

History Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Constructing the past	Identifying that things from the past might be different from today – technology, cars, houses etc.	<p>Identifying that events have happened in the past and significant people from the past have helped shape the present locally – The Wright Brothers & the development of flight. Links with Manchester Airport.</p> <p>Identifying that there are some themes that link history together – locality, transport etc.</p>	<p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Christopher Columbus & Neil Armstrong and their voyages</p> <p>Identifying that the past is remembered or 'constructed' in different ways across the world</p> <p>Identifying that the past can be commemorated each year at specific times</p>	<p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	<p>Building a coherent knowledge of Railways and links with industrial history by focusing on:</p> <ul style="list-style-type: none"> • achievements • society • impact <p>And by drawing comparisons to KS1 topics such as Wright Bros and Victorian Seaside Holidays</p> <p>Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	<p>Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history</p> <p>Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	<p>Building an understanding of post-1066 Britain through WWII and the impact on today's world by comparison of:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • education • entertainment, <p>Comparing Ancient Britain with the Maya civilisation through:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>and understanding the reasoning for similarities/differences between each civilisation</p>
Historical chronology	<p>Identifying that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves</p> <p>Identifying that events and changes have happened in</p>	<p>Identifying and comparing people from different periods of time – Samuel Pepys, Christopher Columbus, Wright Bros and Neil Armstrong.</p>	<p>Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Rome and achievements</p> <p>Placing previously learnt periods into context and</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into chronological context –</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into context – in-depth Egyptians</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into context – in-depth Egyptians</p>

	<p>happened before they were born – relating to family such as parents and grandparents</p>	<p>order – development of aeroplanes</p> <p>Identifying that there are different periods of time in history – Georgians/Victorians/Tudors/ 20thC etc.</p>	<p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – ‘Christopher Columbus’ voyaged around the world because not much was known and new ships allowed them to’ ‘Neil Armstrong’ went in a rocket because technology was much better than when Cook was alive’</p>	<p>identifying their impact – Wright Bros and flight leading to the growth of areas such as Manchester; railways linked to Victorian seaside holidays; holidays linked to local economy and growth of settlements</p> <p>How did the invention of flight change the importance of other modes of transport? What did it mean for the British seaside holiday?</p>	<p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p> <p>Developing an understanding of concurrence of civilisations around the world during these times</p>	<p>Placing Ancient Romans and Roman Britain into wider context from prior knowledge.</p> <p>Placing the Ancient Greeks into the wider context of historical chronology</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Placing Ancient Romans and Roman Britain into wider context</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Placing the Ancient Greeks into the wider context of historical chronology</p> <p>Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons</p> <p>Placing Victorian Britain into chronological context and it’s legacy and impact today</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>
Continuity and change	<p>Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.</p>	<p>Identifying that changes have happened in history that can impact on today – George Stephenson and the development of trains; changes in seaside holidays</p> <p>Identifying that there are reasons for continuities and changes and stating some of these</p> <p>Identifying that continuity or change can be a good thing or a bad thing</p>	<p>Identifying that changes throughout history have had important consequences – development of air travel, understanding of the world from Christopher Columbus, Neil Armstrong, Wright Bros etc.</p> <p>Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages Roman Britain by comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuity and changes to the local area through Ironstone Mining:</p> <ul style="list-style-type: none"> • population • jobs • local significance 	<p>Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuity and change from Victorian Britain to the modern day through comparison of:</p> <ul style="list-style-type: none"> • Railways • Industry 	<p>Identifying the continuities and changes of Greek achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> • democracy • society, • entertainment, • beliefs <p>Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> • housing, • society, 	<p>Identifying the continuity and change from Victorian Britain to the modern day through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • education • entertainment <p>Comparing similarities and differences between the Ancient Maya and Ancient Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food,

					<ul style="list-style-type: none"> Housing society 	<ul style="list-style-type: none"> food, entertainment, beliefs <p>Use previous knowledge to compare.</p>	<ul style="list-style-type: none"> entertainment, beliefs
Cause and effect	Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.	<p>Identifying that certain events and individuals have had major consequences in history – The Wright Bros & how this led to change in aviation/travel</p> <p>Identifying that history can affect the local area, as well as nationally and globally – development of railways and exporting of ideas to other countries</p> <p>Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect' – Titanic sinking and health and safety changes made due to it</p> <p>Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night</p>	<p>Identifying that certain events and individuals have had major consequences in history – Columbus's voyages expanded our knowledge of the world, some of his maps are still used today etc.</p> <p>Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night</p> <p>Identifying specific causes and effects from different periods and beginning to establish links between them – Columbus and Armstrong's missions for exploration</p>	<p>Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally</p> <p>Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life</p> <p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today</p>	<p>Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.</p> <p>Identifying the causes and effects of industrialisation of Manchester – explaining the local, national and international impacts</p> <p>Identifying why Victorian inventors created so many inventions that are still around today</p> <p>Identifying that one event can have multiple effects – invasions of Britain by AS and V</p>	<p>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p> <p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)</p> <p>Identifying the causes and effects of industrialisation of Manchester – explaining the local, national and international impacts</p>	<p>Identifying the cause and effect of Spanish explorers on the Maya – positive or negative?</p> <p>Identifying the effects of WWII on children in Britain.</p> <p>What was the significance of WWII on Britain</p>
Significance and interpretation	Understanding that some events and people from history are important because they have achieved something or had an effect	<p>Identifying why certain people/events are significant in history – achievements, impact etc.</p> <p>Identifying why some individuals are significant both locally and nationally</p> <p>Begin to understand what makes someone or something significant -</p>	<p>Identifying why certain people/events are significant in the wider context of history – Columbus's voyages and their impact on the rest of the world etc.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p>	<p>Identify why interpretation sources is critical to our understanding of the past</p> <p>Identifying the significance of Victorian achievements and their impact on today</p>	<p>Using Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints</p> <p>Identify why interpretations can change in light of new evidence – change in</p>	<p>Understanding why others might choose alternative achievements</p> <p>Interpret the achievements of the Maya compared to the British civilisations and make a judgement on their significance – which achievements were more impressive?</p>

				<p>Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history</p>		<p>meaning of the word 'barbarian'</p> <p>Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now – who felt more of their impact, us or them?</p>	
Carrying out a historical enquiry	Starting to ask simple questions about people or events from within living memory	<p>Did the Wright Brothers change transport for the better?</p> <p>Guided enquiry using knowledge from topic</p>	<p>What was Columbus's biggest achievement?</p> <p>Guided enquiry using knowledge from topic</p> <p>Making semi-independent decisions and using evidence provided to justify</p>	<p>Did Ironstone Mining make Britain more prosperous? How much did the Romans really impact Britain?</p> <p>Small independent enquiry using pre-selected primary and secondary sources</p> <p>Begin to make independent decisions and use evidence to justify</p>	<p>What do we remember about the Saxons and Vikings?</p> <p>Independent enquiry using a range of primary and secondary sources</p> <p>Make independent decisions and using evidence to justify</p>	<p>Were the Ancient Greeks all that important for us now?</p> <p>Independent enquiry on the impact of the Greeks on western civilisation</p> <p>Independent selection of sources to provide evidence</p> <p>Making independent decisions using a range of evidence to justify</p>	<p>Independently identifying important achievements from the 1930's onwards –</p> <p>Critical thinking, reasoning, research and debate</p> <p>Independent selection of sources, arguments and evidence to justify opinion</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</p>
Using sources as evidence	Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event	<p>Analyse a variety of artefacts/objects to infer about an individual or event – Soldier's suitcase/Wright Bros diary</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.</p>	<p>Understanding the difference between primary and secondary sources</p> <p>Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>Identifying primary and secondary sources – artefacts, books, internet etc.</p> <p>Identifying why sources are limited for the Stone, Bronze and Iron ages</p> <p>Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio</p>	<p>Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence</p> <p>Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings</p>	<p>Using sources to interpret viewpoints, including bias – Battle of Thermopylae – Herodotus and Tacitus</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints</p> <p>Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings</p>	<p>Identify the effectiveness of sources as evidence</p> <p>Use sources of evidence as the basis for an opinion</p> <p>Begin to make references to evidence as justification</p> <p>Conducting an enquiry about the greatest impact of the Maya on today – using sources as evidence in a debate.</p>

						Conducting an enquiry about the greatest impact of the Victorians on today – using sources as evidence in a debate	
Vocabulary and communication	Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'	Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now' Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'	Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to' Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...' Using words and phrases to describe events and people from the past – e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history' Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'