

History Progression of Skills KS1 – Year 1

Topic	N.C. Objectives Covered
Autumn 1 (Toys) Why do people need to play?	Identify changes within living memory in National life. Place people and events in a chronological framework. Correctly use words and phrases linked with 'time'. Identify similarities and differences between periods. Understand ways of finding out about the past.
Autumn 2 (Rosa Parks / Emily Davison) What makes a person brave?	Study of significant individual—more than one, from two different periods of time. Place people and events in a chronological framework. Correctly use words and phrases linked with 'time'. Identify similarities and differences between periods. Understand ways of finding out about the past. Identify different ways the past has been represented. Choose relevant sources (including stories)
Spring 1 (Amelia Earhart & hot air balloons) Why do some people want to fly?	Identify similarities and differences between ways of life in different periods Place people and events in a chronological framework Correctly use words and phrases linked with time Understand ways of finding out about the past Study of significant individuals Identify different ways the past has been represented

History Progression of Skills KS1 – Year 2

Topic	N.C. Objectives Covered
Autumn 1 (Great Fire of London) Is fire good or bad?	Study: significant events (national or global) not in living memory. Study: significant events , people and places within locality. Place people and events in a chronological framework. Understand ways of finding out about the past. Fit people/events into a timeline. Ask and answer questions.
Autumn 2 (Mary Seacole & Florence Nightingale) What makes people helpful?	Study: significant events, people and places within locality. Study of a significant individual—more than one, from two different periods of time. Place people and events in a chronological framework. Correctly use words and phrases linked with 'time'. Identify similarities and differences between periods. Understand ways of finding out about the past. Identify different ways the past has been represented.

History Progression of Skills KS2 – Year 3

Topic	N.C. Objectives Covered
Autumn 1 (Changes in Britain from Stone Age – Bronze Age) What makes people change?	Study: changes in Britain from Stone to Iron Age. Detailed references to timelines/chronological frameworks. Accurate use of historical terms. Ask and answer historically valid questions. Describe and detail aspects of different periods. Identify connections, differences and similarities between events and periods in the past. Understand how knowledge of the past is constructed from a range of sources.
Autumn 2 (Cleopatra) What makes a good leader?	Study: achievement of early civilisation – Ancient Egypt. Detailed references to timelines/chronological frameworks. Accurate use of historical terms. Describe and detail aspects of different periods. Identify connections, differences and similarities between events and periods in the past. Understand how knowledge of the past is constructed from a range of sources.

History Progression of Skills – Year 4

Topic	N.C. Objectives Covered
Autumn 1&2 (The Romans) What can we learn from different people?	Study: Roman Empire and impact on Britain. Detailed references to timelines/chronological frameworks. Accurate use of historical terms. Ask and answer historically valid questions Describe and detail aspects of different periods. Identify connections, differences and similarities between events and periods in the past. Understand how knowledge of the past is constructed from a range of sources.
Spring 1 (Eweka + Ancient Kingdom of Benin) What makes a kingdom successful?	Study: a non-European society that provides contrasts with British history Detailed references to timelines/chronological frameworks. Accurate use of historical terms Ask and answer historically valid questions. Describe and detail aspects of different periods. Identify connections, differences and similarities between events and periods in the past. Understand how knowledge of the past is constructed from a range of sources. Recognise different versions of the past. Suggest reasons for differences in the way the past is represented

History Progression of Skills – Year 5

Topic	N.C. Objectives Covered
Autumn 1 & 2 (Anglo-Saxons, Scots, Vikings) What is the impact of immigration?	Study: Britain's settlement by Anglo-Saxons and Scots. Study: Viking and Anglo-Saxon struggle 'til Edward the Confessor. Accurate use of historical terms. Ask and answer historically valid questions. Describe and detail aspects of different periods. Identify connections, differences and similarities between events and periods in the past. Understand how knowledge of the past is constructed from a range of sources.
Spring 1 (Nelson Mandela) How can people change the world?	Detailed references to timelines/chronological frameworks. Accurate use of historical terms. Ask and answer historically valid questions. Describe and detail aspects of different periods. Understand how knowledge of the past is constructed from a range of sources. Recognise different versions of the past. Suggest reasons for differences in the way the past is represented.

History Progression of Skills – Year 6

Topic	N.C. Objectives Covered
Autumn 1 & 2 (World War 2) Why is there conflict in the world?	Accurate use of historical terms. Ask and answer historically valid questions. Describe and detail aspects of different periods. Identify connections, differences and similarities between events and periods in the past. Understand how knowledge of the past is constructed from a range of sources.
Summer 2 (Ancient Greece) How does the past influence the future?	Study: Ancient Greece and influence on western world. Accurate use of historical terms. Ask and answer historically valid questions. Describe and detail aspects of different periods. Identify connections, differences and similarities between events and periods in the past. Understand how knowledge of the past is constructed from a range of sources.