


Roehampton Church Schools Progression of skills in History

	EYFS Ourselves Transport Celebrations Traditional tales	Year 1 Ourselves Our Local Area Clothes Exploration	Year 2 Homes Space Africa The Seaside	End of Key Stage Expectations	Year 3 Our Local Area Rocks and the Stone Age	Year 4 Romans Ancient Civilisation	Year 5 Anglo Saxons, Scots and Vikings Ancient Greece	Year 6 Turning points in British History – WW2 Africa in the Past	End of Key Stage Expectations
Chronological Understanding	*Develop an understanding of their own time line.	* Sequence events in their life, * Sequence 3 or 4 artefacts from distinctly different periods of time.	* Describe memories of key events in their lives	Children will understand & use common words & phrases relating to the passing of time	*Use dates and terms related to the study unit and passing of time.	* Place events from period studied on a time line	*Make comparisons between different times in the past.	* Sequence up to 10 events on a time line	Children will Understand where the Victorian Period, Stone Age, Iron Age, the Romans, Ancient Sumer, Ancient Benin fit chronologically.
Range & Depth of Historical Knowledge	*To understand the past through settings, characters & events encountered in books read in class & storytelling.	*Recognise the difference between past & present in their own & others' lives	*Identify differences between ways of life at different times.	Children will have knowledge of significant individuals beyond living memory & the events they are known for, including Neil Armstrong, Captain Scott, The Wright Brothers, The Montgolfier Brothers and Christopher Columbus.	*Find out about every day life of people in time studied.	* Use evidence to reconstruct life in time studied	* Study different aspects of different people-differences between men and women.	* Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.	Children will be able to demonstrate knowledge of The Victorian Period from a local history study, The Stone Age and Iron Age, The Romans, Ancient Sumer.

<p>Interpretations of History</p>	<p>* To explore a range of books to ensure they have the opportunity to explore different interpretations.</p>	<p>* Compare adults talking about the past, how reliable are their memories?</p>	<p>* Compare two versions of a past event</p>	<p>Children will be able to identify some ways they are able to find out about the past.</p>	<p>*Identify and give reasons for different ways in which the past is represented.</p>	<p>*Begin to evaluate the usefulness of different sources</p>	<p>*Compare accounts of events from different sources</p>	<p>*Consider ways of checking the accuracy of interpretations – fact or fiction opinion.</p>	<p>Children will through topics pupils will be able to use a variety of sources, make comparisons,</p>
<p>Historical Enquiry</p>	<p>*Explore the past through role modelling play activities, and trips.</p>	<p>*Find answers to simple questions about the past from sources of information e.g. artefacts</p>	<p>*Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Children will be able to identify changes and make comparisons within living memory through the topics of toys and household appliances</p>	<p>*Use a range of sources to find out about a period</p>	<p>*Use evidence to build up a picture of a past event</p>	<p>*Select relevant sections of information</p>	<p>*Bring knowledge gathered from several sources together in a fluent account.</p>	<p>Children will develop critical thinking, inspire their curiosity, and ask historical questions.</p>