

Subject Skills Progression - Disciplinary

Skill: Chronological Understanding

EYFS

Use the language of Now and Past, yesterday, today, tomorrow
Basic understanding of day. Week. Month and year

Year 1

Use common words relating to the passing of time e.g. then/now, before/after, past/present—**All topics**
Place known events and objects in chronological order e.g. first, then, after that— **Topic 1**
Name some British eras. **Topic 1 and 2**

Year 2

Use common words and phrases relating to the passing of time e.g. In the ...times, before I was born—**All topics**
Describe where the people and events studied fit within a chronological framework e.g. placing on a time line.—**Topic 1 , Topic 2**
Name most the British eras and begin to order them.

Skill: Historical Enquiry and interpretation.

Nursery:

To talk about things that have happened in the past (e.g. what they did at the weekend)

Reception

Find answers to some simple questions about the past using parts of stories and other simple sources

Year 1

Find answers to some simple questions about the past using parts of stories and other simple sources
Identify similarities and differences between then and now—**All topics**
Understand some of the ways we find out about the past e.g. artefacts then and now, photos, newspapers.

Year 2

Ask and answer questions, choosing and using sources to show that he/she knows key features of events.
Identify similarities and differences between ways of life in different periods—**Topic 1, Topic 2, 3**
Show understanding of ways in which we find out about the past and identify different ways in which it is represented. E.g. archaeology digs, photo evidence for more recent history.

Skill: Organisation and Communication

EYFS:

Talking about people, events and past events

Nursery: e.g. recent past

Reception: e.g. Jesus , Dinosaurs. Royal family.

Year 1

Talk, draw or write about aspects of the past.
Use some vocabulary of everyday historical terms e.g. yesterday, era, explorer—**Topic 3**

Year 2

Record what he/she has learned by drawing and writing
Use a wide vocabulary of everyday historical terms e.g. ancient, artefact, chronology - **Topic 3**

Skill: Understanding of events, people and changes

EYFS: Class mascot recounts weekly

Reception: My first Christmas—how have I changed?
Memories are special—RE topic
The New small person - changes to my family - Story Book project

Year 1

Changes within living memory including in National Life—**Topic (homes), Topic 2 (holidays) and Topic 3 (transport).**
The lives of Significant individuals
Amelia Earhart, - **Topic 3**
Using artefacts to understand the past (seaside changes), homes

Year 2

Events beyond living memory (Great fire of London)—**Topic 2**
Significant individuals (Christopher Columbus and Neil Armstrong) - **Topic 1.**

Year 3

Order all the British eras and begin to date these.

Place some historical periods from local history in a chronological framework (e.g. transport in Surrey)

Begin to describe narratives within periods of study e.g. family life and clothing within and between eras.



Year 4

Accurately order and date most of the British eras.

Place some World history e.g. the Ancient Egyptians, the Ancient Greeks onto a time line.

Begin to describe narratives within and across periods of study e.g. powerful leaders and entertainment.

Year 3

Address historically valid questions about similarity and difference using a range of sources.

Understand that the type of information available depends on the period of time studied.

Make some comparisons between aspects of periods of history and the present day



Year 4

Address historically valid questions about change, cause, similarity and difference using a range of sources.

Use sources of information in ways that go beyond simple observations to answer questions about the past

Make more detailed comparisons between aspects of periods of history and the present day

Year 3

Begin to note and present connections and contrasts over time e.g. with clothing.

Use appropriate historical vocabulary e.g. sources, evidence, interpret

Present findings and communicate knowledge and understanding in different ways using a source as evidence.



Year 4

Begin to note and present connections, contrasts and trends over time e.g. sport and entertainment.

Use appropriate historical vocabulary e.g. empire, parliament, monarchy

Present findings and communicate knowledge and understanding in different ways by selecting more than one source as evidence.

Year 3

Life styles and clothing through the eras.

Local Study: Transport



Year 4

Powerful leaders through History, sports and entertainment in the eras and the Greeks

Subject Skills Progression

Year 5

Use dates to order all of the British eras.

Place historical periods from local history in a chronological framework (e.g. war in Surrey)

Describe in some detail narratives within and across periods of study.

Year 5

Address historically valid questions about change, cause, similarity, difference and significance using a range of sources.

Compare sources of information and understand that sources can contradict each other

Year 5

Note and present connections, contrasts and trends over time in some detail e.g. with food and rituals.

Use appropriate historical vocabulary e.g. peasantry.

Present an informed response using a thoughtful selection of relevant historical information/sources.

Year 5

Food and rituals through the eras. Local Study: Impact of the World Wars

Year 6

Describe a chronologically secure knowledge and understanding of British, local and world history.

Place World history e.g. the Ancient Egyptians, the Ancient Greeks, the Mayans onto a time line.

Confidently and in detail describe narratives within and across periods of study.

Year 6

Address and devise historically valid questions about change, cause, similarity, difference and significance using a range of sources.

Evaluate the usefulness of sources.

Make confident use of a variety of sources for independent research

Evaluate the usefulness of a variety of sources

Year 6

Note and present connections, contrasts and trends over time in detail e.g. connection between invasions.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Use appropriate historical vocabulary e.g. empire, civilisation, conquest, crusade

Year 6

Historical heroes and invasions through the eras and the Mayans.

Additional Enrichment

Additional Enrichment

Additional Enrichment

Additional enrichment

Proud to be British Themes in each Year group. Egyptian Day

Subject Knowledge Progression—Substantive

Impacts

Nursery

Recognise that the children remember certain events from their lives more than others (e.g. their birthday parties, Christmas, holidays)

Reception

Why are some people remembered? Neil Armstrong/ Queen
Prehistoric era -dinosaurs
Landing on the Moon Why are they important events?

Year 1

How has transport evolved over time?
Who was Amelia Earhart?

- Difference between transport between London and Byfleet then and now and why it has changed
- How people would have travelled abroad.
- Why Amelia Earhart is famous, when she was around and why she is important.

Year 2

Who were Christopher Columbus and Neil Armstrong?

How is he similar/ different to Amelia Earhart?

- Why Christopher Columbus is famous, when he was around and how his voyage would have been different to now.
- Why Neil Armstrong is famous, when he was around and why he is important.
- Make simple comparisons between Amelia Earhart, Christopher Columbus and Neil Armstrong.

What impact did the Great Fire of London have?

How have homes changed through the eras?

- Know who Samuel Pepys and John Evelyn are and why they are important.
- Explain the key events leading to and during the Great Fire .
- Describe how and why London was rebuilt differently

Invasions

Reception

N/A

Year 1

N/A

Year 2

N/A

Life and Culture

Nursery

Understand that things change over time (e.g. the children get older, the children get taller etc)

Reception

Compare homes and transport of past and present
History of the school
Within Special places RE topic

Year 1

Local History Study

How have homes changed over time around me?

Which home would you want to live in? (including Modern Day)

- Explain that materials used to build houses have changed.
- Describe some key changes within the house including in the kitchen, bedroom and bathroom.

How have holidays changed?

How can we use artefacts to understand history? (Based around the Victorian Seaside)

- Understand how and why swimming costumes have changed (Victorians Vs Present Day)
- Make comparisons between activities done then and now at the seaside.

Year 2

How can we use artefacts to understand history?

Which artefacts are most useful?

- Explain what an artefact is and how they tell us about life from the past (history of our school).
- Make comparisons between artefacts from Victorian school life and modern day.

Ancient Egyptian Day

Nursery: N/A

Reception Where/ what are the pyramids?

Explain what a pyramid is for.
Name the country they are found in.

Year 1

How did the Ancient Egyptians dress?

- To identify Ancient Egyptians clothing and to understand they protected them from the heat.
- To know they wore make up to honour the Gods.
- To understand the purpose of the 'amulet' jewellery.

Year 2

What were hieroglyphics?

- To understand the symbols represented different objects, actions, sounds and ideas.
- To know about the Rosetta Stone and explain how it helped us to understand hieroglyphics.
- To know they would have used papyrus paper.

Year 3

Local History Study: What transport links are in Surrey?

How has transport impacted Surrey?

- Know the names of significant roads, rivers and canals in Surrey and explain their impact then and now.
- Know when Woking railway was installed and why it is important (including link to Brookwood Cemetery).
- Describe the significance of Brooklands and its importance in Aviation and motor sport.



Year 4

Who are the most powerful leaders in history?

Which leader would you respect the most?

- Describe the narrative which led from one era to the next.
- Name at least 1 leader from era and a key fact about them.
- Identify what made each leader powerful.
- Be able to describe similarities and differences between two leaders.

Year 3

What was the Roman invasion like? How did it impact Britain?

- Place Romans on the time line.
- Describe the Roman empire.
- Give reasons why they invaded Britain.
- Make comparisons between Caesar's attempt vs Claudius attempt.
- Understand how and why Caratacus and Boudicca led rebellions.

Year 4

Who were the Anglo-Saxons and Scots? How and why did they settle in Britain?

- Explain who the Scots and Picts were and how Scotland got its name.
- Explain who King Vortigen was and what led to the Anglo-Saxons invasion and settlement.
- Name some place names from Anglo-Saxons times e.g Wessex and Sussex.
- Compare Roman towns with Anglo-Saxons Villages.
- Explain why it is called the Dark Ages by some.
- Describe the events which led the change from Paganism to Christianity.

Year 3

What changes happened in Britain from the Stone Age to Iron Age? How did that change family life?

- Explain the term pre-historic and name the periods within this.
- Describe the move from hunter-gathering to farming.
- Describe how the discovery of bronze and iron led to development in technology including tools.
- Compare homes in Skara Brae to Iron Age Forts.
 - Describe Stone Henge.
- Describe Stone Age to Iron Age art.

Year 4

Who were the Greeks?

How did the Ancient Greeks impact the Western World?

- Know where the Ancient Greeks fit into the chronology of time.
- Identify similarities and differences between life in Sparta and Athens.
- Describe an Ancient Greek home and compare to Iron Age homes
- Identify how Ancient Greeks impacted the Western world including: Nike, Olympics, Water clock – democracy, Gods and Goddesses – Greek myths
- Explain who Alexander the Great was and why he was important.
- Describe Ancient Greek art and culture—looking at pottery.

Year 3

What games did the Ancient Egyptians play?

- To be able to name an Ancient Egyptian game and describe what it would have looked like.
- To understand that people would have played games in the past.
- To understand how these games would have been similar and different to what we play now.

Year 4

What was mummification?

- To explain what a mummy was and why bodies were preserved.
- To be able to describe the key elements of mummification.
- To know why the heart was left in.
- To understand what else was put in the tombs with the body and why.

Subject Knowledge Progression

Year 5

Local History Study How did the wars impact Surrey?

Which war had the most impact?

- Explain what led to each World War.
- Describe some key changes that impacted the local area including, local schools, rationing, air raids and jobs.
- Describe how life changed for women including local jobs women took on.
- Look at local war memorials and explain why these are special.

Year 5

How did the Vikings and Anglo-Saxons compete for England? Why was Alfred the Great so great?

- Explain where the Vikings came from and why they wanted to invade Britain.
- Describe a Viking Longboat.
- Understand that they invaded repeatedly and 'Danegeld' was paid to try and keep them away.
- Explain who Alfred the Great was and his importance.
- Describe key elements of Viking life including farms, houses, jewellery, religion and stories.
- Make comparisons between Anglo-Saxons and Vikings law and punishment.

Year 5

What was life like after the Roman's invaded? How did it compare to pre-historic Britain?

- Date when the Romans were in England.
- Identify the features of a Roman home and say how it is similar and different to pre-historic homes.
- Name the impacts of the Roman invasions including: roads, heating, baths. Hadrian's Wall.
- Describe art and culture during the Roman period,

Year 5

Who were the famous pharaohs?

- To name and describe the significance of key pharaohs including: Narmer, Tutankhamun and Cleopatra.
- To understand their importance and what their life was like.

Year 6

Who were the Suffragettes? What impact did they have?

- Compare Suffragettes with Suffragists and explain what they were campaigning for.
- Name and describe the impacts of key figures including: Emmeline Pankhurst, Emily Davison and Millicent Fawcett.
- Describe the impact of the First World War on the campaign.

Year 6

N/A

Year 6

Who were the Mayans?

How did the Mayans compare with Pre-historic Britain?

- Place Mayans accurately on a time line.
- Describe a Mayan home and identify similarities and differences.
- Describe Mayan civilisation including what made it more advanced than us and their use of sacrifice.
- Describe art and culture during the Mayan period,

Year 6

What were the Ancient Egyptians beliefs?

- To understand they believed in over 2000 Gods.
- To understand that animals were chosen to represent the powers of the Gods.
- To explain the importance of some animals including: scarab beetles, cats and jackals

Year 6

What were the witch craft trials?

Why was Matthew Hopkins significant?

- Explain why someone may be accused of being a witch and when.
- Describe methods used to try and prevent/ward off witchcraft.
- Explain who Matthew Hopkins was and his significance.
- Name the key events of the Pendle witchcraft trials and make comparisons between them and the Salem witchcraft trials.

Subject Knowledge Progression

Additional Enrichment

Year 2—Great Fire of London Workshop.

Year 3—Trip to Butser Ancient Farm and Chertsey Museum Workshop.

Year 5— Chertsey Museum Workshop on the Wars.

Whole School—Ancient Egyptian Day workshop.

British Values / Royal Day—Each year group to learn about a different British monarch

Collective Worship— Celebrate the anniversary of various days e.g. Martin Luther King Day (varies yearly).