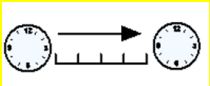




Kew Riverside Progression of Skills Map



History


	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding 	<ol style="list-style-type: none">1) Place known events and objects in chronological order.2) Sequence events and recount changes within living memory.3) Use common words and phrases relating to the passing of time e.g. First, Next, Then	<ol style="list-style-type: none">1) Sequence events/ artefacts or pictures e.g. firefighting equipment From Great Fire of London to modern day.2) Put people or events studied into a timeline.3) Identify similarities/ differences between ways of life in different periods.	<ol style="list-style-type: none">1) Place the time studied on a timeline.2) Sequence events or artefacts.3) Sequence key years/ events or dates on a timeline.	<ol style="list-style-type: none">1) Place events from period studied on a time line.2) Use terms related to the period and begin to date events.3) Use more complex terms e.g. BC (Before Christ) and AD (Anno Domini).	<ol style="list-style-type: none">1) Place current study on a timeline in relation to other studies.2) Know and sequence key events of a time studied.3) Use relevant terms and period labels.4) Relate current studies to previous studies.5) Make comparisons between different times in history.	<ol style="list-style-type: none">1) Place current study on time line in relation to other studies.2) Use relevant dates and terms.3) Sequence up to ten events on a time line.



Kew Riverside Progression of Skills Map



History


History	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range and Depth of Historical Knowledge (R&D) 	1) Describe some simple similarities and differences between artefacts. 2) Use drama to act out key events.	1) Find out about people and events. 2) Use collections of artefacts and describe their similarities and differences. 3) Use drama to develop empathy and understanding (hot seating, sp. and listening)	1) Find out about the everyday lives of people in the time studied and make comparisons with our lives today. 2) Identify reasons for and results of people's actions. 3) Understand why people may have had to do something.	4) Use evidence to reconstruct life in time studied. 5) Offer a reasonable explanation for some events.	1) Study the experiences of different groups of people during the time studied e.g. men and women; rich or poor. 	1) Find out about beliefs, behaviours and characteristics of people recognising that not everyone shares the same views and feelings. 2) Know Key dates, characters and events of time studied 3) Compare and contrast period studied with another ancient civilisation already studied.



Kew Riverside Progression of Skills Map



History


	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical interpretations (HI) 	1) Begin to identify different ways to represent the past e.g. photos, stories or adults talking about the past.	1) Compare pictures or photographs of people or events in the past. 2) Be able to identify different ways to represent the past (fact and fiction) e.g. Samuel Pepys' Diary or a story. 3) Compare two different versions of the past e.g. Samuel Pepys' Diary with a newspaper account.	1) Identify and give reasons for different ways in which the past is represented. 2) Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons etc.	3) Evaluate the usefulness of different resources. 4) Understand that sources can contradict each other.	1) Compare accounts of events from different sources e.g. fact or fiction. 2) Offer some reasons for different versions of events e.g. mill owner's account of factory life vs factory worker)	1) Evaluate source and work out how conclusions were arrived at. 2) Evaluate different interpretations e.g. fact, fiction and opinion. 3) Be aware that different evidence will lead to different conclusions.



Kew Riverside Progression of Skills Map



History

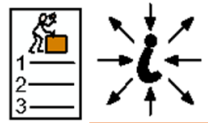
History	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiries 	1) Find answers to some simple questions about the past from simple sources of information. 2) Sort artefacts from 'then' and 'now'. 3) Ask and answer questions related to different sources and objects.	1) Use different sources and objects to ask and answer questions e.g. who, why, what, how etc. 2) Start to use a range of resources. E.g. non-fiction books, ICT etc.	1) Use a range of sources to find out about a period. 2) Select and record information relevant to the area of enquiry. 3) Begin to use the library and ICT for research.	1) Use sources of information in ways that go beyond simple observations to answer questions about the past. 2) Use a variety of resources to find out about aspects of life in the past. 3) Use the library and ICT for research. 4) Choose relevant material to present a picture of one aspect of the past e.g. research Egyptian farming.	1) Examine causes and results of great events and the impact on people. 2) Compare an aspect of life with the same aspect in another period e.g. School life. 3) Begin to identify primary and secondary sources. 4) Confident use of library and ICT for research.	1) Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 2) Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 3) Recognise primary and secondary sources confidently. 4) Bring knowledge gathered from a range of sources together into a fluent account.



Kew Riverside Progression of Skills Map



History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organising and presenting (O&P) 	1) Use drama/role play to communicate their knowledge of the past. 2) Use simple ways of recording their learning about the past e.g. labelling pictures or photographs; simple writing tasks with a year 1 focus e.g. writing about the moon landing.	1) Use drama/role play to communicate their knowledge of the past. 2) Use fiction or non-fiction writing to convey their understanding of the period or person (s) studied e.g. simple fact files or reports, letters in role etc. 3) Use historical terms such as monarch, parliament, government, war, remembrance or use historically correct nouns when describing or comparing e.g. wattle/daub, squirt, quill etc.	1) Use and understand appropriate historical vocabulary e.g. Stone Age, Iron Age, Hunter Gatherer, Spartan, Athenian, temples, Empire. 2) Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.	1) Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conqueror, kingdoms. 2) Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and also different genres of writing (Y4 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.	1) Begin to use abstract terms such as social, economic, cultural, revolution (industrial). 2) Present, communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports. 3) Provide an account of a historical event based upon more than one source.	1) Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, and religious. 2) Present, communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports. 3) Plan and present a self-directed project about the period studied.

Autumn 1 A	All about Me ①	Guy Fawkes & Remembrance Day ②		The Prehistoric World ①		Ancient Greece	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						Invaders and Settlers ②	
						Year 4 & 5	
Autumn 1 B	All about Me	Guy Fawkes & Remembrance Day		The Tudors		Victorians	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Changes through living memory. Speaking to people about their experiences of the past and how things have changed.	To learn about a significant figure from history– Guy Fawkes. To know about events beyond living memory which are significant. How lives have shaped/ influenced Britain.		Local area – Hampton Court Tudors - Henry’s marriages, Crime and punishment, Why it was important Historical relevance, Key events at the Palace, Life at the Palace Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.		Children learn about life in Victorian times developing their knowledge about Victorian culture, including significant people and inventions of the time, Victorian schools, crime and punishment and the industrial revolution. They compare and contrast to how life was different to what it is now.	

Spring 1	The History of toys	Castles		Who were the Ancient Egyptians?		Slave Trade	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Changes through living memory. Speaking to people about their experiences of the past and how things have changed. Understanding first-hand experiences and eye-witness accounts. Know how toys have changed over time.	This project teaches children about some of the English and British monarchy from AD 871 to the present day. Continuing to develop their knowledge on timelines. Children will know about the parts of a castle and the building of castles changed over time. They will know about jobs in a castle and compare to modern day equivalents.		To learn about different pyramids and Egyptian Life and how it is different to today. Know what mummification is and the process. Tutankhamun and the discovery of his tomb. Egyptian Gods and what their role in Egyptian life was.		This unit teaches children about the history of slavery before exploring the triangular slave trade between Britain, West Africa and the Americas. There is also a lesson focused on the life of Harriet Tubman and how she helped to free slaves during her lifetime. Using different historical sources, investigate people's attitudes towards slavery at the time as well as the experiences of slaves during the 17th and 18th centuries.	

Summer 2	Explorers of the Sky	Intrepid Explorers		British Empire		Crime and Punishment	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	First flight date- wright brothers. Moon landing date Major historical figures involved: Katherine Johnson Neil Armstrong Tim Peake How lives have shaped/ influenced Britain.	Understand what makes someone a significant historical figure. Sort and group people according to what they have achieved. Use timelines to show when people lived, use this to compare and contrast what life was like at different times in history. Understand why people from the past impact our lives today		Understand about Britain's growing power as a seafaring nation during the age of exploration. Learn about the powerful and corrupt East India Company's battles and bribes that enabled it to dominate trade in Asia. Explore how the empire crumbled after the end of the Second World War, and about the Commonwealth of Nations today.		Working chronologically, understand how crime and punishment has changed throughout the ages, within British History. Beginning with the Romans and traveling right through to the present day.	