



Byfleet Primary School - History Skills Progression

By the end of Key Stage 1, pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

By the end of Key Stage 2, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one



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of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Everyday life	Describe an aspect of everyday life within or beyond living memory.	Describe the everyday lives of people in a period within or beyond living memory.	Describe the everyday lives of people from past historical periods. Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Create an in-depth study of an aspect of British history beyond 1066. Explain how artefacts provide evidence of everyday life in the past.	Explain how everyday life changed for people after invasion.	Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.
Hierarchy and power	Describe the role of a monarch.	Describe the hierarchy of a past society.	Describe the roles of tribal communities and explain how this influenced everyday life. Describe the hierarchy and different roles in past civilisations. Describe the significance and impact of power struggles on Britain.	Describe the hierarchy and different roles in ancient civilisations.	Describe the significance and impact of power struggles on Anglo-Saxon Britain.	Describe and explain the significance of a leader or monarch.



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<p>Civilisations</p>			<p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>Describe the achievements and influence of the ancient Romans on the wider world.</p>	<p>Explain the cause and consequence of invasion and migration by the Romans into Britain.</p> <p>Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).</p> <p>Describe the significance and impact of power struggles on Britain.</p>	<p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>Explain the cause, consequences and impact of invasion and settlement in Britain.</p> <p>Study a feature of a past civilisation or society.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>	<p>Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p> <p>Describe some of the greatest achievements of mankind and explain why they are important.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>	
	<p>Report and conclude</p>	<p>Create stories, pictures, independent writing and role play about historical events, people and periods.</p>	<p>Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p>	<p>Make choices about the best ways to present historical accounts and information.</p>	<p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>	<p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p>	<p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p>



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Communication	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	Use the historical terms year, decade and century.	Use historical terms to describe different periods of time. Ask well composed historical questions about aspects of everyday life in ancient periods.	Use more complex historical terms to explain and present historical information.	Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Use abstract terms to express historical ideas and information.
Artefacts and sources	Use a range of historical artefacts to find out about the past. Express an opinion about a historical source.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Use historical sources to begin to identify viewpoint.	Make deductions and draw conclusions about the reliability of a historical source or artefact. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Identify bias in primary and secondary sources. Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.	Use a range of historical sources or artefacts to build a picture of a historical event or person.	
Local history	Describe important events in the school's history.	Describe, in simple terms, the importance of local events, people and places.	Analyse a range of historical information to explain how a national or international event has impacted the locality.			
Compare and contrast	Identify similarities and differences between ways of life within or beyond living memory.	Describe what it was like to live in a different period.	Explain the similarities and differences between two periods of history.	Compare and contrast two civilisations.	Compare and contrast an aspect of history across two or more periods studied.	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.



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Significant events	Identify some key features of a significant historical event beyond living memory.	Explain why an event from the past is significant.	Explain the cause and effect of a significant historical event.	Explain in detail the multiple causes and effects of significant events.	Explain why an aspect of world history is significant.	Present a detailed historical narrative about a significant global event.
Significant people	Understand the term significant and explain why a significant individual is important.	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.	Construct a profile of a significant leader using a range of historical sources.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.
Changes over time	Describe changes within or beyond living memory.	Describe how an aspect of life has changed over time.	Summarise how an aspect of British or world history has changed over time.	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them	Frame historically valid questions about continuity and change and construct informed responses.	Describe the causes and consequences of a significant event in history.
British history	Describe a significant historical event in British history.	Describe and explain the importance of a significant individual's achievements on British history.	Describe how a significant event or person in British history changed or influenced how people live today. Explain the cause, consequence and impact of invasion and settlement in Britain.	Describe a series of significant events, linked by a common theme, that show changes over time in Britain. Explain the cause, consequence and impact of invasion and settlement in Britain.	Create an in-depth study of an aspect of British history beyond 1066.	Debate the significance of a historical person, event, discovery or invention in British history.
Chronology	Order information on a timeline.	Sequence significant information in chronological order.	Sequence dates and information from several historical periods on a timeline.	Sequence significant dates about events within a historical time period on historical timelines.	Sequence and make connections between periods of world history on a timeline.	Articulate and present a clear, chronological world history narrative within and across historical periods studied.