

## Stukeley Federation - Progression in History Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Cognitive Skills – These skills are accumulative.</b>	Recognise	Recognise, identify, describe, observe	Select, categorise, classify, sequence, compare and contrast.	Recall, reason, speculate summarise	Synthesise, explain, demonstrate understanding	Empathise, reach informed conclusions, make reasoned judgements, justify	Apply, evaluate, critique, hypothesise
<b>Chronology Understanding</b>		Sequence events or objects in chronological order.	Sequence artefacts closer together in time.  Sequence photos from different periods of their life.  Describe memories of key events in lives.	Place the time studied on a time line.  Sequence events or artefacts.  Use dates related to the passing of time.	Place events from period studied on a time line.  Use terms related to the period and begin to date events.  Understand more complex terms e.g. BCE/AD	Place current study on time line in relation to other studies.  Know and sequence key events of time studied.  Use relevant terms and periods labels.  Relate current studies to previous studies.  Make comparisons between different times in history.	Place current study on time line in relation to other studies.  Use relevant dates and terms.  Sequence up to ten events on a time line.
<b>Range and Depth of historical knowledge</b>	<b>ELG</b> – Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.  <b>ELG</b> -Understand the past through settings, characters and events encountered in books read in class.	Begin to describe similarities and differences in artefacts  Drama- why people did things in the past.  Use a range of sources to find out characteristic features of the past.	Find out about people and events in other times  Collections of artefacts- confidentially describe similarities and differences  Drama-develop empathy and understanding (hot seating, speaking and listening)	Find out about everyday lives of people in time studied  Compare with our life today  Identify reasons for and results of people's actions Understand why people may have had to do something	Use evidence to reconstruct life in time studied  Identify key features and events  Look for links and effects in times studied  Offer a reasonable explanation for some events  Develop a broad understanding of ancient civilisations	Study different aspects of life for different people  Examine causes and results of great events and the impact on people  Compare life in early and late times studied Compare an aspect of life with the same aspect in another period  Study an ancient civilisation in detail	Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings  Compare beliefs and behaviour with another period studied  Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation  Know key dates, characters and events of time studied  Compare and contrast ancient civilisations.
<b>Interpretation of History</b>	Talk about members of their immediate family and community.	Begin to identify different ways to represent the past e.g. photos, stories, adults talking about the past	Compare pictures or photographs of people or events in the past	Identify and give reasons for different ways in which the past is represented	Look at the evidence available	Compare accounts of events from different sources. Fact or fiction	Link sources and work out how conclusions were arrived at

	Compare and contrast characters from stories including figures from the past.		Able to identify different ways to represent the past	Distinguish between different sources and value their usefulness  Look at representations of the period	Begin to evaluate the usefulness of different sources  Use of textbooks and historical knowledge	Offer some reasons for different versions of events	Consider ways of checking the accuracy of interpretations - fact or fiction or opinion  Be aware that different evidence will lead to different conclusions
<b>Historical enquiry</b>	Comment on images of familiar situations in the past.	Sort artefacts 'then' and 'now'  Use as wide a range of sources possible  Ask and answer questions related to different sources and objects	Use a source - why? what? who? how? where? to ask questions and find answers  Sequence a collection of artefacts  Use of timelines  Discuss effectiveness of sources	Use a range of sources to find out about a period  Observe small details - artefacts, pictures  Select and record information relevant to the study Begin to use the library, eLearning for research  Ask and answer questions	Use evidence to build up a picture of a past event  Choose relevant material to present a picture of one aspect of life in time past  Ask a variety of questions  Use the library, eLearning for research	Begin to identify primary and secondary sources  Use evidence to build up a picture of life in time studied  Select relevant sections of information  Confident use of library, eLearning	Recognise primary and secondary sources  Use a range of sources to find out about an aspect of time past  Suggest omissions and the means of finding out  Bring knowledge gathered from several sources together in a fluent account
<b>Vocabulary</b>		<b>Great Explorers</b> - explorer, expedition, summit polar, pioneer, aviator, navigated; compass; anchor; voyage; islands; inhabitants; landscape; native; indigenous; NASA; astronaut; lunar; universe; mankind; President; government; solar system; planet.  <b>Local History</b> archaeologist; artefact; excavate; evidence; archaeological dig.  <b>Toys</b> - Historian; time; BC; AD; chronological; recent; Stonehenge; village; Great Fire of London		<b>Stone Age, Bronze Age, Iron Age</b> - chronological; extinct; mammoth; eroded; excavation; deposit; cliff;; dig; organic; tools; vegetation; deciduous; coniferous; Palaeolithic; New Stone Age; Neolithic; hunter-gatherers; nomadic; weapons; flint; knapped; harpoon; crops; domesticated; pottery; flute;; spindle whorl; spin; yarn; weave; monument; pasture; ceremonial; burial; cremated; ritual; ochre; pigment; wattle; daub; settlement ;smelting; chisel; carcass; harness; sieve; spear; shaft; armllet; arrow; dagger; scythe; archer; grave; Stonehenge; warrior; trade; international; avenue; summer solstice; settlement; capstone; peat; acidic; cremated; urn; warrior; chief; hill fort; hectare;; mound; Celts; fertile; neighbouring; attack; steal; siege; surrender; barter; swap; exchange; hoard; chariot; Boudica.  <b>Romans</b> -: Roman Empire; emperor; empress; Italy; gladiators; amphitheatre; mural; mosaic; senator; nobleman; consul; spectators; Colosseum; magistrate; testimonial; social class; plebeians.  <b>Anglo-Saxons</b> - tribe; Picts; Saxons; Angles; Jutes; Anglo-Saxon; Denmark; Netherlands; Germany; settlement; thatched; reeds; lowland; pagan; Scandinavia; Norway; Sweden; East Anglia.		<b>Maya</b> - Maya; Mexico; country; Central America; region; Colombia; Panama; Panama City; Costa Rica; San José; Nicaragua; Managua; Honduras; Tegucigalpa; El Salvador; Guatemala; Guatemala City; landscape; pyramid; summer solstice; sink hole; collapse; sacrifice; observatory; headdress; quetzal; executed.  <b>Battle of Britain</b> - Second World War; Nazi Germany; Winston Churchill; prime minister; Parliament; Adolf Hitler; Führer; Reich evacuation; Dunkirk; Channel Islands; soldiers; Luftwaffe; Royal Air Force; battleship; aircraft carrier; destroyer; minesweeper; submarine; artillery; Spitfire; Junkers; Hurricane; Bomber Command; Lancaster.  <b>Shang</b> - Dragon; Chinese New Year; culture; myth; legend; folklore; patron saint; hieroglyph; chariot; jade; cauldron.  <b>Trojan Horse</b> - Trojan Horse; Ancient Greece; Europe; Greece; kingdoms; Troy; Sparta; Mycenae; kidnapped; Paris of Troy; Queen Helen of Sparta; King Menelaus of Sparta; King Agamemnon of Mycenae; expedition; Trojan War; Aegean Sea; capture; siege; starvation; disease; surrender; Odysseus; Athena; warriors; Sinon; Kingdom of Atlantis; Poseidon;	

			<b>Vikings</b> - Inhabited; heathens; long ships; Norsemen; Men of the North; chieftain; Scandinavia; Norway; Sweden; Denmark; invasion; homeland.	
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