



History
Skills Progression Map 2017
Key Stage 1 and 2



KS1 Areas of Study - National Curriculum

- **Changes within living memory** – where appropriate, these should be used to reveal aspects of change in national life - Seasons
- Events beyond living memory that are significant nationally or globally [for example, **the Great Fire of London**, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, **Mary Seacole and/or Florence Nightingale** and Edith Cavell]
- Significant historical events, people and places in their **own locality**

Year Group	Areas of Study	Chronological understanding	Range and depth of historical knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
1	<i>Locality study (History of Epsom)</i> <i>Explorers</i> <i>The Seaside</i> <i>Seasons</i>	<ul style="list-style-type: none"> - Place events and objects in chronological order - Discuss 'old' and 'new' - Use words and phrases that relate to the passing of time – yesterday, last year, last week, a long time ago, before I was born etc. 	<ul style="list-style-type: none"> - Recognise the difference between past and present in their own and others lives - Recount episodes from stories about the past 	<ul style="list-style-type: none"> - Look at books, videos, photographs, pictures and artefacts to find out about the past. 	<ul style="list-style-type: none"> - Begin to ask and answer questions about different sources and objects – what was it used for? When was it used? - Sort objects into 'then' and 'now'. 	<ul style="list-style-type: none"> - Organise events or objects into past and present. - Use a timeline to sequence events - Use models, pictures and writing to present knowledge and understanding.
2	<i>Florence Nightingale and Mary Seacole</i> <i>Great Fire of London</i>	<ul style="list-style-type: none"> - Use sources of information to describe the past. - Recognise why people did things and why events happen 	<ul style="list-style-type: none"> - Recount main events and people from the past. - Identify differences between ways of life at different times 	<ul style="list-style-type: none"> - Look at books, videos, photographs, pictures, stories, eye witness accounts, museums, galleries, historical sites and the internet to find out about the past. 	<ul style="list-style-type: none"> - Use who, what, when, why and where to ask and answer questions. - Begin to assess the effectiveness of different sources. 	<ul style="list-style-type: none"> - Describe objects, people and events in history. - Use a timeline to order events, people and objects. - Use models, pictures, writing and ICT to present knowledge and understanding.

KS2 Areas of Study

- Changes in Britain from the **Stone Age to the Iron Age**

- The **Roman Empire** and its impact on Britain
- Britain's settlement by **Anglo-Saxons and Scots**
- The **Viking** and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A **local history** study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, **Ancient Egypt**, The Shang Dynasty of Ancient China
- **Ancient Greece** – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

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3	<i>Ancient Egypt</i> <i>Stone Age</i> <i>Romans</i>	<ul style="list-style-type: none"> - Place events, objects and people on a timeline. - Use dates related to the passing of time. 	<ul style="list-style-type: none"> - Explore the daily lives of people in the time period and compare this with their own. - Discuss reasons behind events and the actions of people in the past. - Begin to give reasons for and results of main events and changes. 	<ul style="list-style-type: none"> - Distinguish between different sources of evidence and evaluate their usefulness. - Use sources of evidence including ICT, books and artefacts to find out about the past. - Ask and answer questions about sources. 	<ul style="list-style-type: none"> - Use different sources to collect evidence about the past. - Compare time period with modern life - identifying similarities and differences. 	<ul style="list-style-type: none"> - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - Use drama, annotations, pictures, ICT, writing and discussions to present knowledge and understanding.
4	<i>Anglo-Saxons and Scots</i> <i>Vikings</i>	<ul style="list-style-type: none"> - Place events, objects and people on a timeline. - Use dates related to the passing of time. - Use terms related to the period and date events. - Understand the past can be divided into different periods of time. - Use more complex terms – BC/AD 	<ul style="list-style-type: none"> - Reconstruct life in the time studied using evidence and sources. - Identify key features, events and people in the time period. - Describe and provide a reasonable explanation – reasons for and result of main events and changes. 	<ul style="list-style-type: none"> - Use sources of evidence including ICT, books and artefacts to find out about the past. - Ask and answer questions about sources. - Discuss effectiveness and usefulness of sources of evidence. 	<ul style="list-style-type: none"> - Use different sources to collect evidence about the past. - Ask questions and find answers about the past. 	<ul style="list-style-type: none"> - Communicate knowledge and understanding in a variety of ways – annotations, pictures, ICT, drama (role-play).
5	<i>Antarctica (Geography topic, start with History of Antarctica first)</i> <i>Victorians</i>	<ul style="list-style-type: none"> - Place current study on time line in relation to other studies taught. - Retell and sequence key events and changes. - Use relevant terms and labels. 	<ul style="list-style-type: none"> - Identify and describe reasons for and results of historical events, situations and changes. - Give reasons for and result of the main events and changes. 	<ul style="list-style-type: none"> - Use and evaluate sources of evidence - Begin to select and combine information from a variety of sources and use this to form conclusions. 	<ul style="list-style-type: none"> - Make comparisons between different times in history - Compare accounts of different sources. 	<ul style="list-style-type: none"> - Use different genres of writing, diagrams, story-telling, ICT, drama and role play to communicate knowledge and understanding.

	<i>Field-work Epsom</i>			- Choose reliable sources of evidence.	- Offer some reasons for different versions of events	
6	<i>World War 2 Ancient Greeks</i>	<ul style="list-style-type: none"> - Place current study on time line in relation to other studies taught. - Retell and sequence key events, changes and movements on a timeline. - Use relevant terms and labels. - Understand how some historical events happened at the same time. 	<ul style="list-style-type: none"> - Discuss beliefs, behaviours and characteristics of people, recognising different views and beliefs. - Compare beliefs and behaviours of different time periods. - Explore cause and effect and write detailed explanations. - Know key dates, characters and events of time studied. - Compare and contrast ancient civilisations 	<ul style="list-style-type: none"> - Use and evaluate sources of evidence - Begin to select and combine information from a variety of sources and use this to form conclusions. - Choose reliable sources of evidence. 	<ul style="list-style-type: none"> - Discuss differences between fact, fiction or opinion and how this can affect the usefulness of sources - Recognise the difference between primary and secondary sources of evidence. 	<ul style="list-style-type: none"> - Use different genres of writing, diagrams, data-handling, ICT and drama to communicate knowledge and understanding. - Create projects and presentations about a time period. - Plan and carry out investigations into the past.