



Bathwick Progression of Skills and Vocabulary in History

A Year Six child will leave Bathwick feeling inspired by History and with a clear understanding of how it has shaped the world we live in. Children will be able to **talk with clarity** and give **detailed accounts of major events** within the eras that they have studied. They will be able to **compare and contrast** different periods in history and have **knowledge of where some of these may belong on a timeline**. A Year Six leaver will be **inspired to ask questions and follow lines of enquiry** using skills that they can apply in different contexts. They will have let to **understand the diversity of societies in the past compared to the present**, empowering them to cope with the challenges of their time.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> To talk about how they have changed since they were a baby and their life story. To speak about events in the past, present and future in their own life and experience. To use language such as before, next, after that to order and sequence events in the day. 	<ul style="list-style-type: none"> To sequence events in their life To sequence 3 or 4 artefacts from distinctly different periods of time. To match objects to people of different ages To use a wider range of "time" terms including recently, before, after, now, later. To use past and present when describing events 	<ul style="list-style-type: none"> To sequence artefacts and events that are close together in time. To sequence photographs from different periods. To describe memories of key events in lives To use some "historical period" terms. To use vocabulary such as century, decade, BC (BCE) and AD (CE) when describing events. 	<ul style="list-style-type: none"> To place the time studied on a timeline. To use dates and terms related to the study unit and passing of time. To sequence several events or artefact 	<ul style="list-style-type: none"> To place events from period studied on timeline. To use terms related to the period and begin to date events accurately. To understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> To know and sequence key events of time studied. To use relevant terms and period labels. To make comparisons between different times in the past To use historical periods as reference points. 	<ul style="list-style-type: none"> To place current study on timeline in relation to other studies To use relevant dates and terms To sequence up to 10 events on a timeline
Range and depth of historical knowledge	<ul style="list-style-type: none"> To talk about similarities and differences between things in the past and now. To recognise and describe special times and 	<ul style="list-style-type: none"> To recognise the difference between past and present in their own and others lives. To know and recount episodes 	<ul style="list-style-type: none"> To recognise why people did things, why events happened and what happened as a result To identify differences between 	<ul style="list-style-type: none"> To find out about everyday lives of people in time studied To compare with our life today Identify reasons for and results of people's actions 	<ul style="list-style-type: none"> To use evidence to reconstruct life in time studied To identify key features and events of time studied 	<ul style="list-style-type: none"> To study different aspects of different people - differences between men and women 	<ul style="list-style-type: none"> To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings To compare beliefs and behaviour with another time studied

	<p>events for family or friends.</p> <ul style="list-style-type: none"> To talk about the different roles and occupations in society and how they help us. To name and describe people who are familiar to them and their roles in society. 	<p>from stories about the past.</p>	<p>ways of life at different times</p>	<ul style="list-style-type: none"> To understand why people may have wanted to do something 	<ul style="list-style-type: none"> To look for links and effects in time studied To offer a reasonable explanation for some events 	<ul style="list-style-type: none"> To examine causes and results of great events and the impact on people To compare life in early and late 'times' studied To compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation To know key dates, characters and events of time studied
<p>Interpretations of history</p>	<ul style="list-style-type: none"> To use stories, memories and speak about the past. To look at their own families and immediate surroundings. To talk about the lives of people around them and their own life story. 	<ul style="list-style-type: none"> To use stories to encourage children to distinguish between fact and fiction. To compare adults talking about the past – how reliable are their memories? To use representations of the past (photographs, books, written accounts) to make interpretations 	<ul style="list-style-type: none"> To compare two versions of a past event. To compare images or photographs of people or events in the past. To begin to discuss the usefulness of photographs / accounts / stories. 	<ul style="list-style-type: none"> To identify and give reasons for different ways in which the past is represented To distinguish between different sources To compare different versions of the same story To look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> To look at the evidence available To begin to evaluate the usefulness of different sources To use textbooks and historical knowledge To explore the idea that there are different accounts of history. To begin to evaluate the usefulness of different sources. To look at a range of evidence from the period and discuss its reliability 	<ul style="list-style-type: none"> To compare accounts of events from different sources – fact or fiction To offer some reasons for different versions of event 	<p>To link sources and work out how conclusions were arrived at.</p> <ul style="list-style-type: none"> To consider ways of checking the accuracy and reliability of interpretations. Fact, fiction or opinion. To be aware that different evidence will lead to different conclusions and evidence can be interpreted differently. To evaluate evidence to choose the most reliable/useful forms. To understand that some information from the past is propaganda, opinion or

							misinformation and that this affects interpretations of history
Historical enquiry	<ul style="list-style-type: none"> Encourage and prompt children to ask their own questions about the past. Children know about similarities and differences between themselves, others, families, communities and traditions. 	<ul style="list-style-type: none"> To encourage children to ask their own questions about the past. To find answers to simple questions about the past from sources of information (including photographs, artefacts, videos, images, interviews, books). To explore events, look at pictures and ask questions (e.g. Which things are old and which are new? What were people doing?) 	<ul style="list-style-type: none"> To work with sources – observe/handle sources (including written accounts, photographs, images, artefacts, videos) to answer questions about the past on the basis of simple observations. To encourage children to ask questions about artefacts and sources from the past (who, what, why, when, where?). Use of both primary and secondary sources. To identify different ways in which the past is represented. To group sources from different time periods studied and explain how they know. 	<ul style="list-style-type: none"> To use a range of sources to find out about a studied period (including photographs, diary accounts, archaeological evidence, artefacts, posters, spoken and written recounts). Introduce the terms ‘primary source’ and ‘secondary source’. To select and record information which is relevant to the study. To begin to use different methods to research (e.g. books, videos, spoken recounts, artefacts, the internet, photographs). 	<ul style="list-style-type: none"> To use evidence to build up a picture of a past event. To ask a variety of questions and find answers about the past. To use different methods and sources to complete research (including books, videos, the internet, photographs, pictures, written and spoken recounts, historic buildings, visits to sites as evidence about the past, artefacts). To use primary and secondary sources. To support children in considering the validity/reliability of different sources of information. 	<ul style="list-style-type: none"> To begin to identify primary and secondary sources. * Encourage children to discuss the validity/reliability of primary and secondary sources. To use evidence to build up a picture of a past event. To select relevant sections of information. To use different methods and sources to complete research with increasing confidence (including books, internet, videos, 	<ul style="list-style-type: none"> To recognise primary and secondary sources. To use a range of evidence including documents, printed sources (including archive materials), the internet, databases (Census information for local study), pictures, photographs, artefacts and historic buildings to collect evidence about the past. To discuss which sources of evidence are the most reliable/useful? Why? To choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. To investigate own lines of enquiry by posing questions to answer. To bring knowledge gathered from several sources together in a fluent account

						photographs, images, written and spoken recounts, artefacts).	
Organisation and communication	Children should present, organise and communicate their knowledge through: <ul style="list-style-type: none"> • Discussions where children are able to recall historical information- they will begin to include some dates (or periods of time) and key vocabulary • Drawings • Drama and role play • Making models • Writing • Debate • Form own opinions • Research 			<ul style="list-style-type: none"> • To organise my answers well in my written work; state my conclusions; give reasons for my ideas; use some dates and historical terms. 	<ul style="list-style-type: none"> • To make sure written answers are well rounded and organised with clear conclusions and supported by evidence (from many sources) and reasons. 	<ul style="list-style-type: none"> • To Select, organise and use relevant information to produce structured work, making appropriate use of dates and terms. 	
Essential vocabulary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Today, yesterday, tomorrow, the present ,the past ,the future ,day, week, month, long ago, old new/recent parent, grand parent, great grand parent, clue, memory, lifetime calendar, Who? What? Materials, plastic, remember	Year, decade, century, ancient, modern, long ago, timeline, date order, similar, different, travel, beca use, important, living memory, remembers, black and white, grandparents' time, In the past, the older generation, memories , drawing, photograph , camera,artefact, Florence Nightingale, Mary Seacole, What ...? When...? Where...?	Chronological order, era/period, The Great Fire of London, Samuel Pepys diary, danger, Christopher Wren,St Paul's Cathedral, explorers, Columbus, Armstrong, travel encounter, impact, significant, brave, pioneer, Atlantic, Ocean, America, space rocket moon landing, memorial, investigate, research evidence, Why...? Historians, experts, letters, newspapers, websites, detective,	Anachronism, chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years, Stone Age Iron Age Celts , Ancient Greece The Ancient Greeks T Neolithic Bronze Age Skara Brae hunter-gatherer religion spirits Stonehenge hill forts sacrifice Britons nomad/nomadic	anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years, Romans invasion civilisation Emperor Caesar republic empire army/soldiers resistance conquest revolt outpost colony gods/goddesses invention archaeologist archaeology sources,	anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years Stone Age Iron Age Celts Ancient Greece The Ancient Greeks The Saxons The Vikings, invaded, King Alfred, The Dark Ages Middle Ages nation monarchy execution	anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years Stone Age Iron Age Celts Ancient civilisations Ancient Egyptians Egyptologist Ancient Greece The Ancient Greeks The Saxons The Vikings The Dark Ages Middle Ages The Georgians The Victorians The Industrial Revolution 20th century World War I World War II trench war recruit alliance

			<p>opinion, artefact, Amelia Earhart, Sylvia Earle What...? When...? Where...?</p>	<p>Boudicca, The Dark Ages Middle Ages, invention archaeologist archaeology sources importance significance legacy impact effects reason change continuity this suggests... may be perhaps could be first hand evidence second hand evidence myths and legends, oral history museum</p>	<p>The Dark Ages Middle Ages, importance significance legacy impact effects reason change continuity this suggests... may be perhaps could be first hand evidence second hand evidence myths and legends, oral history museum empire invasion civilisation settlers migration Roman withdrawal invasions kingdoms settlements conversion Christianity reputation raids resistance Danegeld Sparta Athens culture achievements legacy democracy impact effects consequences change continuity cause/s infer suggest My conclusion is that.... historian archaeologist archaeology first hand evidence second hand evidence myths and legends</p>	<p>extent of change... extent of continuity... turning point, Ancient Egypt Ancient Egyptians The Nile first civilisations North Africa flood fertile agriculture tomb Pharaoh pyramid Tutankhamun to weigh up both sides on one hand however different experiences primary evidence secondary evidence eye witness this source suggests that... this source doesn't show that... reliable could have been... might have been... may be impact effects consequences legacy significance impression change continuity cause/s infer suggest My conclusion is that.... historian archaeologist archaeology</p>	<p>Blitz Home Front morale democracy Parliament vote suffrage Houses of Parliament represent Native Americans culture stereotype diversity traditional view attitudes The Ancient Maya Central America Mexico empire city-state astrology astronomy codex excavate cenote pok-pok stele variety of sources different experiences this source suggests that.. I can infer that... impression the source omits to mention... the purpose reliability propaganda one sided biased motive mistake primary evidence eye witness Secondary evidence could have been might have been this source suggests that... this source doesn't show that... reliable could have been... might have been... may be impact effects consequences legacy significance cause/s change continuity extent of continuity extent of change My conclusion is that... historian archaeologist archaeology</p>
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