
To understand that societal hierarchies and structures existed including aristocracy and peasantry		Substantive concepts: Power (monarchy, government and empire)			✓	✓			✓
To understand some reasons why empires fall/collapse		Substantive concepts: Power (monarchy, government and empire)			✓				
To know that there were different reasons for invading Britain		Substantive concepts: Invasion, settlement and migration			✓	✓			
To understand that there are varied reasons for coming to Britain		Substantive concepts: Invasion, settlement and migration	✓		✓	✓			
To know that there are different reasons for migration		Substantive concepts: Invasion, settlement and migration				✓			
To know that settlement created tensions and problems		Substantive concepts: Invasion, settlement and migration			✓	✓			
To understand the impact of settlers on the existing population		Substantive concepts: Invasion, settlement and migration			✓	✓			
To understand the earliest settlements in Britain		Substantive concepts: Invasion, settlement and migration	✓		✓	✓			
To know that settlements changed over time		Substantive concepts: Invasion, settlement and migration	✓			✓			✓
To understand how invaders and settlers influence the culture of the existing population		Substantive concepts: Civilisation (social and cultural)	✓		✓	✓			
To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles		Substantive concepts: Civilisation (social and cultural)	✓		✓	✓	✓	✓	✓
To know that education existed in some cultures, times and groups		Substantive concepts: Civilisation (social and cultural)					✓		✓
To know that communities traded with each other and over the English Channel in the Prehistoric Period		Substantive concepts: Trade	✓		✓	✓			
To understand that trade began as the exchange of goods		Substantive concepts: Trade	✓		✓				✓
To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times		Substantive concepts: Trade	✓		✓				
To understand that the Roman invasion led to a great increase in British trade with the outside world		Substantive concepts: Trade			✓				
To understand that the traders were the rich members of society		Substantive concepts: Trade	✓		✓				

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To understand that there are different beliefs in different cultures, times and groups	Substantive concepts: Beliefs		✓	✓		✓	✓
To know about paganism and the introduction of Christianity in Britain			✓	✓			
To know how Christianity spread				✓			
To compare the beliefs in different cultures, times and groups				✓		✓	✓
To be able to identify achievements and inventions that still influence our lives today from Roman times	Substantive concepts: Achievements and follies of mankind		✓				
To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain				✓			
To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science						✓	✓

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Emerald Class (Year 5 & 6)						
	Cycle A			Cycle B		
	Term 1	Term 2	Term 4	Term 2	Term 4	Term 5
	Were the Vikings raiders, traders or something else?	What was life like in Tudor England?	What was the impact of World War 2 on the people of Britain?	What does the census tell us about local areas?	What is the legacy of the ancient Greek civilisation?	Unheard histories: Who should feature on the £10.00 banknote?
To understand the term "century" and how dating by centuries works (e.g. the 1500s are known as the 16th century)	Chronological awareness				✓	
To know relevant dates and relevant terms for the period & period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya & Victorians			✓		✓	
To understand that historical periods have characteristics that distinguish them		✓	✓	✓	✓	
To understand how to work out durations of periods and events			✓	✓	✓	
To understand how to represent a scale on a timeline		✓		✓	✓	
To understand how to create their own timeline selecting significant events		✓		✓		
Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups			✓	✓	✓	
Putting dates in the correct century		✓	✓			✓
Using the terms AD and BC in their work		✓	✓		✓	
Using relevant dates and relevant terms for the period and period labels e.g Stone Age, Bronze Age, Iron Age		✓			✓	✓
Developing a chronologically secure understanding of British, local and world history across the periods studied		✓	✓	✓	✓	
Placing the time, period of history and context on a timeline		✓	✓	✓	✓	
Relating current study on timeline to other periods of history studied		✓	✓		✓	
Comparing and making connections between different contexts in the past			✓	✓	✓	✓
To know that change can be brought about by conflict		✓		✓		

History - Progression of Knowledge & Skills

To know that change can be traced using the census	Disciplinary concepts: Change and continuity				✓		
To know that members of society standing up for their rights can be the cause of change	Disciplinary concepts: Cause & consequence			✓	✓	✓	✓
To know how historians select criteria for significance and that this changes	Disciplinary concepts: Historical significance						✓
To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date	Disciplinary concepts: Sources of evidence				✓		
To understand the types of information that can be extracted from the census					✓		
To understand that inventories are useful sources of evidence to find out about people from the past			✓				
To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status					✓		
To understand how to compare different census extracts by analysing the entries in individual columns					✓		
To know that the most reliable sources are primary sources which were created for official purposes					✓		
To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source		✓	✓	✓		✓	
To understand that there are different interpretations of historical figures and events	Disciplinary concepts: Historical interpretations		✓	✓		✓	✓
Making links between events and changes within and across different time periods / societies	Disciplinary concepts: Change and continuity	✓	✓	✓		✓	✓
Identifying the reasons for changes and continuity			✓	✓			
Describing the links between main events, similarities and changes within and across different periods/studied			✓	✓		✓	✓
Describing the links between different societies			✓			✓	
Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well			✓	✓		✓	
Analysing and presenting the reasons for changes and continuity	Disciplinary concepts:		✓	✓		✓	
Giving reasons for historical events, the results of historical events, situations and changes	Disciplinary concepts:			✓		✓	✓

History - Progression of Knowledge & Skills

Starting to analyse and explain the reasons for, and results of historical events, situations and change	Cause and consequence		✓	✓		✓	✓
Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world	Disciplinary concepts: Similarities & differences	✓	✓	✓		✓	✓
Making links with different time periods studied			✓	✓		✓	✓
Describing change throughout time			✓	✓	✓	✓	✓
Identifying significant people and events across different time periods	Disciplinary concepts: Historical significance		✓	✓		✓	✓
Comparing significant people and events across different time periods		✓		✓		✓	✓
Explain the significance of events, people and developments				✓		✓	✓
Recognising primary and secondary sources	Disciplinary concepts: Sources of evidence	✓	✓	✓	✓	✓	
Using a range of sources to find out about a particular aspect of the past		✓	✓	✓	✓	✓	✓
Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources		✓	✓	✓			
Describing how secondary sources are influenced by the beliefs, cultures and time of the author						✓	✓
Comparing accounts of events from different sources	Disciplinary concepts: Historical interpretations			✓		✓	✓
Suggesting explanations for different versions of events		✓		✓			
Evaluating the usefulness of historical sources			✓	✓	✓	✓	✓
Identifying how conclusions have been arrived at by linking sources		✓		✓	✓		
Developing strategies for checking the accuracy of evidence			✓	✓			
Addressing and devising historically valid questions				✓	✓	✓	✓
Understanding that different evidence creates different conclusions		✓		✓		✓	
Evaluating the interpretations made by historians						✓	✓
Planning a historical enquiry	Historical enquiry: Posing historical questions	✓	✓		✓		✓
Suggesting the evidence needed to carry out the enquiry		✓		✓	✓		✓
Identifying methods to use to carry out the research			✓	✓	✓	✓	✓
Asking historical questions of increasing difficulty e.g. who governed, how and with what results?			✓	✓			✓

History - Progression of Knowledge & Skills

Creating a hypothesis to base an enquiry on	Historical enquiry: Gathering, organising and evaluating evidence	✓	✓	✓			
Asking questions about the interpretations, viewpoints and perspectives held by others		✓		✓		✓	✓
Using different sources to make and substantiate historical claims		✓	✓	✓		✓	✓
Developing an awareness of the variety of historical evidence in different periods of time			✓	✓	✓	✓	✓
Distinguishing between fact and opinion			✓	✓		✓	✓
Recognising 'gaps' in evidence		✓	✓	✓	✓	✓	✓
Identifying how sources with different perspectives can be used in a historical enquiry		✓	✓	✓		✓	✓
Using a range of different historical evidence to dispute the ideas, claims or perspectives of others		✓		✓		✓	
Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source			✓	✓	✓	✓	✓
Interpreting evidence in different ways using evidence to substantiate statements		✓		✓	✓		✓
Making increasingly complex interpretations using more than one source of evidence	Historical enquiry: Evaluating and drawing conclusions	✓		✓	✓	✓	✓
Challenging existing interpretations of the past using interpretations of evidence		✓		✓			
Making connections, drawing contrasts and analysing within a period and across time		✓	✓	✓	✓		✓
Beginning to interpret simple statistical sources					✓		
Reaching conclusions which are increasingly complex and substantiated by a range of sources		✓		✓	✓		✓
Evaluating conclusions and identifying ways to improve conclusions		✓		✓			
Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts		✓	✓	✓	✓		✓
Showing written and oral evidence of continuity and change as well as indicating simple causation	Historical enquiry: Communicating findings			✓	✓		✓
Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time		✓	✓	✓	✓		✓
Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources		✓	✓	✓	✓		✓

History - Progression of Knowledge & Skills

Constructing explanations for past events using cause and effect	Substantive concepts: Power (monarchy, government and empire)			✓			
Using evidence to support and illustrate claims.		✓		✓	✓		✓
To understand how the monarchy exercised absolute power			✓				✓
To understand the process of democracy and parliament in Britain				✓		✓	✓
To understand that different empires have different reasons for their expansion		✓				✓	
To understand that there are changes in the nature of society		✓		✓		✓	✓
To know that there are different reasons for the decline of different empires		✓		✓		✓	
To understand there are increasingly complex reasons for migrants coming to Britain		✓	✓	✓			
To understand that migrants come from different parts of the world		✓		✓			
To know about the diverse experiences of the different groups coming to Britain over time		✓		✓			
To be aware of the different beliefs that different cultures, times and groups hold	Substantive concepts: Invasion, settlement and migration	✓	✓			✓	✓
To understand the changing nature of religion in Britain and its impact			✓				
To be aware of how different societies practise and demonstrate their beliefs		✓	✓			✓	
To be able to identify the impact of beliefs on society			✓			✓	✓
To understand the changes and reasons for the organisation of society in Britain	Substantive concepts: Beliefs	✓	✓	✓	✓		✓
To understand how society is organised in different cultures, times and groups			✓	✓		✓	✓
To be able to compare development and role of education in societies					✓	✓	✓
To be able to compare education in different cultures, times and groups						✓	
To understand the changing role of women and men in Britain.				✓	✓		✓
To understand that there are differences between early and later civilisations.	Substantive concepts: Civilisation (social or cultural)			✓		✓	
To know that trade routes from Britain expanded across the world		✓	✓	✓			

History - Progression of Knowledge & Skills

To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals)	Substantive concepts: Trade		✓	✓		✓	
	✓						
	✓		✓				
	✓					✓	
	✓						
To understand that the expansion of trade routes increased the variety of goods available	Substantive concepts: Achievements and follies of mankind	✓					
To understand that the methods of trading developed from in person to boats, trains and planes		✓		✓			
To understand the development of global trade		✓					✓
To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain		✓					
To understand that people in the past were as inventive and sophisticated in thinking as people today		✓	✓	✓		✓	✓
To know that new and sophisticated technologies were advanced which allowed cities to develop				✓		✓	
To understand the impact of war on local communities		✓		✓			
To know some of the impacts of war on daily lives		✓		✓			
To be able to identify the achievements of civilisations and explain why these achievements were so important.		✓				✓	✓
To be able to compare the achievements of different civilisations and groups						✓	✓