History Knowledge and Skills Progression 2020-21

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe the main ideas in each period	*'My' history as an individual* Describe events in their family's timeline over the last 50 years	*School being built and being here now* Describe events in the school's timeline since 1907 *Longer timescale & less personal to them* **Link to Yr2 Geography – Fieldwork – Ask adults about Portsmouth area** Identify reasons for events	*Significant people such as Charles Dickens and Florence Nightingale and link to Portsmouth* Describe people and places and their lasting legacy (Charles Dickens and Florence Nightingale) *Describing consequences of peoples' actions* **Link to Yr 3 & Yr4 Geography – Fieldwork – Sketch map of local area** Describe transport of these periods (Florence Nightingale to Scutari) and make links to current day link to Portsmouth dockyard city in Geography **Link to Yr1 Geography – identify features of Portsmouth** **Link to Yr3 Geography – trade links and food distribution** Identify reasons for events	*Advances in technology between 3 topic eras.* *Roman Empire* Compare reasons for and the *impact of major advances* in technology (travel, farming, art and culture, Roman roads, weapons, armour, writing implements) **Link to Yr4 Geography – Google Maps** Identify reasons for Roman invasion and legacy	*Lasting legacy of settling in United Kingdom and significant individuals (Henry VII)* Local history study focussing on the Tudors **Link to Yr5 History – Sketch map of Southsea seafront** Compare the complex reasons for events and people's actions and their legacy (the idea of settlement in the UK) The reasons why Henry VIII had so many wives *Local area study of Southsea Castle & The Mary Rose*	*Industrial Revolution and how it has shaped modern society* *Queen Victoria's British Empire* *Greek democracy and Gods* **Link to Yr 4 Geography – Urban areas of the UK** Justify reasons for events and people's actions (Queen Victoria's Empire – linking back to learning about Roman Empire) Compare the impact of people power Explain and evaluate the impact of events and people's actions	*Reasoning behind the start of WWII (links to 'Is it right to fight?' P4C led topic* *Lasting legacy of WWII for society* **Link to Yr5 Geography – Locating countries** Describe ever more complex events, people and places: (reasons for changing alliances) Link back to Queen Victoria's alliance with India Legacy of women's workforce, consequences for the empire, propaganda Explain and evaluate the impact of events and people's actions (Adolf Hitler and Winston Churchill)
Know where people and events fit within a chronological framework		*Realising the world hasn't always been the same:* Realise these topics are about 400 years ago and for each of these spot differences between now and then The Great Fire of London	*Marking key events:* Realise 1800 improves hygiene and help for the poor Link idea of transport in these times to Portsmouth (dockyard) and in Florence Nightingale era At end of Y2, place all topics in sequence on a timeline (don't worry about scale)	*Looking in depth at one key event:* Compare "writing" across Stone/Iron ages – Egyptians & Romans Comparing advances in technology between these eras (Egyptians to Romans)	*Spot similarities and differences between times, and linking back to previous work:* Anglo Saxons and Vikings and relate back to Romans from Y3 Compare how Tudors now rule whole of England compared to Anglo Saxons who were in kingdoms *(Focussed on Portsmouth as part of the local study – the birth of the Royal Navy)* **Link to Yr2 - Geography – Physical features of Portsmouth**	*Look at complex causes Look at similarities/ differences in key people's motivations:* Identify and evaluate key/meaningful events from Ancient Greece and consider how they have influenced modern culture (democracy, education, philosophy, class) Compare British Empire to Roman Empire (from Y3) Evaluate how the industrial revolution has shaped manufacturing in the modern world	*A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066:* Study the significance of Portsmouth in WW2 **Link back to Year 4 Tudors – birth of the Royal Navy**
Identify similarities and differences between ways of life in different periods	Recognise that home and school is different for you and your grandparents	*Notice that there are differences between people and places:* Identify differences in their own lives and others around them Begin to make comparisons between new parts of the school building and old parts of the school buildings	*Compare buildings and historical features using real sources:* Compare hospitals and hygiene now to Florence Nightingale's experience of hygiene Consider times of Charles Dickens and how style of writing has changed between now and then through using a	*Begin to compare specific differences between time periods:* Spot anachronisms and begin to use reasoning skills to explain why features cannot exist in other times (cars in Egyptian times) **Link back to previous Year 2 work on transport**	*Identify and reason about changes in periods of time:* Use reasoning to begin to consider the changes in time between Anglo Saxons, Vikings and Tudors – make links to similarities between these time periods and Y3 time periods:	Identify trends and connections across different periods and begin to infer about how they have shaped modern society Make links between legacy of Ancient Greece (democracy, society, sport, belief system) and modern day What can be traced back to Greeks?	Analyse what legacy key historical events leave for society and how that is different to feelings and experiences at the time. Link to learning about 'war', battles and conquests from previous years (Romans, Celts, British Empire) and compare how people during

			source to talk about modern/new things like pens	Focus on technology across Stone/Iron Age, Egyptians and Romans and how it has developed over time for specific things (writing implements and techniques, buildings)	Has writing changed much? Have buildings changed much? What reasons could there be for this? Consider how having a Royal Navy helped Tudor conquest	Consider how the roles of people in society have changed between Victorian/Ancient Greek period to now (men, women, children)	WWII may have felt compared to in those times Evaluate the lasting legacy of WWII and how it has shaped life in 2019/2020 (recent history)

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| **Identify how some historical sources represent the past** | Realise that Mum, Dad and Grandparents are good sources of information. Physical resources to compare old and new. (e.g. money) | Compare photographs of local areas & the school. | Introduce the difference between primary and secondary *text* sources to describe Old Portsmouth. | Start to select and organise information from historical sources.

Use sources to study Romans and compare to how Iron Age Britain didn't record what happened – how do we know what we know? | Compare and evaluate different sources.

Begin to understand that the use of historical sources is down to interpretation.

Use Tudor portraits to discuss bias in historical sources. Use the Cowdray Engraving.

Anglo-Saxons: Churches, Christianity and Gravestones beginning. | Explain why the past may be represented in different ways.

Use photographs and primary sources to interpret information.

Discuss how Greek decoration gives us a source of history. | Compare different versions of events. Evacuee diary vs farmer diary.

Newspaper bias – link to right to fight. The way that information is given to us through stories – 9/11 etc. |
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