



## Progression of Skills Overview 2025/26

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### Progression of Skills

|                   | <b>N</b>                                     | <b>R</b>  | <b>Y1</b>  | <b>Y2</b>   | <b>Y3</b>  | <b>Y4</b>   | <b>Y5</b>   | <b>Y6</b>  |
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| <b>Content</b>    | Proud to be from my house (Past and Present) | Proud to be from Lidget Green Primary School (Me, My Family, My school) | How has Lidget Green changed over the years? What toys did people play with in the past? | What do buildings tell us about Bradford's heritage? What was the impact of the fire on London? | How did Bradford become a rich city? How did Britain change during prehistory? | How did Bradford flourish in the 19th century? What did the Romans do for us? | Why is Bradford such a diverse place? (20th century migration) What can we find out about Bradford's sport in the past? | What is the heritage of Haworth? How was Britain able to stand firm against the German threat? How has early Islamic Civilisation left its mark on our society? Which was the greatest civilisation? |
| <b>Chronology</b> | I understand concepts like now/then,         | I can sequence some events from my own life and talk about              | I can sequence some events from Queen Victoria and                                       | I sequence events that happened   | I can place the Industrial Revolution, prehistory and                          | I can place events from the time period                                       | I can sequence events from the First World War and the 20th   | I can sequence the events from the period of the Islamic   |

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| before/after, older/newer. I can sequence some events from my life. | them using the vocabulary of time. | Queen Elizabeth's lives and talk about them using the vocabulary of time. I can describe key events in their lives.<br><br>I can make some comments about toys that children in the past played with.<br><br>I can sequence the toys according to when they were played with and justify my reasoning.<br><br>I can discuss how the ways people shopped and means of transport changed in Lidget Green. | during the Great Fire of London. I can sequence previously learnt events and justify my reasoning. (Great Fire of London, Moon Landings, 11/11/1918, Florence Nightingale helping the soldiers, The birth of Queen Victoria, the birth of Queen Elizabeth, Coronation of Charles III) | Ancient Egypt on a timeline. I can begin to use dates and terms related to the period of study.<br><br>I can sequence events and artefacts.<br><br>I am aware of contemporaneity, us chronology, (the Stone Age and Egyptians). | studied on a timeline. I can use dates and terms related to the period of study.<br><br>I can sequence events and artefacts.<br><br>I can make comparisons between different time periods and understand which periods were contemporaneous to us.<br><br>I can use more complex terms e.g. BC/AD. | century migration. I use relevant dates and terms related to WW1 and the 20th century migration. | Civilisation and the Second World War events.<br><br>I can use relevant dates and terms related to the periods studied.<br><br>I can sequence and discuss time periods taught across the school.<br><br>I can make more considered comparisons between a growing range of different time periods. |  |

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| <b>Historical Knowledge</b> | <p>I can recognise which events in my life have already happened.</p> <p>I can talk about the events in my life using the past tense.</p> | <p>I understand what the past means and that people in the past lived differently.</p> <p>I can recount stories from the past.</p> | <p>I can recognise the difference between past and present in my own and others' lives.</p> <p>I know places change over time.</p> <p>I begin to compare historical periods with life today.</p> | <p>I know Samuel Pepys, Florence Nightingale and Mary Seacole, and understand why they were significant.</p> <p>I can compare life in London in the 17th century with life today.</p> <p>I know how the Great Fire of London influenced the city.</p> <p>I know how Bradford changed over time.</p> | <p>I know about some everyday aspects of people's lives during prehistory.</p> <p>I know some historical figures and understand why there were important.</p> <p>I can compare historical periods with life today.</p> <p>I can identify key features and events of a time period studied.</p> <p>I begin to develop a sense of a period through the appreciation of the kind of conditions that people lived in, ideas and assumptions that shaped their thinking.</p> | <p>I know about some everyday aspects of people's lives from different time periods and can compare them.</p> <p>I can describe and compare historical periods with life today.</p> <p>I can identify key features and events of a time period studied.</p> <p>I begin to develop a sense of a period through the appreciation of the kind of conditions that people lived in, ideas and assumptions that shaped their thinking.</p> | <p>I can describe changes within and between periods and societies studied.</p> <p>I can compare an aspect of life in one period with the same aspect in another period.</p> <p>I begin to examine causes and results of great events.</p> | <p>I can describe changes within and between periods and societies studied.</p> <p>I can compare an aspect of life in one period with the same aspect in another period.</p> <p>I can examine causes and results of significant events and the impact on people.</p> |
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| <b>Interpretation and narrative</b> |  | I can pick out information about the past from sources like pictures, artefacts and stories. | I can compare pictures or photographs of people or events in the past with now. | I can identify and give reasons for different ways the past is represented. | I can begin to evaluate the usefulness of different sources. I can compare information from sources and evaluate how useful they are and the information gained. | I can offer some reasons for different versions of events. I can begin to compare accounts of events from different sources. I can analyse the reliability of primary and secondary sources | I can link sources and work out how conclusions were arrived at. I am aware that different evidence will lead to different conclusions. I can offer reasons for different versions of events. I can begin to compare accounts of events from different sources. talk and write historically in a sustained way with an understanding of purpose (describing, narrating, informing, persuading) |
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