



History

Progression of Skills and Knowledge

Aims

The national curriculum for history aims to ensure that all pupils:

Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History Curriculum Content					
Changes in living memory (houses and shopping) Significant historical events, in their own locality (Bluewater)	Changes In living memory to reveal aspects of change in national life (Castles) Compare aspects of the life of 2 monarchs (Elizabeth	Changes in Britain from the Stone Age to the Iron Age. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.	Britain's settlement by Anglo-Saxons. Anglo-Saxon invasions. Anglo-Saxon art and culture	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066	A non-European society that provides contrasts with British history. Mayan Civilisation. The achievements of the earliest

Events beyond living memory, that are significantly Nationally (Man on the moon and holidays)	1 and Queen Victoria). The lives of significant individuals in the past who have contributed to national and international achievements (Great Fire of London- Samuel Pepys)	Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture. Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall.	Christian conversion – Canterbury, Iona and Lindisfarne. Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld.	A significant turning point in British history- Victorian railways-George Stephenson The changes the railway made for example newspapers and time. A Local history study- the history of the river Thames for example how it changed over time from a sewer then drinking water and pumps etc. Changes in an aspect of social history such as Crime and punishment: the roman legacy, Anglo-Saxon law, Victorian prisons and workhouses.	civilisations- the Shang Dynasty ancient China. Ancient Greece a study of Greek life and achievements and their influence on the western world.
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding of past events, people and changes in the past					
Tell the difference between past and present in own and other people's lives.	Uses information to describe differences between then and now. Recounts main events from a significant event in history. Uses evidence to explain reasons why people in the past acted as they did.	Uses evidence to find out about change during a time period. Describes similarities and differences between people, events and objects.	Shows knowledge and understanding by describing features of past societies and periods. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect life today.	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Can discuss the impact and causes of historical change in Britain	Can discuss the impact and causes of historical change in Britain. Identifying and contrasting changes and trends between different periods. Gives own reason why changes may have occurred, backed up with evidence. Describes similarities and differences between some people, events and objects studied. Describes how some changes affect life today.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry					
Sequence some events or 2 related objects in order. Remembers parts of stories and memories about the past. Uses words and phrases: old, new, young, days, months	Recount changes in own life over time. Puts 3 people events or objects in order using a given scale. Uses words and phrases: recently, before, after, now, later. Uses past and present when telling others about an events	Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.	Names places/dates of significant events from the past on a timeline. Uses words and phrases: century, decade, BC, AD, after, before, during.	Sequence historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.	Sequence historical events using prior learning. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.
Finds answer to simple questions about the past from sources of information (e.g. pictures, stories)	Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'how long a go did happen?'.	Suggests sources of evidence to use to help answer questions. Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to	Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts,	Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions.	Identifies and uses different sources of information and artefacts. Selects the most appropriate source of evidence for particular tasks.

		collect information about the past. Ask and answers questions such as: 'how did people?', 'what did people do for?'	historic buildings and visits to collect information about the past. Ask questions such as: 'what was it like for during?'	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past.	Evaluates usefulness and accurateness as different sources and evidence. Forms own opinion about historical events from a range of sources.
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretation					
Begins to identify and recount some details from the past from sources (e.g. pictures, stories)	Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.	Looks at 2 versions of same event and identifies differences in the accounts.	Gives reasons why there may be different accounts of history.	Looks at different versions of the same event and identifies differences in accounts. Gives clear reason why there may be different accounts of history.	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.

					Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
Events beyond living memory, that are significant Nationally (Man on the moon and holidays) The lives of significant individuals (Neil Armstrong)	Events beyond living memory, that are significant Nationally. The lives of significant individuals in the past who have contributed to national and international achievements (Great Fire of London-Samuel Peeps)				

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisation and Communication					
Shows knowledge and understanding about the past in different ways (e.g., role play, drawing, writing, talking).	Describes objects, people and events. Writes simple stories and recounts about the past.	Presents findings about the past using speaking, writing, ICT and drawing skills.	Presents findings about the past using speaking, writing, ICT, drama and drawing skills.	Presents structured and organised findings about the past using speaking, writing, ICT, drama and drawing skills.	Presents information in an organised and clearly structured way.

		Uses dates and terms with increasing accuracy.	Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as: monarch, settlement, invader.	Uses dates and terms accurately. Chooses most appropriate way to present information to an audience.	Makes use of different ways of presenting information. Presents information in most appropriate way (e.g. written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.
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Vocabulary					
Along time ago Artefact Celebrate Century ● chronological ● difference ● event(s) ● explain ● fact ● famous ● historical event ● king	Before I was born Britain ● Briton ● chronological order ● democracy ● earlier ● eye-witness ● historical event ● later ● local area ● locality ● now	AD ● Ancient ● archaeologist ● BC ● Brits ● century ● combat ● conquer(ed) ● decade ● differences ● era ● evidence	● accurate ● aspect ● advanced ● availability ● developments ● dictated ● historical argument ● impact ● inventions ● items ● picture of the past ● point of view	primary source/evidence ● secondary source/evidence ● reliable ● extent of change ● extent of continuity evaluate ● reliable ● eye-witness ● Monarchy ● legacy	primary source/evidence ● secondary source/evidence ● reliable ● extent of change ● extent of continuity evaluate ● reliable ● eye-witness ● Monarchy ● legacy

● lifetime ● memories ● object ● opinion ● photograph ● present ● queen ● recent history rule ● since I was born ● succeed ● succession ● used for ● very old ● when I was little ● when mummy and daddy were little ● years	● older person ● parliament ● present ● research ● sequence ● source ● then ● when grandparents were young ● when I was younger	● excavate ● finding skills ● historian ● historical information ● invaders ● invasion ● period ● pre-history ● settlement ● settlers ● similarities ● timeline	● poor ● recent history ● religious differences ● shape our lives ● time difference ● version ● way of life	● ambiguous ● consequences ● omits ● decade	● ambiguous ● consequences ● omits Decade
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The Key Three!					
My History Describe 3 changes in living memory	The Great Fire of London ● Start date ● Why it spread quickly ● What changed after the fire?	The Stone Age and Roman Empire ● To place periods studied on timeline ● Understand the term BC and AD	Anglo-Saxons and Vikings ● To place periods studied on timeline ● Give an example of a primary and	Victorians ● To place periods studied on timeline and give approximate dates	Ancient Greeks, Ancient Mayans, Ancient China ● To place periods studied on a timeline and give approximate dates

		• To define the terms: invade, conquer and settle.	secondary source • Name one way that Britain changed after the invasion of the Vikings	• Explain why there might be different accounts of the same historical event • To know how the development of the railways changed Britain	• To explain how the Ancient Greeks affected our lives today • Explain what you would look for in a reliable source of evidence
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