RODMERSHAM
PRIMARY SCHOOL

HISTORY PROGRESSION OF SKILLS

BUILDING KNOWLEDGE, UNDERSTANDING AND CURIOSITY ABOUT THE PAST

OUR HISTORY GOLDEN THREADS	EYFS (RECEPTION)	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5/6
1. CHRONOLOGICAL UNDERSTANDING Understanding sequence, time and change.	• Talk about events in their own lives and in the lives of their family. • Sequence events using pictures and simple stories. • Use words: past, present, now.	• Order events from personal life and stories. • Use a simple timeline. • Use words: old, new, past, present, then, now.	• Order events from within living memory on a timeline. • Begin to compare things from the past and present. • Use words: before, after, past, present, long ago.	• Place events and people on a timeline. • Use dates (including centuries) on a timeline. • Describe changes over time. • Use words: century, decade, period.	• Use timelines to compare periods of history. • Sequence events using dates. • Understand cause and consequence of change. • Use words: BC, AD, century, decade.	• Place periods and significant events accurately on timelines. • Use dates and historical vocabulary confidently. • Explain links, overlaps and trends across periods.
2. HISTORICAL ENQUIRY & EVIDENCE Questioning the past and using evidence to find answers.	• Ask questions about the past. • Talk about stories from the past. • Notice differences between objects and images.	• Ask and answer questions about the past. • Look at simple sources (photos, objects, stories). • Say whether it is real or pretend.	• Ask questions about people and events. • Use simple sources to find answers. • Say why a source is useful.	• Identify different sources of evidence. • Explain how sources help us find out about the past. • Begin to evaluate reliability.	• Use a range of sources. • Compare sources and evaluate usefulness. • Explain how conclusions are reached.	• Select relevant primary and secondary sources. • Evaluate reliability, usefulness, purpose and bias. • Reach and justify conclusions using evidence.
3. KNOWLEDGE OF CIVILISATIONS, POWER & SOCIETY Learning about people, places, societies and significant events.	• Talk about people who help us. • Explore celebrations and traditions. • Learn about similarities and differences.	• Learn about travel and transport in the past. • Learn about The Titanic and how people travelled. • Learn about monarchy and castles.	• Learn about significant people and events. • Explore life in the past. • Learn about monarchy and important places.	• Study Children in the Past and daily life. • Explore power and rule. • Learn about life in different periods.	• Study Ancient Egypt and its achievements. • Explore how societies were organised. • Compare life in different times and places.	• Explain how power was gained, exercised and challenged. • Compare the experiences of different groups. • Connect local, British and world history.
4. CHANGE, INNOVATION & LEGACY Understanding change over time and its impact.	• Notice how things change. • Talk about changes in their own lives. • Understand some things stay the same.	• Compare old and new modes of transport. • Talk about why changes happen. • Say what has changed and what has stayed the same.	• Identify changes within living memory. • Compare old and new ways of life. • Understand why people made changes.	• Explore changes over long periods of time. • Understand reasons for change. • Identify lasting impacts of change.	• Explain reasons for historical change. • Evaluate the impact of significant events. • Understand legacy and its continuing influence.	• Analyse causes and consequences. • Explain continuity and change. • Identify turning points and lasting legacies.
5. HISTORICAL INTERPRETATION & COMMUNICATION Making sense of the past and sharing our understanding.	• Talk about the past using stories and pictures. • Use drawings to show understanding. • Share ideas with others.	• Retell stories from the past. • Draw and write about the past. • Share ideas and listen to others.	• Describe people and events. • Use pictures, words and role play to show understanding. • Begin to explain their ideas.	• Present findings using a range of methods. • Use subject vocabulary. • Explain different viewpoints.	• Present information clearly and confidently. • Use evidence to support ideas. • Discuss different interpretations.	• Compare different historical interpretations. • Construct informed responses using evidence. • Present balanced conclusions.
OUR HISTORY CURRICULUM TOPICS	• My Personal History • Celebrations • People Who Help Us	**YEAR 1 TOPICS** • Travel and Transport • The Titanic • Monarchy and Castles	**YEAR 2 TOPICS** • Great Fire of London • Explorers • The Victorians	**YEAR 3 TOPICS** • Children in the Past • Stone Age to Iron Age • The Romans	**YEAR 4 TOPICS** • Ancient Egypt • The Tudors • Local History Study	**YEAR 5/6 TOPICS** CYCLE A: WWII & Remembrance; Ancient Greeks; Local History & Census CYCLE B: Roman Britain to 1066 (plus one Remenbrance lesson); Vikings; History of Modern Culture

OUR HISTORY GOLDEN THREADS

Chronology • Enquiry & Evidence • Civilisations
Change & Legacy • Interpretation & Communication

RODMERSHAM VALUES

FAMILY • FAIRNESS • FEARLESS