



St. John's the Evangelist Catholic Academy – Progression in Historical knowledge, concepts and skills

EYFS	<b>Progression in Historical knowledge, concepts and skills</b>	Year 1	Year 2	<b>Progression in Historical knowledge, concepts and skills</b>	Year 3	Year 4	Year 5	Year 6
<p>Has a sense of own immediate family and relations</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea</p> <p>Beginning to have their own friends</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from others</p>	<p>Communicating historically</p>	<p>Know words and phrases like: old, new and a long time ago</p>	<p>Know words and phrases like: old, new, before, after, past, present, then, now and a long time ago.</p> <p>Know how to use books and the internet to find out more information.</p>	<p>Communicating historically</p>	<p>Place events on a timeline in chronological order.</p>	<p>Research to find answers to specific historical questions based on locality.</p>	<p>Draw a timeline with different historical periods showing key historical events or lives of significant people.</p>	<p>Know how to place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>Research to find similarities and differences between 2 or more periods of history.</p>



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<p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>Within living memory</p>	<p>Know that the toys their grandparents played with were different to their own</p> <p>Organise a number of artefacts by age</p> <p>Know what a number of older objects were used for</p> <p>Know the main differences between their school days and that of their grandparents</p>	<p>Know what certain objects from the past were used for</p>	<p>Chronology</p> <p>Stone age - 1066</p>	<p>Know how Britain changed between the beginning of the stone age and the iron age</p> <p>Know the main differences between the stone, bronze and iron ages</p> <p>Know what is meant by 'hunter-gatherers'</p>	<p>Know how Britain changed from the iron age to the end of the Roman occupation</p> <p>Know how the Roman occupation of Britain helped to advance British society</p> <p>Know how there was resistance to the Roman occupation and know about Boudica</p> <p>Know about at least one famous Roman emperor</p>	<p>Know how Britain changed between the end of the Roman occupation and 1066</p> <p>Know about how the Anglo-Saxons attempted to bring about law and order into the country</p> <p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</p> <p>Know that the way the kingdoms were divided led to the creation of some of our county</p>	<p>Know where the Vikings originated from and show this on a map</p> <p>Know that the Vikings and Anglo-Saxons were often in conflict</p> <p>Know why the Vikings frequently won battles with the Anglo-Saxons</p>
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							boundaries today	
							Use a time line to show when the Anglo-Saxons were in England	
Enjoys joining in with family customs & routines.	Beyond living memory		<p>Know about an event or events that happened long ago, even before their grandparents were born</p> <p>Know what we use today instead of a number of older given artefacts</p> <p>Know that children's lives today are different to those of children a long time ago</p>	Beyond 1066				<p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</p> <p>Know how to place historical events and people from the past societies and periods in a chronological framework</p> <p>know how Britain has had a major</p>



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								influence on the world
ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Lives of significant people	Name a famous person from the past and explain why they are famous	Know about a famous person from outside the UK and explain why they are famous	Local Study			Know about a period of history that has strong connections to their locality and understand the issues associated with the period.  Know how the lives of wealthy people were different from the lives of poorer people during this time	
	Local History	Know the name of a famous person, or a famous place, close to where they live	Know how the local area is different to the way it used to be a long time ago	Ancient ancients (beyond 300yrs ago)		Know about, and name, some of the advanced societies that were in the world around		



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			Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.			3000 years ago  Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty		
				Civilizations from 1000 years ago				Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin  Know why they were considered an advanced society in



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								relation to that period of time in Europe
				Ancient Greece	Know some of the main characteristics of the Athenians and the Spartans  Know about the influence the gods had on Ancient Greece  Know at least five sports from the Ancient Greek Olympics			