

PROGRESSION MAP - HISTORY SKILLS PROGRESSION – COLMERS FARM

	Construct & Sequence the Past - Chronology	Change & Development	Cause & Effect	Significance & Interpretation	Plan and Carry Out an Enquiry	Use Sources as Evidence
EYFS	<p>ELG:</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Make comments about what they have heard and ask questions to clarify their understanding. <p>At Colmers:</p> <ul style="list-style-type: none"> • Marvellous Me topic provides opportunities for children to think about families and about how their experiences may have been different, for example toys and clothes • Use of oracy and talk tactics (Voice 21) to discuss opinions and experiences using full sentences which use accurate tenses. • Wide range of fiction and non-fiction books reflecting the past. 					
YEAR 1	<ul style="list-style-type: none"> • Recognise the difference between ‘old’ and ‘new’ • Know where some basic events fit on a timeline, relating to their topic – houses ordered oldest to newest • Place some basic events onto a timeline and use this to support the retelling of past events – significant people studied 	<ul style="list-style-type: none"> • Say how something is the same or different in the past – different materials used, advanced technology in household items • Develop a sense of time and how fast things change (e.g. differences between changes in their / their parents / their grandparents/ their great grandparents lifetimes) BCLM visit 	<ul style="list-style-type: none"> • Show an understanding of some key events – space exploration, first moon landing etc • Start to think about the reasons why things might change (e.g. improvements in technology / making life easier / more fun). 	<ul style="list-style-type: none"> • Begin to understand why events being studied are important – informs further improved development • Use phrases such as now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger. 	<ul style="list-style-type: none"> • Ask and answer some historical questions – ‘how did they know/why did that happen/ how is it used etc?’ • Sort pictures / objects / events into ‘old’ and ‘new’ – household items, medical equipment 	<ul style="list-style-type: none"> • Use pictures and photographs to extract some information about the past – houses, hospitals. • Begin to recognise different ways we can learn about the past (e.g. from images, objects, stories, first-hand witnesses).

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YEAR 2	<ul style="list-style-type: none"> Record some events onto a timeline – Great Fire of London Know where some key people fit on a timeline – Stone Age...Iron Age... Remember a few significant names and dates – Great Fire, Great Plague, Titanic Use common words and phrases related to the passing of time (now, then, before) 	<ul style="list-style-type: none"> Say how lifestyles (work, school, play etc.) were the same or different in the past - prehistory/17th century Describe differences between ‘then’ and ‘now’ – firefighting/ medical advancement Discuss the speed of change - sometimes in slow increments, sometimes in leaps. 	<ul style="list-style-type: none"> Recount key events from the past in their own words and begin to explain why these events happened – Great Fire, Plague, Titanic. Begin to think about the impact that historical events have had on modern life – replanning and rebuilding London. 	<ul style="list-style-type: none"> Understand why people and events being studied are important – mistakes from the past informing and shaping the future. Begin to express preferences and justify them with evidence / facts (e.g. How did the Great Fire of London start? Who was responsible for the sinking of the Titanic?) 	<ul style="list-style-type: none"> Ask and answer historically relevant questions. Use historical vocabulary (e.g. past, present, recently, years, decades, centuries). Compare events from different periods in history – e.g. sinking of the Mary Rose/Titanic/Lusitania 	<ul style="list-style-type: none"> Use a range of sources (e.g. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past. Begin to piece together clues from a variety of different sources – Titanic Story

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YEAR 3	<ul style="list-style-type: none"> Develop knowledge of local (Birmingham) and British history on the wider timeline (expanding timelines to reach from the Stone Age to modern day). Place events of British history studied to date on a timeline, using dates. Begin to understand the scale of history (e.g. the Bronze Age lasted for ≈2000 years, but vast amounts of change in last century e.g. Birmingham development) 	<ul style="list-style-type: none"> Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day –Ancient Egyptians Explore change at a local level, investigating the impact of national and global events - Birmingham 	<ul style="list-style-type: none"> Question, investigate and give reasons for events in the past - e.g. who built the pyramids and what were they for? Describe the impact of events in the more distant past on modern life –e.g. building techniques 	<ul style="list-style-type: none"> Ask and answer questions about how and why events and people being studied are significant – e.g. discovery of Tutankhamun’s tomb Express preferences and personal responses to topics being studied and back-them up with evidence / facts – Birmingham deserved to be considered ‘the workshop of the world’. 	<ul style="list-style-type: none"> Construct relevant questions about history and begin to suggest how these might be answered. Carry out a local history study (how did history shape our area? What evidence can we still find?) Use phrases such as before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age 	<ul style="list-style-type: none"> Use a range of sources or artefacts (written, visual or oral) to learn more about the past. Consider the range of sources available when we study different historical periods (e.g. why do we know much more about the Ancient Egyptians than the Iron Age?)
YEAR 4	<ul style="list-style-type: none"> Position a growing range of eras and events on a timeline (e.g. Ancient Egypt, Anglo-Saxons, Romans, Iron Age...). Separate out timeline of Britain from global events and recognise that some events are more globally important than others. 	<ul style="list-style-type: none"> Ask and answer questions about changes, similarities and differences. Begin to have an understanding of broader trends / themes over time - e.g. Empires. Explore differences between different people living at the same time – rich/poor, boys/girls etc. 	<ul style="list-style-type: none"> Independently question the reasons behind historical events and changes. (e.g. why did the first Roman invasions of Britain fail, but later ones were successful?) Describe how events/ people being studied have had an impact on the modern world. (eg. the legacy of the Roman Empire for modern Europe) 	<ul style="list-style-type: none"> Can ask and answer questions about how and why events/people are significant – William I , Amundsen etc Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt – Shackleton, Scott 	<ul style="list-style-type: none"> Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between primary and secondary sources. (castle visits). Use historical terms correctly e.g. CE, BCE 	<ul style="list-style-type: none"> Understanding that historical knowledge comes from a range of sources. Paintings, photos, artefacts, documents, diaries, inventories, census, etc Look at two versions of the same events identifying how they are similar/different. Scott / Amundsen expeditions to the South Pole. Question the accuracy of modern depictions of historical events.

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YEAR 5	<ul style="list-style-type: none"> Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). Place world history events on a timeline using the correct dates and labels. Appreciate there is overlap between periods and events in world history – it is not linear. 	<ul style="list-style-type: none"> Discuss changes, similarities and differences. Deepen understanding of trends/themes over time – Diversity and equality. Describe what life was like for people living at the same point (Tudor England rich/ poor, men/women). 	<ul style="list-style-type: none"> Ask and answer clear and accurate questions about what happened. Ask ‘why’ questions to further historical understanding. Debate and discuss different opinions about historical causes and effects. (Rosa Parks and the bus boycott, Bristol bus boycott). 	<ul style="list-style-type: none"> Deepen their understanding that historical knowledge comes from a range of sources Understand that there can be many versions of the same events in history, giving reasons why these may exist. (paintings of Henry VIII showing him in a ‘good light’). 	<ul style="list-style-type: none"> Select appropriate evidence to answer a question, and recognise that there is often not a single ‘right’ answer to a historical question – it is often someone’s interpretation. Rosa Parks view of events would be different to the bus driver’s viewpoint. Draw conclusions on what happened based on study a range of sources. 	<ul style="list-style-type: none"> Accept, reject and comment on how useful sources are when carrying out research – is it a primary or secondary source, where has it come from, who was it written for? Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.
YEAR 6	<ul style="list-style-type: none"> Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). Comment on trends that happen over time e.g. invasion and conflict Annotate a timeline with historical terms and facts, showing a sense of historical scale i.e. how long were different historical periods. 	<ul style="list-style-type: none"> Ask and answer questions about changes, similarities and differences and challenge responses. Discuss and debate trends and themes over time e.g. migration Describe changes across an historical period (considering social, political, cultural and technological changes). Civil Rights etc 	<ul style="list-style-type: none"> Independently ask and answer clear and accurate questions about the past. Discuss and compare a range of plausible causes and effects. E.g. the use of nuclear weapons to end WW2. Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives e.g. democracy, art and culture 	<ul style="list-style-type: none"> Recognise that some events and people are more significant than others and use evidence to back-up responses. Understand that historical knowledge comes from a range of sources. Make links between historical events, changes and cultures across a range of periods studied e.g. trade and the expansion of the British Empire. 	<ul style="list-style-type: none"> Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question. Reach conclusions on what happened based on the study of a range of sources. 	<ul style="list-style-type: none"> Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate. Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.