



History

Knowledge and Skills
Progression Document

By Year Group - January 2023

Broke Hall History Progression and Skills of a EYFS Historian

Chronology	Knowledge and Understanding	Interpretation of History	Historical Enquiry	Organisation and Communication of Information	Vocabulary
<p>I can retell past events in order, explaining what has happened, what is happening and anticipate what might happen next.</p> <p>I can describe how I have changed since I was a baby.</p> <p>I can recall past experiences in my own life and order them sequentially.</p> <p>I can use words and phrases such as: old, new, now, then, yesterday, last week, when I was younger, a long time ago, before I was born, when my parents/carers were young.</p> <p>I can talk about past experiences and events, that were important to me and my family.</p>	<p>I know the stages of human growth from a baby to an elderly adult. (All About Me).</p> <p>I know some similarities and differences between things in the past and now, from my own experiences and from stories read in class.</p> <p>I know that things in nature change with time. (Harvest, Autumn, Winter, life cycle of farm animal and butterfly)</p> <p>I know there are days of the week that repeat and go in order.</p> <p>I know that the weather changes according to the seasons.</p> <p>I know that people in our community celebrate special days which happen every year. (Remembrance, Bonfire Night, Diwali, Christmas)</p> <p>Through nursery rhymes and stories, I know about life from the past. Eg: Wee, Willie, Winkie, London's Burning).</p>	<p>I know there are similarities and differences between myself and others. I understand that people have different beliefs and celebrate special times in every year (Christmas, Diwali)</p> <p>I am interested in photographs of myself, my family, familiar people, and objects from the past. I can explain how they are similar /different to my life today.</p> <p>I can begin to understand the past through settings, characters and events encountered in books read in class. (Peepo, Once There Were Giants)</p>	<p>With support. I can handle sources of evidence (photos, objects from the past) and make simple observations about what I can see. (baby photos, family photos)</p> <p>I can ask 'who', 'why' 'when', 'where' and 'how' questions, when looking at photos, and objects and listening to stories from the past. (Eg: poppy fields, Remembrance)</p> <p>I can ask and answer questions about how I have changed in my lifetime. (All About Me)</p> <p>I can show curiosity in non-fiction books and stories. (eg: Peepo - baby pictures and historic household items)</p>	<p>I can talk about past and present events in my own life and in the lives of my family members.</p> <p>I can sequence two pictures, two objects or two events in a story and say what came 'first' and what came 'next'.</p>	<p style="color: red;">Children will be exposed to, and encouraged to use the historical vocabulary:</p> <p>now next then year today yesterday old new past before after long ago... today tomorrow</p> <p>days of week seasons of year</p>

Broke Hall History Progression and Skills of a Year 1 Historian

Chronology	Knowledge and Understanding	Interpretation of History	Historical Enquiry	Organisation and Communication of Information	Vocabulary
<p>I can sort artefacts, into 'then' and 'now'.</p> <p>I can sequence up to four historical artefacts in chronological order (within living memory), using base 10 to help me understand blocks of ten years).</p> <p>I can use words and phrases to help me describe history within living memory, like:</p> <p>old, older, new, newer, a long time ago, when my parents were young, when my grandparents were young, before after past before I was born old-fashioned order same today different memory change compare</p>	<p>I understand the difference between past and present in my own and other people's lives.</p> <p>I can identify objects from the past and begin to identify the main differences between old and new objects.</p> <p>I can give examples of things that are different in my life, compared to my parents and grandparents when they were young (within living memory)</p> <p>I can compare an aspect of national life with the same aspect in another period. (seaside holidays, past and present).</p> <p>I can begin to describe the culture/leisure activities, way of life/places and/or actions of people in the past, beyond living memory.</p> <p>I know how my local seaside area has changed over time.</p>	<p>I can describe what I see in pictures, videos, photographs and artefacts from the past, within living memory.</p> <p>I can use memories of people living today, to help me learn about history within living memory and compare them.</p> <p>I can use my locality to explain how my local area (Felixstowe beach and seafront) was different in the past when learning about how seaside holidays have changed.</p> <p>I can begin to identify and recount some details from the past using sources (eg. pictures, photos memories of people who lived in the past etc).</p>	<p>I can ask and answer questions about old and new objects (Eg: How do I know this is old? How do I know this is new?)</p> <p>I can ask and find answers to questions about how things from the past have changed over time, using pictures, photographs, artefacts. (eg: why are old toys not made of plastic? Why did most people travel to the seaside on trains when my great-grandparents were young?)</p> <p>I can find out something about the past, within living memory, by talking to an older person and asking them questions.</p>	<p>I can look at historical images, photos, objects and describe what I can see.</p> <p>I can describe how two objects (from different time periods) are different to each other, or how they are the same as each other.</p> <p>I may also use: Role play Drawings Simple writing Annotated photographs Whole-class discussions Making models (linked to DT)</p> <p>I can sort events or objects into groups (i.e. then and now) and make comparisons.</p>	<p style="color: red;">In addition to historical vocabulary used in EYFS, children will be exposed to, and encouraged to use the vocabulary:</p> <p>older newer before I was born when my parents were young/grandparents were young a long time ago old-fashioned order same today different memory change compare</p>

Broke Hall History Progression and Skills of a Year 2 Historian

Chronology	Knowledge and Understanding	Interpretation of History	Historical Enquiry	Organisation and Communication of Information	Vocabulary
<p>I can use phrases and words to help me describe history within living memory and beyond living memory, like:</p> <p>present day stayed the same 100, 200, 300, 400 years ago century/centuries sequence chronological order timeline change</p> <p>I can chronologically sequence up to six important 'beyond living memory' events, along a simple timeline.</p> <p>I can use a timeline to sequence events using a given scale beyond 100 years.</p>	<p>I can explain why Britain has a special history by naming some significant events and significant people.</p> <p>I know and can recount some of the main events from a significant event in history. (First flight, Great Fire of London).</p> <p>I know some important historical figures, what they did and how their lives brought change (eg: Garrett Anderson (female doctor) , Nightingale, Seacole (changes to nursing) , Wright brothers - development of flight),</p> <p>I can begin to understand how historical events might have brought change. (GFoL - changes to housing, fire brigade)</p> <p>I understand some differences between history 'beyond living memory' and now. (Eg: Stuart houses and modern houses, what women in 1800s and today).</p>	<p>I can look at pictures, paintings, videos, photographs, letters, diaries, museum artefacts, historic buildings and read eye-witness accounts of people from the past, to help me learn about history beyond living memory.</p> <p>I can compare two versions of a past event. (Eg: different experience of Crimean War for Nightingale and Seacole and attitudes towards them).</p> <p>I can suggest different ways we can learn about the past, withing and beyond living memory.</p>	<p>I can say what can be learnt about history from simple sources (Eg: paintings of Stuart houses can tell us what homes were made from 350 years ago)</p> <p>I can find out about the life of a significant person (including a local person) from the past, using different sources of evidence and ask 'Why did they do this? What motivated them?'</p> <p>I can ask and answer questions about events beyond living memory, using a variety of sources (artefacts, photographs, sound clips, videos). Eg: 'What happened when..?' 'What happened after.....?' 'What happened because of...?'</p> <p>I can retell a British (GFoL) and an international event from history (first flight), and I can suggest reasons for how/why this significant event took place.</p>	<p>I can verbally retell the lives of significant people and retell significant events from history, using role play and hot-seating, to show empathy.</p> <p>I can write simple historical recounts, recalling my historical knowledge.</p> <p>I may also write historically, in different genre e.g. diaries, postcards, reports, letters.</p>	<p style="color: red;">In addition to historical vocabulary used in EYFS and Year 1, children will be exposed to, and encouraged to use the vocabulary:</p> <p>present day stayed the same cause effect 100, 200, 300, 400 years ago century/centuries sequence chronological order evidence eye-witness diary significant/important local timeline change</p>

Broke Hall History Progression and Skills of a Year 3 Historian

Chronology	Knowledge and Understanding	Interpretation of History	Historical Enquiry	Organisation and Communication of Information	Vocabulary
<p>I can describe and sequence events and artefacts from the past, referring to the name of the historical period (eg: Mesolithic, Neolithic, Bronze Age)</p> <p>I can use a timeline within a specific period of history, to set out the order in which change happened (eg: development of stone tools, discovery of bronze, introduction of farming etc)</p> <p>I can begin to understand that a timeline is divided into BC and AD and why history is recorded in this way.</p> <p>I understand the term 'prehistory' and understand that this was a time before history was ever recorded.</p>	<p>I can describe life for different groups in society at different periods (eg: houses and settlements; culture and leisure activities; clothes; tools, communication, food, weaponry, actions of people; beliefs and attitudes. (Stone Age to Romans in Britain)</p> <p>I know of important changes across different periods of history (eg: hunter gatherers, creation of farming discovery of iron, Roman invasion of Britain).</p> <p>I can identify reasons for peoples' actions and understand what might have motivated them (eg: Claudius and Boudica)</p> <p>I understand how archaeological evidence helps us to learn about the history of our local area. (Doggerland, Colchester - Roman capital)</p> <p>I know about Roman lifestyle and achievements, and I understand the changes these invaders had on Britain (e.g. language, roads, central heating, aqueducts, law and legal system, calendar, invention of census.)</p> <p>I know how the Roman Empire expanded, why it was able to expand successfully, and why it dissolved.</p>	<p>I understand the limitations of historical sources when learning about British prehistory (nothing recorded, artefacts decayed).</p> <p>I understand the significance of archaeology when learning about early British history.</p> <p>I begin to recognise that opinions can vary when looking at two versions of the same event (Eg: Boudicca's revolt when Roman's invaded Britain) and identify differences in the accounts. (What was Boudicca really like?)</p> <p>I can explain how my local area and it's archaeological discoveries, show evidence of the historical period I am studying. (Grimes Graves flint mine Roman capital - Colchester).</p> <p>I can use information books to help me research periods of history I am studying.</p>	<p>I can ask and answer questions about the past such as 'How did Stone Age people find food?' 'Why was Roman Empire able to expand?'</p> <p>I can make a judgement about how certain events led to subsequent events in history (eg: discovery of new metals, led to early settlements and farming)</p> <p>I can ask questions about how archaeological finds help us to learn about the past, especially pre-Roman Britain.</p> <p>I can ask/answer questions about the past, using a specific source and I can begin to extract information from books, internet and artefacts.</p> <p>I can ask questions such as 'how did people...?', 'what did people do for...?'</p>	<p>I can communicate my historical knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, captions, labels, phrases, drama, conscience alley (Should Claudius invade Britain?) writing.</p> <p>I can use some historical language to communicate my ideas and opinions when answering an enquiry question. (eg: Why did the Romans might have invaded Britain?)</p> <p>I present my history knowledge as anon-chronological reports, organising my writing into subject paragraphs.</p>	<p style="color: red;">In addition to historical vocabulary used in EYFS to Year 2, children will be exposed to, and encouraged to use the vocabulary:</p> <p>BC/AD artefact prehistory/prehistoric Paleolithic Mesolithic Neolithic Stone Age hunter-gatherer Bronze Age Iron Age power archaeology military empire/emperor migration civilisation conquest settle/settlers invade/invasion/invaders continuity and change trade slaves progress</p>

Broke Hall History Progression and Skills of a Year 4 Historian

Chronology	Knowledge and Understanding	Interpretation of History	Historical Enquiry	Organisation and Communication of Information	Vocabulary
<p>I understand where the periods of history I am studying, fit in with other periods I have studied so far (British historical narrative - Stone Age to Vikings)</p> <p>I can make connections with other periods I have studied before (eg: understand that Romans leaving Britain made it easier for Saxons to invade Britain).</p> <p>I can sequence the invaders to Britain (Romans (from previous learning) Anglo-Saxons and Vikings chronologically) and recall approximate dates of the invasions to Britain, using the terms BC/AD.</p>	<p>I can suggest reasons why changes in homes, technology, leisure, clothes, weaponry, religion, beliefs and attitudes, ways of life for men, women and children, may have occurred throughout history.</p> <p>I understand what life was like for different groups of early British invaders and settlers to Britain, identifying similarities and differences between some of their ideas, beliefs, attitudes and experiences.</p> <p>I understand the impact that early invaders had on Britain after settling here (eg: language, religion) and can describe the evidence of their settlements in our locality and wider Britain (eg: place names, archaeological finds, including Sutton Hoo)</p> <p>I understand what the term 'The Dark Ages' means when describing a period on British history and why it was described in this way.</p>	<p>I can use a range of sources when drawing conclusions (eg: were Vikings really 'brutish' in their behaviour?) and recognise that some sources give an account from one point of view.</p> <p>I can suggest reasons why there are different interpretations of the past and recognise that some sources might be more useful or reliable than others.</p> <p>I understand how my local area is significant and how it's archaeological discoveries, help me answer questions about the historical period I am studying (eg: Sutton Hoo burial ship).</p> <p>I understand that these historical finds can be interpreted in different ways. (Who really was King Raedwald and how do we truly know? Why was he buried at Sutton Hoo?)</p> <p>I can use books and the internet to help me research periods of history I am studying.</p>	<p>I can investigate lines of enquiry. (Eg: How did Christianity spread to Britain? What was life like for different people in Saxon society?) using internet, library, pictures, artefacts, buildings, visits to sites as evidence (West Stow), to build up a picture of an historical period.</p> <p>I can choose relevant sources, to piece together and present a picture of one aspect of life in history. (eg: what do the objects left behind in the Sutton Hoo ship, tell us about King Raedwald?)</p> <p>I know that history can be told from different points of view, and I must be mindful of this when studying sources. (Viking stereotypes as fierce raiders)</p> <p>I understand the difference between primary and secondary sources (eg: the finds at Sutton Hoo, and the reconstruction of West Stow village).</p> <p>I recognise that historical artefacts help us understand more about the past, but also raises questions about things we do not know. (Why was Raedwald buried at Sutton Hoo? How was the ship moved up hill?)</p>	<p>My responses when answering enquiry questions are organised with supporting evidence and with clear conclusions. (eg: Were the Vikings really fierce? Was Alfred really Great?)</p> <p>I can answer an enquiry question using speaking, writing and computing skills, to present my historical knowledge and understanding. (Viking green screens)</p> <p>I can give my own personal opinions when answering an enquiry question, using the knowledge I have gained from my history learning.</p> <p>I may present my history knowledge as a non-chronological report or a newspaper report, to retell a real-life event from history.</p>	<p style="color: red;">In addition to historical vocabulary used in EYFS to Year 3, children will be exposed to, and encouraged to use the vocabulary:</p> <p>Dark Ages</p> <p>primary source (eg: Sutton Hoo)</p> <p>secondary source (eg: replica houses at West Stow)</p> <p>Evidence</p> <p>argue</p> <p>justify</p> <p>government</p> <p>cause and effect</p> <p>rebellion</p> <p>trade</p> <p>monarchy (A-S king Athelstan - first King of England)</p> <p>bias (Bede's Anglo-Saxon view of the Vikings)</p>

Broke Hall History Progression and Skills of a Year 5 Historian

Chronology	Knowledge and Understanding	Interpretation of History	Historical Enquiry	Organisation and Communication of Information	Vocabulary
<p>I understand that historical periods occurred concurrently around the world (i.e. Ancient Egypt, Sumer, Shang, Indus and existed at same time as Prehistoric Britain) and where these appear on a timeline.</p> <p>I am developing a secure understanding of how BC/AD is used on historical timelines and beginning to understand that BCE and CE may also be used to measure historical time periods on timelines.</p> <p>I can understand and accurately use a timeline, with BC/BCE, positioning ancient civilisations of the world correctly, on a timeline broken down into divisions of 500 years.</p> <p>I can position discoveries and significant events of an historical era, within a smaller framed timeline.</p> <p>I can calculate the duration of different 'world history' periods.</p>	<p>I recognise what made world ancient civilisations unique and successful (i.e. Ancient Egypt, Sumer, Shang, Indus and Prehistoric Britain) and I can compare and contrast them.</p> <p>I have knowledge of the way of life of ancient non-European civilisations and understand social hierarchy, the differences between lives of those with/without power, men, women etc.</p> <p>I can describe how individuals from ancient or old civilisations who have been significant in shaping the developments brought about by these civilisations.</p> <p>I can identify some social, cultural, religious, political, technological and cultural ways of life in ancient civilisations and when relevant, compare this to British society living at the same time. (eg: Saxon Britain and Baghdad, ancient Egyptians with British Bronze Age and Iron Age).</p> <p>I can describe the contributions that ancient civilisations made to the wider world.</p>	<p>I can begin to make independent inferences from a range of sources, but also recognise when a view might be one-sided (eg: monk's view about the spread of Islam)</p> <p>I can make links between sources and work out how historians reach conclusions about a historical period so long ago.</p> <p>I can compare and contrast sources to help me learn about similarities and differences between ancient civilisations and when making comparisons of Early Islamic civilisations with prehistoric Britain.</p> <p>From sources, I can draw conclusions about how significant groups of people in history have helped shape the world we live in today (eg: water irrigation (Shang), writing, geometry, the wheel, European calendar (ancient Sumer), hospitals, education, sewage system (Early Islam)</p>	<p>I can ask questions, and, through research, identify similarities and differences between given periods in history (comparison of civilisations)</p> <p>I can choose a range of reliable sources of evidence to answer questions or test a hypothesis, realising that there is often not a single answer to historical questions. (eg: Which ancient civilisation was the most successful?)</p> <p>I can form my own opinions about history from a range of sources, understanding that there can be different accounts/versions of events. (eg: Which ancient civilisation brought the greatest change?)</p>	<p>I can independently select, organise and present relevant information, to produce structured work, which includes accurate use of dates and historical terms.</p> <p>I can communicate knowledge and understanding orally, when working in groups and in writing and offer my point of view based upon what I have found out from sources, when reaching conclusions.</p> <p>I can bring knowledge gathered from a variety of sources together and present it as a fluent account.</p>	<p style="color: red;">In addition to historical vocabulary used in EYFS to Year 4, children will be exposed to, and encouraged to use the vocabulary:</p> <p>ancient civilisation world history period dynasty duration culture legacy/achievements architecture interpretation compare and contrast, concurrently/at the same time BCE/CE Golden Age (Baghdad) Impact Hierarchy Viewpoint (historians have different viewpoints about how Egyptians built pyramids)</p>

Broke Hall History Progression and Skills of a Year 6 Historian

	Chronology	Knowledge and Understanding	Interpretation of History	Historical Enquiry	Organisation and Communication of Information	Vocabulary
Year 6	<p>I can draw/create a timeline using centuries and/or decades to place significant turning points in British crime and punishment (eg: public hangings, prisons, creation of police force in Victorian Britain).</p> <p>I can say where a period of history fits on a national/world timeline, using BC/BCE and AD/CE (understanding periods before, after and over-lapping (concurrent) periods. (For example, Ancient Greek civilisation lived during end of Ancient Egyptian civilisation and beginning of Roman civilisation),</p> <p>I can use mathematical skills to work out how long-ago key events took place (eg: The Bloody Code, creation of police force) as well as how long historical periods lasted.</p>	<p>I can explain how events from the past have helped shape our lives today (eg: birth of democracy, maths, science, changes to punishments)</p> <p>I can give some consequences of events, and I can give own reasons why changes may have occurred, backed up by evidence.</p> <p>I can compare beliefs, behaviour and attitudes to British crime and punishment within and across different time periods.</p> <p>I can find out about beliefs, and behaviour of people, recognising that not everyone shared the same viewpoint. (eg: what was considered a suitable punishment for a crime)</p> <p>I can describe main changes in a period in history I have previously studied, using words such as: social, religious, political technological and cultural.</p>	<p>I can make judgements about the usefulness, strengths and validity of sources, and begin to understand how historians reach conclusions. (Beyond Face Value)</p> <p>I can compare and offer reasons for different versions of events, different arguments and interpretations of the past, and understand that people sometimes represent events in a way that persuades or misinforms.</p> <p>I can give reasons why change might have occurred, within and across a time period, backed up with evidence from a selection of sources.</p> <p>I can make comparisons between historical periods; describing what has changed and what has stayed the same (eg: how punishments have changed through British history)</p> <p>I can confidently use the library and internet for independent research.</p>	<p>I can evaluate the usefulness and accuracy of sources of evidence, when answering questions about a historical period and suggest why some historical sources might be unreliable.</p> <p>I can give more than one reason to support an historical argument (eg: why the crime rate went up in Victorian Britain)</p> <p>I can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>I can use a range of sources to help me build a picture of continuity and changes that took place to crime and punishment in Britain's history.</p> <p>I can use a range of evidence, (documents, archives, internet, databases, census information to find out about changes to crime and punishment since 1066. (Local visit to The Hold)</p>	<p>I can present information in an organised way, such as extended writing, tables and charts, labelled diagram etc, including accurate use of dates and historical terms.</p> <p>I can communicate knowledge and understanding orally and in writing, offering different points of view based upon what I have found out from historical sources.</p> <p>When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts and trends over time. (crime and punishment)</p>	<p style="color: red;">In addition to historical vocabulary used in EYFS to Year 5, children will be exposed to, and encouraged to use the vocabulary:</p> <p>opinion/viewpoint continuity and change overview study democracy period decade century justice/trial/guilt cause and consequence reform BC/BCE AD/CE Middle Ages /Medieval propaganda (war time images and Tudor portraits -Beyond Face Value) peasantry (poor smallholder or agricultural labourer of low social status first used in Middle Ages) Parliament (known as Ecclesia in ancient Greece "gathering of those summoned -assembly of citizens in a city-state) reliable/unreliable (sources)</p>