



History Knowledge and Skills Progression

History	Autumn	Spring	Summer
EYFS	<p>Aut 1 - Marvellous me and my community/</p> <p>Aut 2 - Once Upon A Time & Celebrations-</p>	<p>Spring 1 – Our favourite books -</p> <p>Spring 2- People who help us-</p>	<p>Summer 1 -Animals (including dinosaurs)</p> <p>Summer 2 – Journeys (Growing up- Once there were giants)</p>
EYFS Knowledge	<ul style="list-style-type: none"> • To know that some photographs and drawings represent the past. • 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). • To know that they started as a baby but have since grown and changed. • To know that someone’s age is the time since they were born. 		
EYFS Skills	<ul style="list-style-type: none"> • Recounting activities that happened in their past using photos as a prompt. • Beginning to recognise similarities and differences between the past and today. • Using photographs and stories to compare the past with the present day. • Recognising that different members of the class may notice different things in photographs from the past. • Asking questions about the differences they can see in photographs or images (in stories) that represent the past. • Being aware of changes that happen throughout the year (e.g. seasons, nature). • Using photographs and images to make simple observations about the past. • Communicating findings by pointing to images and using simple language to explain their thoughts. • Deciding whether photographs or images (e.g. from stories) depict the past. • Recognising significant dates for them (birthday). • 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...” • Making simple observations about the past from photographs and images. 		
Year 1	How am I making History?	How have toys changed?	How have explorers changed the world?
Knowledge	<ul style="list-style-type: none"> • To know some similarities and differences between the past and their own lives. • To know that throughout someone’s lifetime, some things will change and some things will stay the same. • To know that we remember some (but not all) of the events that we have lived through. • To know that the past can be represented in photographs. 		



	<ul style="list-style-type: none"> To know that a timeline shows the order events in the past happened. 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 that people change as they grow older. To know that there are similarities and differences between their lives today and their lives in the past. To know that people celebrate special events in different ways. To know that some people and events are considered more 'special' or significant than others. To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. 	<ul style="list-style-type: none"> To know that everyday objects have changed over time. To know that everyday objects have changed as new materials have been invented. To know that everyday objects have similarities and differences with those used for the same purpose in the past. 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 some inventions that still influence their own lives today. 	<ul style="list-style-type: none"> To know that a timeline shows the order events in the past happened. 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 that there are similarities and differences between their lives today and their lives in the past. To know that some people and events are considered more 'special' or significant than others. To know that photographs can tell us about the past. To know some inventions that still influence their own lives today. To know some achievements and discoveries of significant individuals.
Skills	<ul style="list-style-type: none"> Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). 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. Beginning to identify different ways to represent the past (e.g. photos, stories). Making simple observations about the past from a source. Interpreting evidence by making simple deductions. Describing the main features of concrete evidence of the past or historical evidence. Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as – old, new, long time ago. Asking how and why questions based on stories, events and people. Using artefacts, photographs and visits to museums to answer simple questions about the past. 		
	<ul style="list-style-type: none"> Sequencing three or four events in their own life 	<ul style="list-style-type: none"> Sequencing three or four artefacts from different periods of time. 	<ul style="list-style-type: none"> Placing events on a simple timeline.



	<ul style="list-style-type: none"> Placing events on a simple timeline. Being aware that some things have changed and some have stayed the same in their own lives. Beginning to look for similarities and differences over time in their own lives. Recalling special events in their own lives. 	<ul style="list-style-type: none"> Beginning to look for similarities and differences over time in their own lives. Understanding that some things change while other items remain the same and some are new. Asking why things happen and beginning to explain why with support. Being aware that some things have changed and some have stayed the same in their own lives. Recalling special events in their own lives. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now. Asking questions about sources of evidence (e.g. artefacts). Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple inferences and deductions from sources of evidence. Drawing simple conclusions to answer a question. 	<ul style="list-style-type: none"> Recording on a timeline a sequence of historical stories heard orally. Asking why things happen and beginning to explain why with support. Finding answers to simple questions about the past using sources (e.g. artefacts). Asking questions about sources of evidence (e.g. artefacts). Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple inferences and deductions from sources of evidence. Drawing simple conclusions to answer a question. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event.
Year 2	How was school different in the past?	How did we learn to fly?	What is a monarch?
Knowledge	<ul style="list-style-type: none"> To know that beyond living memory is more than 100 years ago. To know that historians use evidence from sources to find out more about the past. 		
	<ul style="list-style-type: none"> To know a decade is ten years. To know that daily life has changed over time but that there are some similarities to life today. To know that changes may come about because of improvements in technology. To know that there are explanations for similarities and differences between children's lives now and in the past. 	<ul style="list-style-type: none"> To know that changes may come about because of improvements in technology. 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. 	<ul style="list-style-type: none"> To know that events in history may last different amounts of time. 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.



	<ul style="list-style-type: none"> To know that we can find out about how places have changed by looking at maps. 	<ul style="list-style-type: none"> To know that the past is represented in different ways. To begin to identify achievements and inventions that still influence their own lives today. To know the legacy and contribution of the inventions. To be aware of the achievements of significant individuals. 	<ul style="list-style-type: none"> To know that the past is represented in different ways. To know that a monarch is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that in the past monarchs had absolute power. To be aware of the achievements of significant individuals.
Skills	<ul style="list-style-type: none"> Sequencing up to six photographs, focusing on the intervals between events. Knowing where people/events studied fit into a chronological framework. Identifying simple reasons for changes. Finding out about people, events and beliefs in society. Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions. Understanding how we use books and sources to find out about the past. 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. Making simple conclusions about a question using evidence to support. Making links and connections across a unit of study. Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. 		
	<ul style="list-style-type: none"> Recognising some things which have changed/stayed the same as the past. Identifying similarities and difference between ways of life at different times Making comparisons with their own lives. 	<ul style="list-style-type: none"> Placing events on a timeline, building on times studied in Year 1. Asking questions about why people did things, why events happened and what happened as a result. 	<ul style="list-style-type: none"> Identifying similarities and difference between ways of life at different times. Asking questions about why people did things, why events happened and what happened as a result.



	<ul style="list-style-type: none"> Expressing a personal response to a historical story or event through discussion, drawing our writing. 	<ul style="list-style-type: none"> Recognising why people did things, why events happened and what happened as a result. Knowing some things which have changed/stayed the same as the past. Discussing who was important in a historical event. Evaluating how reliable a source is. Expressing a personal response to a historical story or event through discussion, drawing our writing. Identifying a primary source. 	<ul style="list-style-type: none"> Recognising why people did things, why events happened and what happened as a result. Knowing some things which have changed/stayed the same as the past. Discussing who was important in a historical event.
Year 3	Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	Why did the Romans settle in Britain?	What did the ancient Egyptians believe?
Knowledge	<ul style="list-style-type: none"> To know that AD means Anno Domini and can be used to show years from the year 1AD. 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. 		
	<ul style="list-style-type: none"> 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 used to show years before the year 0. 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 change can be brought about by advancements in transport and travel. 	<ul style="list-style-type: none"> 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 used to show years before the year 0. To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. To know that change can be brought about by advancements in materials. To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. 	<ul style="list-style-type: none"> To know that change can be brought about by advancements in trade. 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 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. To understand that societal hierarchies and structures existed including aristocracy and peasantry.



	<ul style="list-style-type: none">• 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 significant archaeological findings are those which change how we see 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.• To understand the development of groups, kingdom and monarchy in Britain.• To understand that there are varied reasons for coming to Britain.• To know that settlement created tensions and problems.• To understand the impact of settlers on the existing population.• To understand the earliest settlements in Britain.• To know that settlements changed over time.• To understand how invaders and settlers influence the culture of the existing population.• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.• To know that communities traded with each other and over the English Channel in the Prehistoric Period.• To understand that trade began as the exchange of goods.	<ul style="list-style-type: none">• To understand some reasons why empires fall/collapse.• To know that there were different reasons for invading Britain.• To understand that there are varied reasons for coming to Britain.• To know that settlement created tensions and problems.• To understand the impact of settlers on the existing population.• To understand the earliest settlements in Britain.• To understand how invaders and settlers influence the culture of the existing population.• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.• To know that communities traded with each other and over the English Channel in the Prehistoric Period.• To understand that trade began as the exchange of goods.• To understand that the Roman invasion led to a great increase in British trade with the outside world.• To understand that trade develops in different times and ways in different civilisations.• To understand that there are different beliefs in different cultures, times and groups.• To know about paganism and the introduction of Christianity in Britain.• To be able to identify achievements and inventions that still influence our lives today from Roman times.	<ul style="list-style-type: none">• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.• To understand that there are different beliefs in different cultures, times and groups.• To compare the beliefs in different cultures, times and groups.• To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.
--	--	---	---



	<ul style="list-style-type: none"> To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society. 		
Skills	<ul style="list-style-type: none"> Understanding that history is divided into periods of history e.g. Stone Age, Neolithic period; 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. Using BC/AD/century. 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. Identifying the links between different societies. Identifying reasons for historical events, situations and changes. 		
	<ul style="list-style-type: none"> Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. 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. Describing the changes and continuity between different periods of history. Identifying similarities and differences between periods of history. 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. 	<ul style="list-style-type: none"> Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the consequences of events and the actions of people. Identifying similarities and differences between periods of history. 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. Identifying who is important in historical sources and accounts. Using a range of sources to find out about a period. 	<ul style="list-style-type: none"> Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Making a simple individual timeline. Identifying the consequences of events and the actions of people. Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people. Asking questions about the bias of historical evidence. Extracting the appropriate information from a historical source. Identifying primary and secondary 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 artefacts.



	<ul style="list-style-type: none">• Using a range of sources to find out about a period.• Using evidence to build up a picture of a past event.• Observing the small details when using artefacts and pictures.• 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.• 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.• Using a range of sources to construct knowledge of the past.• Extracting the appropriate information from a historical source.• Identifying primary and secondary sources.• Interpreting evidence in different ways.• Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.• Making links and connections across a period of time, cultures or groups.• Asking the question "How do we know?"• Reaching conclusions that are substantiated by historical evidence.• Constructing answers using evidence to substantiate findings.• Identifying weaknesses in historical accounts and arguments.	<ul style="list-style-type: none">• Using evidence to build up a picture of a past event.• Observing the small details when using artefacts and pictures.• 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.• Asking questions about the main features of everyday life in periods studied, e.g. how did people live.• Asking questions about the bias of historical 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.• Identifying primary and secondary sources.• Identifying the bias of a source.• Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.• Making links and connections across a period of time, cultures or groups.• Asking the question "How do we know?"• Reaching conclusions that are substantiated by historical evidence.• Communicating knowledge and understanding through discussion, debates, drama, art and writing.• Constructing answers using evidence to substantiate findings.	<ul style="list-style-type: none">• 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.• Communicating knowledge and understanding through discussion, debates, drama, art and writing.• Constructing answers using evidence to substantiate findings.• Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.• Creating a structured response or narrative to answer a historical enquiry.
--	---	--	---



	<ul style="list-style-type: none"> • Creating a structured response or narrative to answer a historical enquiry. • Describing past events orally or in writing, recognising similarities and differences with today. 	<ul style="list-style-type: none"> • 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. • Creating a structured response or narrative to answer a historical enquiry. 	
Year 4	Why did the Romans settle in Britain? (2024/25 only)	How difficult was it to invade and settle?	How did the achievements of the Ancient Maya impact their society and beyond?
	<ul style="list-style-type: none"> • 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 used to show years before the year 0. • To know that AD means Anno Domini and can be used to show years from the year 1AD. • To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. • To know that change can be brought about by advancements in materials. • To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). • 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 understand the expansion of empires and how they were controlled across a large empire. • To understand that societal hierarchies and structures existed including aristocracy and peasantry. 	<ul style="list-style-type: none"> • 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 we can make inferences and deductions using images from the past. • To understand the development of groups, kingdom and monarchy in Britain. • To know who became the first ruler of the whole of England. • To understand that societal hierarchies and structures existed including aristocracy and peasantry. • To know that there were different reasons for invading Britain. • To understand that there are varied reasons for coming to Britain. • To know that there are different reasons for migration. • To know that settlement created tensions and problems. • To understand the impact of settlers on the existing population. 	<p>To know:</p> <ul style="list-style-type: none"> • History is divided into periods of history, e.g. ancient times, Middle Ages and modern. • Prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. • A chronologically secure knowledge of local, British and world history across the periods studied. • Change can be brought about by advancements in materials. • Change can be brought about by advancements in trade. • The actions of people can be the cause of change (e.g. Lord Shaftesbury). • Advancements in science and technology can be the cause of change. • Significant archaeological findings are those which change how we see the past. • 'Historically significant' events are those which changed many people's lives and had an impact for many years to come. • Archaeological evidence can be used to find out about the past.



	<ul style="list-style-type: none">• To understand some reasons why empires fall/collapse.• To know that there were different reasons for invading Britain.• To understand that there are varied reasons for coming to Britain.• To know that settlement created tensions and problems.• To understand the impact of settlers on the existing population.• To understand the earliest settlements in Britain.• To understand how invaders and settlers influence the culture of the existing population.• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.• To know that communities traded with each other and over the English Channel in the Prehistoric Period.• To understand that trade began as the exchange of goods.• To understand that the Roman invasion led to a great increase in British trade with the outside world.• To understand that trade develops in different times and ways in different civilisations.• To understand that there are different beliefs in different cultures, times and groups.• To know about paganism and the introduction of Christianity in Britain.• To be able to identify achievements and inventions that still influence our lives today from Roman times.	<ul style="list-style-type: none">• To understand the earliest settlements in Britain.• To know that settlements changed over time.• To understand how invaders and settlers influence the culture of the existing population.• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.• To know that communities traded with each other and over the English Channel in the Prehistoric Period.• To understand that there are different beliefs in different cultures, times and groups.• 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 know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.	<ul style="list-style-type: none">• We can make inferences and deductions using images from the past.• Archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.• Assumptions made by historians can change in the light of new evidence.• Some important people and events.• Settlements changed over time.• Society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.• Education existed in some cultures, times and groups.• Trade began as the exchange of goods.• There are different beliefs in different cultures, times and groups.• The achievements of ancient civilisations contributed to the development of technology, culture and science.
--	---	---	--



Skills	<ul style="list-style-type: none">• Using BC/AD/Century.• 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.• Identifying what the situation was like before the change occurred.• Comparing different periods of history and identifying changes and continuity.• 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.• Identifying reasons for historical events, situations and changes.		
	<ul style="list-style-type: none">• 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.• Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.• Identifying similarities and differences between periods of history.• 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.• Identifying who is important in historical sources and accounts.• Using a range of sources to find out about a period.• Using evidence to build up a picture of a past event.	<ul style="list-style-type: none">• 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.• Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.• Making a simple individual timeline.• Identifying reasons for change and reasons for continuities.• Recalling some important people and events.• Identifying who is important in historical sources and accounts.• Using a range of sources to find out about a period.• Using evidence to build up a picture of a past event.• Observing the small details when using artefacts and pictures.• Identifying and giving reasons for different ways in which the past is represented.	<ul style="list-style-type: none">• Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.• Sequencing eight to ten artefacts, historical pictures or events.• Making a simple individual timeline.• Identifying similarities and differences between periods of history.• Explaining similarities and differences between people's daily lives in the past and today.• Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.• Using a range of sources to find out about a period.• Using evidence to build up a picture of a past event.• Observing the small details when using artefacts and pictures.• Identifying and giving reasons for different ways in which the past is represented.• Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.• Creating historically valid questions across a range of time periods, cultures and groups of people.



	<ul style="list-style-type: none">• Observing the small details when using artefacts and pictures.• 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.• Asking questions about the main features of everyday life in periods studied, e.g. how did people live.• Asking questions about the bias of historical 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.• Identifying primary and secondary sources.• Identifying the bias of a source.• Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.• Making links and connections across a period of time, cultures or groups.• Asking the question "How do we know?"• Reaching conclusions that are substantiated by historical evidence.• 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.	<ul style="list-style-type: none">• 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.• 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.• Asking questions about the bias of historical evidence.• Using a range of sources to construct knowledge of the past.• Extracting the appropriate information from a historical source.• 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.• Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.• Making links and connections across a period of time, cultures or groups.• Asking the question "How do we know?"	<ul style="list-style-type: none">• Asking questions about the main features of everyday life in periods studied (e.g. how did people live?).• Using a range of sources to construct knowledge of the past.• Extracting the appropriate information from a historical source.• Selecting and recording relevant information from a range of sources to answer a question.• 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 artefacts.• 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.• 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.
--	---	---	---



	<ul style="list-style-type: none"> • Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. • Creating a structured response or narrative to answer a historical enquiry. 		<ul style="list-style-type: none"> • Creating a structured response or narrative to answer a historical enquiry. • Describing past events orally or in writing, recognising similarities and differences with today. • To compare the beliefs of different cultures, times and groups.
Year 5	How did the Maya civilisation compare to the Anglo-Saxons? (2024/25 only)	What was life like in Tudor England?	What did the Greeks ever do for us?
Knowledge	<ul style="list-style-type: none"> • To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya, and Victorians. • To understand that historical periods have characteristics that distinguish them. • To understand how to work out durations of periods and events. • 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 how society is organised in different cultures, times and groups. 		
	<ul style="list-style-type: none"> • To understand how to represent a scale on a timeline. • To understand how to create their own timeline selecting significant events. • To know that change can be brought about by conflict. • To understand how the monarchy exercised absolute power. 	<ul style="list-style-type: none"> • To understand that inventories are useful sources of evidence to find out about people from the past. • 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. 	<ul style="list-style-type: none"> • To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century) • To understand how to represent a scale on a timeline. • To know that members of society standing up for their rights can be the cause of change.



	<ul style="list-style-type: none">• To understand that different empires have different reasons for their expansion.• To know that there are different reasons for the decline of different empires.• To be aware of the different beliefs that different cultures, times and groups hold.• To understand that there are differences between early and later civilisations.• To understand that the expansion of trade routes increased the variety of goods available.• To understand the impact of war on local communities.• 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.	<ul style="list-style-type: none">• To understand how the monarchy exercised absolute power.• To understand there are increasingly complex reasons for migrants coming to Britain.• To be aware of the different beliefs that different cultures, times and groups hold.• To understand the changing nature of religion in Britain and its impact.• To understand the changes and reasons for the organisation of society in Britain.• To know that trade routes from Britain expanded across the world.• 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).• To understand that people in the past were as inventive and sophisticated in thinking as people today.	<ul style="list-style-type: none">• 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.• 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 be aware of the different beliefs that different cultures, times and groups hold.• 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 that there are differences between early and later civilisations.• 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).• 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 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.
--	--	--	--



	<ul style="list-style-type: none"> Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Using the terms AD and BC in their work. 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. Making links between events and changes within and across different time periods / societies. 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. Starting to analyse and explain the reasons for, and results of historical events, situations and change. Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Describing change throughout time. Identifying significant people and events across different time periods. Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. 		
Skills	<ul style="list-style-type: none"> Putting dates in the correct century. Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age Identifying the reasons for changes and continuity. Giving reasons for historical events, the results of historical events, situations and changes. Comparing significant people and events across different time periods. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Identifying how conclusions have been arrived at by linking sources. 	<ul style="list-style-type: none"> Putting dates in the correct century. Identifying the reasons for changes and continuity. Making links with different time periods studied. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. Evaluating the usefulness of historical sources. Developing strategies for checking the accuracy of evidence. Planning a historical 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? Creating a hypothesis to base an enquiry on. 	<ul style="list-style-type: none"> Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age Giving reasons for historical events, the results of historical events, situations and changes. Making links with different time periods studied. Comparing significant people and events across different time periods. Explain the significance of events, people and developments. Describing how secondary sources are influenced by the beliefs, cultures and time of the author. Comparing accounts of events from different sources. Evaluating the usefulness of historical sources.



	<ul style="list-style-type: none">• Developing strategies for checking the accuracy of evidence.• Addressing and devising historically valid questions.• Understanding that different evidence creates different conclusions.• Planning a historical enquiry.• Suggesting the evidence needed to carry out the enquiry.• Creating a hypothesis to base an enquiry on.• 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.• 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.• Challenging existing interpretations of the past using interpretations of evidence.	<ul style="list-style-type: none">• 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.• Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.• Making connections, drawing contrasts and analysing within a period and across time.• Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.• 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.• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.	<ul style="list-style-type: none">• Addressing and devising historically valid questions.• Understanding that different evidence creates different conclusions.• Evaluating the interpretations made by historians.• Identifying methods to use to carry out the research.• 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.• Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.• Making increasingly complex interpretations using more than one source of evidence.• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.• Constructing explanations for past events using cause and effect.• Using evidence to support and illustrate claims.
--	--	---	--



	<ul style="list-style-type: none">• 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.• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.• Constructing explanations for past events using cause and effect.• Using evidence to support and illustrate claims.• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.• Constructing explanations for past events using cause and effect.• Using evidence to support and illustrate claims.		
Year 6	What does the census tell us about our local area?	What was the impact of World War 2 on the people of Britain?	What is the significance of historical sources relating to the Sikh Empire?



	<ul style="list-style-type: none">• To know that change can be traced using the census.• To know that members of society standing up for their rights can be the cause of change.• 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.• To understand the types of information that can be extracted from the census.• 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 understand the changes and reasons for the organisation of society in Britain.• To be able to compare development and role of education in societies.• To understand the changing role of women and men in Britain.	<ul style="list-style-type: none">• 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.• To know that change can be brought about by conflict.• To know that members of society standing up for their rights can be the cause of change.• 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.• To understand the process of democracy and parliament in Britain.• 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 understand the changes and reasons for the organisation of society in Britain.• To understand how society is organised in different cultures, times and groups.	<p>To know:</p> <ul style="list-style-type: none">• That change can be brought about by conflict.• How historians select criteria for significance and that this changes.• That there are different interpretations of historical figures and events.• How the monarchy exercised absolute power.• The different beliefs that different cultures, times and groups hold.• How to identify the impact of beliefs on society.• The development of global trade.• How to identify the achievements of civilisations.• How to compare the achievements of different civilisations and groups.
--	--	---	---



		<ul style="list-style-type: none">• To understand the changing role of women and men in Britain.• To understand that there are differences between early and later civilisations.• To know that trade routes from Britain expanded across the world.• 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).• To understand that the methods of trading developed from in person to boats, trains and planes.• 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.	
	<ul style="list-style-type: none">• Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.• Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age.• Relating current study on timeline to other periods of history studied.• Recognising primary and secondary sources.• Using a range of sources to find out about a particular aspect of the past.• Evaluating the usefulness of historical sources.	<ul style="list-style-type: none">• Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.• 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.• Comparing and making connections between different contexts in the past.• Making links between events and changes within and across different time periods / societies.• Identifying the reasons for changes and continuity.	<ul style="list-style-type: none">• Putting dates in the correct century.• Developing a chronologically secure understanding of British, local and world history across the periods studied.• Comparing and making connections between different contexts in the past.• Explain the significance of events, people and developments.• Using a range of sources to find out about a particular aspect of the past.• Describing how secondary sources are influenced by the beliefs, cultures and time of the author.• Comparing accounts of events from different sources.



	<ul style="list-style-type: none">• Identifying how conclusions have been arrived at by linking sources.• Addressing and devising historically valid questions.• Planning a historical enquiry.• Suggesting the evidence needed to carry out the enquiry.• Identifying methods to use to carry out the research.• Developing an awareness of the variety of historical evidence in different periods of time.• Recognising 'gaps' in evidence.• 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.• 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.• 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 indicting simple causation.	<ul style="list-style-type: none">• Describing the links between main events, similarities and changes within and across different periods/studied.• 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.• Giving reasons for historical events, the results of historical events, situations and changes.• Starting to analyse and explain the reasons for, and results of historical events, situations and change.• Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.• Making links with different time periods studied.• Describing change throughout time.• Identifying significant people and events across different time periods.• Comparing significant people and events across different time periods.• Explain the significance of events, people and developments.• Recognising primary and secondary sources.• 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.• Comparing accounts of events from different sources.• Suggesting explanations for different versions of events.• Evaluating the usefulness of historical sources.	<ul style="list-style-type: none">• Understanding that different evidence creates different conclusions.• Evaluating the interpretations made by historians.• Planning a historical enquiry.• Asking historical questions of increasing difficulty e.g. who governed, how and with what results?• Creating a hypothesis to base an enquiry on.• Asking questions about the interpretations, viewpoints and perspectives held by others.• Identifying how sources with different perspectives can be used in a historical enquiry.• Interpreting evidence in different ways using evidence to substantiate statements.• Reaching conclusions which are increasingly complex and substantiated by a range of sources.• Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.• Constructing explanations for past events using cause and effect.• Using evidence to support and illustrate claims.
--	---	--	--



	<ul style="list-style-type: none">• 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.• Using evidence to support and illustrate claims.• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.• Using evidence to support and illustrate claims.	<ul style="list-style-type: none">• 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.• 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?• Creating a hypothesis to base an enquiry on.• 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.	
--	---	--	--



		<ul style="list-style-type: none">• Making increasingly complex interpretations using more than one source of evidence.• Challenging existing interpretations of the past using interpretations of evidence.• Making connections, drawing contrasts and analysing within a period and across time.• 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.• 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.• Constructing explanations for past events using cause and effect.• Using evidence to support and illustrate claims.• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.• Constructing explanations for past events using cause and effect.• Using evidence to support and illustrate claims.	
--	--	--	--



THE DOWNLEY SCHOOL

"Learning, Growing and Succeeding Together"

