

## Progression of skills in History

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<u>Skill</u>	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Constructing the past	Identifying that things from the past might be different from today – technology, cars, houses etc.	<p>Identifying that events have happened in the past and significant people from the past have helped shape the present locally – George Stephenson and the development of trains Queen Victoria and the impact on the Empire.</p> <p>Identifying that there are some themes that link history together – locality, transport etc.</p>	<p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Important women throughout time</p> <p>Identifying that the past is remembered or 'constructed' in different ways across the world</p> <p>Identifying that the past can be commemorated each year at specific times</p>	<p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> <li>• power,</li> <li>• housing/settlements,</li> <li>• society,</li> </ul> <p>Building a coherent knowledge Ancient Egypt by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> <li>• power,</li> <li>• housing/settlements,</li> <li>• society,</li> </ul> <p>Building a coherent knowledge of Ancient Greece by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> <li>• power,</li> <li>• housing/settlements,</li> <li>• society,</li> </ul> <p>And by drawing comparisons to KS1</p>	<p>Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on:</p> <ul style="list-style-type: none"> <li>• power,</li> <li>• housing/settlements,</li> <li>• society,</li> </ul> <p>Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Scots Britain by comparison on:</p> <ul style="list-style-type: none"> <li>• power,</li> <li>• housing/settlements,</li> <li>• society,</li> </ul> <p>Building a coherent knowledge of the Indus Valley by comparison on:</p> <ul style="list-style-type: none"> <li>• power,</li> <li>• housing/settlements,</li> <li>• society,</li> </ul> <p>And by drawing comparisons to previous topics – Indus Valley link to Ancient</p>	<p>Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on:</p> <ul style="list-style-type: none"> <li>• power,</li> <li>• housing/settlements,</li> <li>• society,</li> </ul> <p>Identifying the impact of the Maya on the western world and their chronological place in the context of world history</p> <p>Building an understanding of post-1066 Britain through WW1 in our locality and the impact on today's world.</p>	<p>Building an understanding of post-1066 Britain through WW2 by comparison on:</p> <ul style="list-style-type: none"> <li>• power,</li> <li>• housing/settlements,</li> <li>• society</li> </ul> <p>Building an understanding of local history – Post war County Durham and North East England.</p>

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				topics such as the role of women.	Egyptians (town planning, writing etc)		
Sequencing the past/Chronology	<p>Identifying that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves</p> <p>Identifying that events and changes have happened in order – development of trains</p> <p>Identifying that there are different periods of time in history – Georgians/Victorians/Tudors/ 20thC etc.</p>	<p>Identifying and comparing people from different periods of time – Dr Ruth Nicolson (local medical pioneer in WW2) and Alison Kay (founder of the People’s Kitchen)</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – ‘Dr Ruth made medical</p>	<p>Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements</p> <p>Developing an understanding of concurrence of civilisations around the world during these times</p> <p>Placing previously learnt periods into context and identifying their impact – compare what happened in Stone Age/Iron Age to what was happening at the same time in Ancient Greece</p>	<p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Placing the Vikings and Anglo Saxons into the wider context of historical chronology</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p> <p>Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons</p>	<p>Placing Britain during WW2 into chronological context and its legacy and impact today</p>

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			advances because..' 'Alison Kay needed to found the People's kitchen because..				
Continuity and change	Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.	Identifying that changes have happened in history that can impact on today – George Stephenson and the development of trains;  Identifying that there are reasons for continuities and changes and stating some of these  Identifying that continuity or change can be a good thing or a bad thing	Identifying that changes throughout history have had important consequences – development of medicine, helping people, comparison to mining today (link to the Bradley Coal Mine and public perceptions.  Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc	Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: <ul style="list-style-type: none"> <li>power,</li> <li>society,</li> <li>settlements,</li> </ul> Identifying the continuity and changes throughout Ancient Egypt by comparison of: <ul style="list-style-type: none"> <li>power,</li> <li>society,</li> <li>settlements,</li> </ul> Identifying the continuity and changes throughout Ancient Greece by comparison of: <ul style="list-style-type: none"> <li>power,</li> <li>society,</li> <li>settlements,</li> </ul>	Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: <ul style="list-style-type: none"> <li>power,</li> <li>society,</li> <li>settlements,</li> </ul> Identifying the similarities and differences between the Indus Valley and the Bronze Age in Britain through: <ul style="list-style-type: none"> <li>power,</li> <li>society,</li> <li>settlements,</li> </ul> Identifying the continuity and change throughout Anglo-Saxon and Scot Britain from Roman Britain through comparison of: <ul style="list-style-type: none"> <li>power,</li> <li>society,</li> <li>settlements,</li> </ul>	Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of: <ul style="list-style-type: none"> <li>power,</li> <li>society,</li> <li>settlements,</li> </ul> Identifying the continuities and changes of Maya achievements and inventions from then to now through: <ul style="list-style-type: none"> <li>power</li> <li>society,</li> <li>settlements</li> </ul> Directly compare with Vikings.	Identifying the continuity and change from Victorian Britain to the modern day through comparison of: <ul style="list-style-type: none"> <li>housing,</li> <li>society,</li> <li>power</li> </ul> Using the local history study to compare.

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			– link with important women through time and social standing.				
Cause and effect	Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.	Identifying that certain events and individuals have had major consequences in history – George Stephenson’s developments led to national railways etc. Queen Victoria and the impact her reign had on the Empire (development of trains across the world)  Identifying that history can affect the local area, as well as nationally and globally – development of railways and exporting of ideas to other countries  Identifying that there are reasons for continuity and change and begin to use the terms ‘cause’ and ‘effect’	Identifying that certain events and individuals have had major consequences in history – how mining shaped our whole area.  Identifying how events from history are so significant that they are remembered each year – Remembrance etc  Identifying specific causes and effects from different periods and beginning to establish links	Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally  Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life  Identifying the causes and effects of settlements locality to water and how where people settled had an impact on their life.	Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today  Identifying the importance of the power struggle between the different Anglo-Saxon tribes and what this meant for society.	Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.  Identifying the effects and influence of Maya achievements on the Western world  Identifying that one event can have multiple effects – Start of WW1	Identifying why WW2 began and why it was so significant across the rest of the world.  Identifying the cause and effect of WW2 on County Durham – were any advancements made?

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			between them.				
Significance and interpretation	Understanding that some events and people from history are important because they have achieved something or had an effect	Identifying why certain people/events are significant in history – achievements, impact etc.  Identifying why some individuals are significant both locally and nationally – George Stephenson – growth of the area, growth of railways nationally etc.  Begin to understand what makes someone or something significant – Queen Victoria and the impact on the Empire.	Identifying why certain people/events are significant in the wider context of history – Important women and their impact globally.  Identifying that certain individuals and events have had an impact locally, nationally and internationally – Dr Ruth Nicolson and Alison Kay	Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain  Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence	Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified  Identify why Boudicca is such a significant individual for both British and Roman British history  Identify why interpretation of these sources is critical to our understanding of the past	Using primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints – the power struggle for the Kingdom of England at the time of Edward the Confessor (Vikings and Anglo Saxons) -The start of WW1 and the differing viewpoints.  Identify why interpretations can change in light of new evidence – investigate how our views on the past change when we have more information (were Vikings vicious etc)	Identifying the significance of WW2 and the impact on today – remembrance, peace treaties etc  Interpreting achievements – did all countries have achievements? Achievements of women? Understanding why others might choose alternative achievements
Carrying out a historical enquiry	Starting to ask simple questions about people or events from within living memory	Did George Stephenson help to change JUST our area?  Guided enquiry using knowledge from topic	What was the most important advancement to happen to our local area because of mining? (link to knowledge learned in YR 1 George	Were the Ancient Greeks all that important for us now?  Small independent enquiry using pre-selected primary and secondary sources  Begin to make independent decisions	How much did the Romans really impact Britain?  Independent enquiry using a range of primary and secondary sources	Were the Vikings really vicious compared to other civilizations?  Independent selection of sources to provide evidence  Making independent decisions using a range of evidence to justify	Independently identifying important achievements from the WW2 – Critical thinking, reasoning, research and debate. This

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			Stephenson invented a safety lamp)  Guided enquiry using knowledge from topic  Making semi-independent decisions and using evidence provided to justify	and use evidence to justify	Make independent decisions and using evidence to justify		could be based on significant people.  Independent selection of sources, arguments and evidence to justify opinion  Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate
Using sources as evidence	Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event	Analyse a variety of artefacts/objects to infer about an individual or event  Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.	Understanding the difference between primary and secondary sources  Make reasoned interpretations about individuals and events by using a small selection of focused sources	Identifying primary and secondary sources – artefacts, books, internet etc.  Identifying why sources are limited for the Stone, Bronze and Iron ages	Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio  Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence	Using sources to interpret viewpoints, including bias  Identify why viewpoints differ and why bias might skew these viewpoints  Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings	Conducting an enquiry about the greatest impact of WW2 on today – using sources as evidence in a debate  Identify the effectiveness of sources as evidence  Use sources of evidence as the basis for an opinion

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							Begin to make references to evidence as justification
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