

Progression Grid – skills and knowledge to be covered

History skills should be taught when linked to projects where possible to ensure real world application.

Summercourt Academy

History



Key Skills
 Developed knowledge of
 chronology
 Significant events in Britain's
 history

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological events	Put significant events in their lives in order. Begin to understand past and present.	Put things in order Significant to themselves.	Put things in order within the topic.	Order events over a larger timescale.	Beginning to think about the impact of historical events/people.	Shows some understanding and talks with some clarity about the impact of historical events.	Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.
Use of sources	Ask questions to find out more about People or photographs. Say own opinions and ideas.	People, photographs, Personal Opinions and facts.	Offers opinions and facts with some reasoning.	Distinguishing between fact and opinions and given reasons.	Understanding the difference between primary and secondary sources.	Use a variety of reliable sources to gain a deeper understanding to compare historical sources and suggest the validity of these.	Understand the methods of historical enquiry, including how it is used to make historical claims.
Historical Enquiry	Ask simple questions to find out more information.	Ask a variety of questions including: Who? Where? When?	Ask a variety of questions including: Who? Where? When? Why?	Children pose own questions to gain a deeper understanding of the topic.	Generate purposeful questions.	Begin to use questioning to understand significant events.	Identify significant events, make connections, draw contrast and analyse trends through questioning.
Analyse and evaluate the impact of significant people/events in history	Begin to talk about why something has happened.	To talk about why something happened.	Explore a particular event and explain how it affected people at the time.	Question why something happened and how it impacted people.	Question why something happened and how it impacted people long term.	A detailed study of a particular famous person and their historical legacy.	A detailed study of a particular famous person and their historical legacy from at least two different points of view.
Vocabulary	Old/New/Now Yesterday/Today/Tomorrow Use and understand meanings of words related to topic.	Past, present, future Language specific to topic (e.g. mummified)	Past, present, future Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)

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Historical timeline:

FS:

Events within living memory-
Historic links to the place where I live.
My family and generations.

KS1:

Changes within living memory.
Events from the past centuries e.g. *The Great fire of London, The first Airplane flight (nationally or globally)*
Significant individuals from the past to compare life in different periods e.g. *Kings and Queens, Explorers e.g. Christopher Columbus and Neil Armstrong. Florence Nightingale, Mary Seacole, Rosa Parks, Samuel Peeps.*
Historical events, people and places in their locality e.g. *House, homes and communities etc.*

LKS2;

Britain stone age to iron age/ Celts e.g. Early hunter-gatherer's, early farmers, bronze age, iron age,
The Roman Empire and its impact on Britain e.g. *Influence on Summercourt could be a focus, culture and beliefs, roman inventions, Boudica, Julius Caesar etc.*
Local history study e.g. *Ireland, Scotland, Famous invasions or a significant sites in British history. (Cornish Tin Mining)*
Ancient Greece e.g. a study of achievements and their influence on the western world.
Ancient Egyptians – achievements of civilization.
Study an aspect/theme in British history that extends pupils chronological knowledge beyond 1066. E.g. *Battle of Britain.*

UPKS2:

Study an aspect/theme in British history that extends pupils chronological knowledge beyond 1066. E.g. *Case studies on changing monarchs, Changes in social history i,e, crime and punishment, turning points in British history- the first railways, the battle of Britain, the great wars – Crimean war.*
Non-European society to provide contrasts e.g. *Mayan Civilization, African civilizations.*