



Progression of Skills Overview 2025/26

Last updated: Malgorzata Grochot/ 30/08/25

Progression of Skills

	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Content	<p>Proud to be from my house (Past and Present)</p> <p>People, places, events.</p> <p>Concrete examples tied to prior knowledge and experiences the pupils already have.</p> <p>Pupils are conceptually scaffolded by this familiarity.</p>	<p>Proud to be from Lidget Green Primary School (Me, My Family, My school)</p> <p>Past and Present (Remembrance Day, Diwali, Christmas, Moon Landings, King Charles III, Queen Elizabeth II, exploring images from the past through stories)</p>	<p>How has Lidget Green changed over the years?</p> <p>What toys did people play with in the past?</p> <p>What was Queen Victoria's life like and how was that different to Queen Elizabeth's II?</p> <p>What can we find out about Jowett Cars?</p>	<p>What do buildings tell us about Bradford's heritage?</p> <p>What was the impact of the fire on London?</p> <p>How has nursing changed over time? (Florence Nightingale and Mary Seacole)</p>	<p>How did Bradford become a rich city?</p> <p>How did Britain change during prehistory?</p> <p>Why is Howard Carter the most famous archaeologist in the world?</p>	<p>How did Bradford flourish in the 19th century?</p> <p>What did the Romans do for us?</p> <p>What happened to Britain when the Romans left?</p> <p>Who were the Vikings?</p>	<p>Why is Bradford such a diverse place? (20th century migration)</p> <p>What can we find out about Bradford's sport in the past?</p> <p>Why was the First World War called the Great War?</p>	<p>What is the heritage of Haworth?</p> <p>How was Britain able to stand firm against the German threat?</p> <p>How has early Islamic Civilisation left its mark on our society?</p> <p>Which was the greatest civilisation?</p>
Chronology	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

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

<p>Interpretation and narrative</p>			<p>I can pick out information about the past from sources like pictures, artefacts and stories.</p>	<p>I can compare pictures or photographs of people or events in the past with now.</p>	<p>I can identify and give reasons for different ways the past is represented.</p>	<p>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.</p>	<p>I can offer some reasons for different versions of events.</p> <p>I can begin to compare accounts of events from different sources. I can analyse the reliability of primary and secondary sources</p>	<p>I can link sources and work out how conclusions were arrived at. I am aware that different evidence will lead to different conclusions.</p> <p>I can offer reasons for different versions of events. I can begin to compare accounts of events from different sources.</p> <p>talk and write historically in a sustained way with an understanding of purpose (describing, narrating, informing, persuading)</p>
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