



Juniper Hill School - Progression of Skills and Knowledge in History

| I can (skills) I know (knowledge) | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|---|--|---|--|---|
| <p>Chronological understanding</p> | <p>Compare and contrast characters from stories, including figures from the past</p> <p>Significant events in the past and the significance of people within those events. How those past events have shaped the world we live in today</p> <p>How I have changed since I was a baby.</p> <p>Know who lived in Windsor castle and other castles long ago and now</p> | <p>Sequence transport within 75 years</p> <p>Place significant people on a time line</p> <p>Explain why people are significant</p> <p>Explain what Remembrance Day is and how is it remembered</p> <p>I can explain when the Gunpowder Plot was</p> <p>How transport changed over time</p> <p>Why some people are significance and the impact and legacy they have made on society</p> <p>That their impact has influenced our world today</p> <p>I know the events of the Gunpowder plot and can place them in order</p> | <p>Sequence events within a given event</p> <p>Place significant events on a time line in relation to previous events studied</p> <p>Place significant people on a time line</p> <p>The sequence of events leading up to the Titanic's sinking</p> <p>The events of the Great Fire of London in order</p> <p>How people have made a significant impact on today's society</p> | <p>Place the time studied on a time line</p> <p>Use dates and times related to the study unit and the passing of time</p> <p>Sequence several events within the unit studied.</p> <p>How Egyptian civilisation and other early civilisations developed over time developed over time.</p> <p>Know their greatest achievements over time</p> <p>How Mayan civilisation developed over time</p> <p>Changes in Britain from Stone age to Iron Age</p> | <p>Place events from period studied The Roman Empire and Anglo Saxons on a time line</p> <p>Link events related to the period to dates</p> <p>Understand more complex chronological terms (such as BCE/CE)</p> <p>How Britain was conquered by the Roma Empire</p> <p>That, over time, Vikings and Anglo-Saxons struggled for control of Britain</p> <p>How the Tudor age changed over time including the reformation</p> | <p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels and how these fit chronologically</p> <p>Make comparisons between different times eras with links to previous eras studied</p> <p>Developments in Ancient Greece and how they impact and influence us today</p> <p>The events that led to the English Civil War</p> <p>How the chair making industry developed over time</p> | <p>Place WWII on a time line in relation to other studies and comment on the time between them</p> <p>Use specific relevant dates and terms</p> <p>Place changes in social history on a time line and use specific dates</p> <p>How medicines have changed during modern times</p> <p>How crime and punishment has changed from the Romans to today</p> <p>The main events of the Second World War and how they were connected and specifically events in the Battle of Britain</p> |



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| Historical knowledge | <p>Talk about the lives of my immediate family and other significant people around me</p> <p>Use my own experiences when thinking about the past</p> <p>Talk about who lives in a castle now and a long time ago</p> <p>How I have changed since I was a baby</p> <p>Who was the first person to land on the moon and other significant astronauts.</p> <p>I know the days of the week and talk about what I yesterday, did last week, last term, when I first started school.</p> | <p>Recognise the difference between past and present within a lifetime</p> <p>Recount how transport has changed over time</p> <p>Talk about the Gunpowder plot and offer reasons why it happened</p> <p>Know how we remember WW1 and subsequent wars</p> <p>Different transports over time</p> <p>That my parent's and grandparent's modes of transport were different to mine and have changed over time</p> <p>Who Guy Fawkes was and what happened to him</p> <p>The impact Guy Fawkes had at that time</p> <p>How we remember wars and why the poppy is significant</p> <p>That my local community was affected by the wars</p> | <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p>Know the term significant and legacy</p> <p>That Florence Nightingale was a significant figure in history</p> <p>Details about Florence Nightingale's life</p> <p>Mary Seacole's impact on her field</p> <p>The legacy that Steve jobs has left on society and within technology</p> <p>The significance of the WWW and Tim Berners Lee</p> <p>The causes of the Great fire of London</p> <p>Why the Great fire of London matters today and the legacy left</p> <p>How we know about the Great Fire of London</p> | <p>Find out about early civilisations and their achievements</p> <p>Make comparisons between the early civilisations</p> <p>Identify changes from the Stone Age to the Iron Age</p> <p>Identify how the Mayan society contrasts with British History</p> <p>How hunter gatherers lived in the Stone Age</p> <p>How farming changed prehistoric life</p> <p>That Skara Brae has taught us a lot about pre-historic life</p> <p>The most significant achievements of early civilisations</p> <p>And can explain the achievements of the Ancient Egyptians in depth</p> <p>Where Mayans lived</p> <p>What life in Mayan society looked like</p> <p>How the Mayan society changed and developed over time</p> | <p>Use evidence to reconstruct life in a period studied</p> <p>Identify features and events of a period studied</p> <p>Look for links and effects in period studied</p> <p>Offer a reasonable explanation for some events</p> <p>Why the Romans invaded Britain</p> <p>How Boudicca lead the resistance against Rome</p> <p>What Hadrian's wall was</p> <p>Who were the Anglo Saxons and their impact on Britain</p> <p>How why the Vikings invaded Britain</p> <p>How Alfred the Great was his resistance to The Vikings</p> <p>What the Danegeld was and its significance</p> | <p>Examine causes and effects of great events and the impact on people</p> <p>Compare life across periods studied</p> <p>Compare aspects of life across different periods</p> <p>How the Ancient Greeks lived</p> <p>How each city state was independent from each other</p> <p>How each city state compared to each other</p> <p>That democracy started in Athens Ancient Greece</p> <p>Why the English civil war started</p> <p>Who Cromwell was and why he was successful</p> <p>Give reasons why Charles was executed and the impact this had</p> <p>That the monarchy was restored</p> <p>How the chair industry was significant for High</p> | <p>Find out about different beliefs, behaviour and characteristics of people</p> <p>Compare beliefs and behaviour with another period studied</p> <p>Use evidence to explain past events</p> <p>Know dates, people and events of period studied</p> <p>How medicines and medical practices have changed over time</p> <p>How WW2 started</p> <p>Why the Battle of Britain was significant in WW2 and give reasons for its significance and impact on Britain</p> <p>How crime and punishment have changed over time</p> <p>How the Roman justice system worked and the legacy left</p> <p>How modern-day justice has been influenced by different periods of history</p> |
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| | | | | | | Wycombe and the surrounding area | |
| Interpretations of History | <p>Understand the past through settings, characters and events encountered in books and through storytelling.</p> <p>Begin to distinguish between fact and fiction through stories.</p> <p>Be able to decide if something is old or new</p> | <p>Interpret evidence making simple deductions</p> <p>Make deductions about the past</p> <p>Describe the main features of concrete evidence of the past or historical evidence</p> | <p>Make simple deductions and inferences from sources of evidence</p> <p>Make links and connections across a unit studied</p> <p>Select and using sources to illustrate and support answers</p> | <p>Understand that there are different ways to interpret evidence</p> <p>Distinguish between different sources And how these can be used to support each other</p> | <p>Look at a range of evidence and making links and connections across a period of time</p> <p>Interpret evidence in different ways and presenting reasoning</p> <p>Begin to evaluate the usefulness of different sources</p> | <p>Interpret evidence in different ways using evidence to substantiate statements</p> <p>Make increasingly complex interpretations using more than once source of evidence</p> <p>Make connections and draw contrast and analyse within a period of time</p> | <p>Use sources to look at how different conclusions were reached and challenge existing interpretations</p> <p>Consider ways to check accuracy of accounts</p> <p>Be aware that different evidence leads to different conclusions</p> <p>Bring together several sources in an account</p> |
| Historical enquiry | <p>Ask questions when exploring the past.</p> | <p>Find answers to simple questions about the past from sources of information</p> <p>Ask questions about sources of evidence</p> <p>Identifying a source</p> | <p>Identifying primary sources</p> <p>Evaluate the validity of Sources</p> | <p>Use a range of sources both primary and secondary to learn about a period and to make deductions about the past</p> <p>Construct relevant specific lines of enquiry</p> | <p>Use evidence to build a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in the past</p> <p>Ask a variety of questions</p> <p>Use books and the internet for research</p> | <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use books and the internet for research with confidence</p> | <p>Recognise and use primary and secondary sources to form conclusions with evidence</p> <p>Use a range of sources for an aspect of the past</p> <p>Bring together knowledge from several sources in an account and draw conclusions</p> |