

## History Progression of Skills 2024-2025

YEAR 1 Coverage

T1 History of Smarden (local history - the school and its community) \*

T3 Changes in childhood over time

T5 Pirates and Grace O'Malley

<p><b>Substantive Knowledge and Primary Concepts to be covered in bold :</b></p> <p><b>Trade - shops and how they have changed over time</b>  <b>Monarchy - changes in Monarch - changes in childhood; Grace O'Malley and Elizabeth 1</b>  <b>Settlement - Local area; homes and how they have changed</b>          Immigration          Invasion  <b>Religion - Churches in Smarden, different faiths</b>          Government</p>	<p><b>Disciplinary knowledge/Second Order Concepts to be covered in bold:</b></p> <ul style="list-style-type: none"> <li>● <b>Chronological understanding</b></li> <li>● Range and depth of understanding and knowledge</li> <li>● <b>Questioning and historical enquiry</b></li> <li>● <b>Continuity and change</b></li> <li>● Cause and consequence</li> <li>● <b>Similarities and differences</b></li> </ul>	<p><b>Vocabulary</b></p> <p>Recently, now, later, a long time ago, past, present, future, timeline</p>
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<p><b>Prior learning</b></p>
<p>YR homes topic - looked at tudor buildings in the village and compared them to modern homes; explored different types of homes including caravans          YR Pirates topic - parts of a ship, parts of a pirate, maps,          YR family history</p>

<p><b>Year 1 Areas of Study – Children will be taught about:</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory which are significant nationally or globally.</p> <p>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.</p>	<p><b>Chronological Understanding</b></p> <p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past</p> <p>Place known events and objects in chronological order (timeline)</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long ti</p>
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Significant historical events, people and places in their own locality.	
<b>Knowledge and understanding of events, people and changes in the past</b>	<b>Historical interpretation</b>
Recall some facts about people/events before living memory Say why people may have acted the way they did. Identify some similarities and differences between ways of life in different periods.	Look at books, videos, photographs, pictures and artefacts to find out about the past. Relate his/her own account of an event and understand that others may give a different version
<b>Historical enquiry</b>	<b>Organisation and communication</b>
Describe some simple similarities and differences between artefacts.  Find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?'  Sort artefacts from 'then' and 'now'.  Ask and answer relevant basic questions about the past.	Sort events or objects into groups (i.e. then and now.)  Use timelines to order events or objects.  Tell stories about the past, including role-play.  Talk, draw or write about aspects of the past.
<b>Year 1 Mastery</b>	<b>Year 1 Mastery with Greater Depth</b>
<ul style="list-style-type: none"> <li>● <b>Sequence</b> events and artefacts into chronological order.</li> <li>● <b>Sort</b> artefacts into 'then' and 'now'</li> <li>● <b>Ask and answer questions</b> related to a range of different sources</li> <li>● <b>Use a range of sources</b> to find out about people and what they did in the past</li> <li>● Able to <b>represent</b> the past in different ways (photos, stories, ICT, drama, timelines, drawing) and distinguish between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Recall</b> and sequence several events and artefacts into a chronological order</li> <li>● <b>Sort</b> artefacts into 'then' and 'now'</li> <li>● <b>Ask and answer questions</b> related to a range of different sources, with confidence and little support</li> <li>● <b>Use a range of sources</b> to find out about people and what they did in the past (with support). Start to show empathy give reasons for people's actions and events</li> <li>● Able to <b>represent</b> the past in different ways (photos, stories, ICT, drama, timelines, drawing) and confidently distinguish between fact and fiction</li> </ul>

YEAR 2 Coverage

T1 Explorers of the skies (Neil Armstrong, Amelia Earheart, Amy Johnson)

T3 Explorers of the ice

T5 The Seaside past and present

<p><b>Substantive Knowledge and Primary Concepts to be covered in bold :</b></p> <p><b>Trade - explorers, currency of exchange, debts, trade routes, profits</b>  <b>Monarchy - Victorian seaside holidays</b>  <b>Settlement - travel - change in transport; changes over time at the seaside</b>          Immigration          Invasion          Religion          Government</p>	<p><b>Disciplinary knowledge/Second Order Concepts to be covered in bold:</b></p> <ul style="list-style-type: none"> <li>● <b>Chronological understanding</b></li> <li>● Range and depth of understanding and knowledge</li> <li>● <b>Questioning and historical enquiry</b></li> <li>● <b>Continuity and change</b></li> <li>● Cause and consequence</li> <li>● <b>Similarities and differences</b></li> </ul>	<p><b>Vocabulary</b></p> <p>Decade, century, trade, sources of evidence, explorer, transport</p>
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<p><b>Prior learning</b></p>
<p>History of Smarden; Great Fire of London, homes in the village, pirates</p>

<p><b>Year 2 Areas of Study – Children will be taught about:</b></p>	<p><b>Chronological Understanding</b></p>
<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory which are significant nationally or globally e.g. Moon landing, first people to the Poles, Transglobe Expedition</p> <p>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 e.g. Neil Armstrong, Shackleton</p> <p>Significant historical events, people and places in their own locality e.g. Amy Johnson</p> <p>Show an awareness of the past and use the words past and present when telling</p>	<p>Show an awareness of the past and use the words past and present when telling others about an event.</p> <p>Recount changes in my own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened within a chronological framework (timeline)</p> <p>Identify similarities and differences between ways of life in different periods</p>

<p>others about an event.</p> <p>Recount changes in my own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened within a chronological framework (timeline)</p> <p>Identify similarities and differences between ways of life in different periods</p> <p>Knowledge and und</p>	
<b>Knowledge and understanding of events, people and changes in the past</b>	<b>Historical interpretation</b>
<p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Think about and discuss the origins of these sources – do we know who made them, or took the photograph etc. Why did they do this?</p>
<b>Historical enquiry</b>	<b>Organisation and communication</b>
<p>Understand some of the ways in which we find out about the past</p> <p>Identify different ways in which the past is represented.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p>	<p>Use a wide vocabulary of everyday historical terms to describe objects, people or events in history.</p> <p>Speak about how he/she has found out about the past e.g. through role-play.</p> <p>Record what he/she has learned by drawing and writing, including using ICT.</p>
<b>Year 2 Mastery</b>	<b>Year 2 Mastery with Greater Depth</b>
<ul style="list-style-type: none"> <li>● <b>Sequence</b> events, photos and artefacts into chronological order for different periods of time</li> <li>● <b>Use</b> a wide range of sources and ask and answer a range of questions</li> <li>● <b>Recognise</b> and <b>understand</b> the actions of people and why events happened, developing empathy</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Recall</b> and sequence several events <b>with accuracy</b></li> <li>● <b>Use</b> a wide range of sources to ask and answer questions <b>with confidence</b></li> <li>● <b>Recognise</b> and <b>explain</b> the actions of people and why events happened, showing empathy</li> </ul>

- **Compare** photographs of people and past events to **identify** differences in ways of life
- **Identify** different ways in which the past is represented

- **Compare** photographs of people and past events to **identify** differences in ways of life
- Start to **hypothesise** about different ways in which the past is represented
- **Use a range of sources** to find out about people and what they did in the past (with support). Start to show empathy give reasons for people's actions and events
- Able to **represent** the past in different ways (photos, stories, ICT, drama, timelines, drawing) and confidently distinguish between fact and fiction

YEAR 3 Coverage

T1 In depth study of an ancient civilization (Egypt)

T3 Beyond 1066 (Victorians)

T5 Local history study

<p><b>Substantive Knowledge and Primary Concepts:</b></p> <p><b>Trade - industrial revolution, Ptolemaic trade</b>  <b>Monarchy - Egyptian pharaohs, Queen Victoria</b>  <b>Settlement - changes to Egypt over time; Victorian development of UK cities</b>  <b>Immigration - Victorian London</b>  <b>Invasion - British Empire</b>  <b>Religion - Egyptian gods</b>  <b>Government - Ancient Egypt</b></p>	<p><b>Disciplinary knowledge/Second Order Concepts:</b></p> <ul style="list-style-type: none"> <li>● <b>Chronological understanding</b></li> <li>● <b>Range and depth of understanding and knowledge</b></li> <li>● <b>Questioning and historical enquiry</b></li> <li>● <b>Continuity and change</b></li> <li>● <b>Cause and consequence</b></li> <li>● <b>Similarities and differences</b></li> </ul>	<p><b>Vocabulary</b></p> <p>Settlement, immigration, invasion, government, artefacts, BCE (before common era), CE (common era), BC, AD, during, empire, period, millennium, primary and secondary sources ancient, civilisation, era</p>
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<p><b>Prior learning in KS1</b></p>
<p>History of Smarden, Great Fire of London, Explorers, Titanic, Seasides Past and Present</p>

<p><b>Year 3 Areas of Study – Children will be taught about:</b></p>	<p><b>Chronological Understanding</b></p>
<p>The achievements of the earliest civilizations – a depth study of Ancient Egypt</p> <p>A study of an aspect in British history that extends pupil’s chronological knowledge beyond 1066 (The Victorians)</p> <p>A local history study</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Describe dates of and order significant events from the period studied (timeline)</p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe memories of key events in his/her life using historical vocabulary.</p>
<p><b>Knowledge and understanding of events, people and changes in the past</b></p>	<p><b>Historical interpretation</b></p>
<p>Use evidence to describe the culture and leisure activities from the past.</p>	<p>Explore the idea that there are different accounts of history and what the reasons for</p>

<p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Use evidence to describe buildings and their uses of people from the past</p>	<p>this might be.</p>
<p><b>Historical enquiry</b></p>	<p><b>Organisation and communication</b></p>
<p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Use a variety of resources to find out about aspects of life in the past.</p> <p>E.g. documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p>	<p>Communicate his/her learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>
<p><b>Year 3 Mastery</b></p>	<p><b>Year 3 Mastery with Greater Depth</b></p>
<ul style="list-style-type: none"> <li>● <b>Recall</b> and sequence several events on a timeline, and order artefacts, <b>with accuracy</b></li> <li>● Use and <b>evaluate</b> a wide range of sources and theories, and ask and answer a range of questions</li> <li>● <b>Compare and contrast</b> the lives of people from the period studied to the present day</li> <li>● <b>Identify</b> similarities and differences between periods of time</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Recall</b> and sequence several events on a timeline, and order artefacts, <b>with accuracy</b></li> <li>● <b>Evaluate</b> a wide range of sources and theories, to ask and answer questions with confidence</li> <li>● <b>Compare and contrast</b> the lives of people from the period studied to the present day</li> <li>● <b>Identify</b> and <b>explain</b> similarities and differences between periods of time.</li> <li>● Start to <b>hypothesise</b> about reasons for changes within the period studied</li> </ul>

YEAR 4 Coverage

T1 In depth study of an ancient civilisation Indus Valley or Egypt

T3 Beyond 1066 (Elizabethan or Victorian)

T5 Local history study - trees or transport

<b>Prior Learning</b>	
Stone Age to Iron Age , Romans, Comparing Ancient civilizations (overview)	
<b>Year 4 Areas of Study – Children will be taught about:</b>	<b>Chronological Understanding</b>
In depth study of an ancient civilisation (Indus Valley or Egypt) Beyond 1066 (Elizabethan or Victorian) Local history study (Trees or transport)	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)  Place some historical periods in a chronological framework(timeline)  Describe the main changes in a period in history.  Use historic terms related to the period of study.
<b>Knowledge and understanding of events, people and changes in the past</b>	<b>Historical interpretation</b>
Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today.	Look at different versions of the same event in history and identify differences.  Know that people in the past represent events or ideas in a way that persuades others.  Understand that sources can contradict each other.
<b>Historical enquiry</b>	<b>Organisation and communication</b>
Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. E.g.	Communicate his/her learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.



documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.

#### Year 4 Mastery

- **Recall** and place people, dates and events on a timeline **with accuracy**. Use terms related to that period.
- Use and **evaluate** a wide range of sources and ask and answer a range of questions
- **Summarise** and **describe** cause and effect of an event and give reasons for changes in the period studied
- **Identify** different ways in which the past can be represented or interpreted

#### Year 4 Mastery with Greater Depth

- **Recall** and place people, dates and events on a timeline **with accuracy**. Start to **make comparisons** between different times
- **Evaluate** a wide range of sources, ask and answer questions, and make judgements on evidence gathered
- Draw on evidence to **confidently explain** the causes of key events and the impact on people
- **Identify** and **describe** cause and effect of an event and give reasons for changes in the period studied
- Start to **hypothesise** why past is represented and interpreted in different ways

YEAR 5 Coverage

T1 In depth study of an ancient civilisation Indus Valley

T3 Beyond 1066 (Elizabethan)

T5 Local history study - transport

<p><b>Substantive Knowledge and Primary Concepts:</b></p> <p><b>Trade - Indus Valley; local history</b>  <b>Monarchy - Elizabeth I</b>  <b>Settlement - Indus Valley; local history</b>  <b>Immigration - Indus Valley; Elizabethan</b>  <b>Invasion - Elizabethan</b>  <b>Religion - Elizabethan</b>  <b>Government - Indus Valley</b></p>	<p><b>Disciplinary knowledge/Second Order Concepts:</b></p> <ul style="list-style-type: none"> <li>● <b>Chronological understanding</b></li> <li>● <b>Range and depth of understanding and knowledge</b></li> <li>● <b>Questioning and historical enquiry</b></li> <li>● <b>Continuity and change</b></li> <li>● <b>Cause and consequence</b></li> <li>● <b>Similarities and differences</b></li> </ul>	<p><b>Vocabulary</b></p> <p>Settlement, immigration, invasion, government, artefacts, BCE (before common era), CE (common era), BC, AD, during, empire, period, millennium, primary and secondary sources ancient, civilisation, era</p>
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<p><b>Prior learning</b></p>
<p>Stone Age to Iron Age , Romans, Comparing Ancient civilizations (overview), Anglo-saxons, Vikings, Ancient Egypt</p>

<p><b>Year 5 Areas of Study – Children will be taught about:</b></p>	<p><b>Chronological Understanding</b></p>
<p>In depth study of an ancient civilisation Indus Valley</p> <p>Beyond 1066 (Elizabethan)</p> <p>Local history study - transport</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Describe the main changes in a period in history.</p> <p>Use dates to order and place significant events on a timeline.</p>
<p><b>Knowledge and understanding of events, people and changes in the past</b></p>	<p><b>Historical interpretation</b></p>
<p>Choose reliable sources of information to find out about the past.</p> <p>Give some reasons (with evidence) for some important historical events.</p> <p>Describe similarities and differences between some people, events and artefacts studied</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Understand that the type of information available depends on the period of time</p>

<p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</p>	<p>studied.</p> <p>Evaluate the usefulness of a variety of sources.</p> <p>Make comparisons between aspects of periods of history and the present day.</p>
<p><b>Historical enquiry</b></p>	<p><b>Organisation and communication</b></p>
<p>Compare sources of information available for the study of different times in the past</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate their own lines of enquiry by posing questions to answer.</p>	<p>Provide an account of a historical event based on more than one source.</p> <p>Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.</p>
<p><b>Year 5 Mastery</b></p>	<p><b>Year 5 Mastery with Greater Depth</b></p>
<ul style="list-style-type: none"> <li>● <b>Map</b> the current area of study on a timeline in relation to other periods</li> <li>● <b>Identify</b> a range of primary and secondary sources to find out about an aspect of the past</li> <li>● Use factual knowledge to describe the impact of an event of people, <b>making connections</b> with different periods</li> <li>● <b>Summarise</b> reasons for and the impact of historical events and changes within a period of time</li> </ul>	<ul style="list-style-type: none"> <li>● Map the current area of study on a timeline in relation to other periods, <b>making comparisons</b> between different times</li> <li>● <b>Evaluate</b> primary and secondary sources to make statements about the time studied</li> <li>● <b>Elaborate</b> on factual knowledge when describing an event and the impact on people</li> <li>● Use evidence to <b>hypothesise</b> about reasons for historical events and changes within a period of time</li> <li>● <b>Appreciate</b> that there are differences in how the past has been represented</li> </ul>

YEAR 6 Coverage

T1 Ancient Greece; life, achievements and its legacy

T3 The Blitz and WW2

T5 Constrasting British history with Mayan history

<p><b>Substantive Knowledge and Primary Concepts:</b></p> <p><b>Trade - Mayan; Greece</b>  <b>Monarchy - Mayan; WW2</b>  <b>Settlement - Greece</b>  <b>Immigration - Greece</b>  <b>Invasion - WW2</b>  <b>Religion - Greece; WW2, Maya</b>  <b>Government - WW2</b></p>	<p><b>Disciplinary knowledge/Second Order Concepts:</b></p> <ul style="list-style-type: none"> <li>● <b>Chronological understanding</b></li> <li>● <b>Range and depth of understanding and knowledge</b></li> <li>● <b>Questioning and historical enquiry</b></li> <li>● <b>Continuity and change</b></li> <li>● <b>Cause and consequence</b></li> <li>● <b>Similarities and differences</b></li> </ul>	<p><b>Vocabulary</b></p> <p>social, religious, political, technological, cultural to describe key changes</p>
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<p><b>Prior learning</b></p>
<p>Stone Age to Iron Age , Romans, Comparing Ancient civilizations (overview), Anglo-saxons, Vikings, Ancient Egypt</p>

<p><b>Year 6 Areas of Study – Children will be taught about:</b></p>	<p><b>Chronological Understanding</b></p>
<p>Ancient Greece; life, achievements and its legacy</p> <p>The Blitz and WW2</p> <p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Greece and Prehistoric Britain.</p>
<p><b>Knowledge and understanding of events, people and changes in the past</b></p>	<p><b>Historical interpretation</b></p>
<p>Choose reliable sources of information to find out about the past.</p> <p>Use evidence to support arguments.</p> <p>Describe similarities and differences between some people, events and artefacts</p>	<p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p>

<p>studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Make links between some of the features of past societies. (E.g. religion, houses, society, technology.) • Show developing appropriate use of historical terms.</p>	<p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>
<p><b>Historical enquiry</b></p>	<p><b>Organisation and communication</b></p>
<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Make confident use of a variety of sources for independent research.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Provide an account of a historical event based on more than one source.</p> <p>Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.</p>
<p><b>Year 6 Mastery</b></p>	<p><b>Year 6 Mastery with Greater Depth</b></p>
<ul style="list-style-type: none"> <li>● <b>Map</b> the current area of study on a timeline in relation to other periods</li> <li>● <b>Analyse</b> a range of primary and secondary sources to find out about an aspect of the past</li> <li>● Use factual knowledge to describe past societies, periods and events, <b>making connections</b> between them</li> <li>● <b>Summarise</b> the beliefs and behaviour of people, recognising difference in views and feelings</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Evaluate</b> the usefulness of primary and secondary sources and <b>consider</b> how conclusions were made</li> <li>● Use a range of sources to <b>generalise</b> about an aspect of the past, suggesting inaccuracies and missing information</li> <li>● <b>Elaborate</b> on factual knowledge when describing past societies and periods and make links between them</li> <li>● Use evidence to <b>hypothesise</b> about reasons for historical events and actions of individuals</li> <li>● <b>Appreciate</b> that there are differences in how the past has been represented</li> </ul>