



*Learning, Growing, Achieving...Our journey together with God*

### Skills and Knowledge Progression in History

#### National Curriculum 2014

##### 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

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

events beyond living memory that are significant nationally or globally, for example; the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries

the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods, for example; Elizabeth I and Queen Victoria, Christopher

##### Key Stage 2

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

changes in Britain from the Stone Age to the Iron Age

the Roman Empire and its impact on Britain

Britain's settlement by Anglo-Saxons and Scots

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

a local history study

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

the achievements of the earliest civilizations – an overview of

<p>Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</p> <p>significant historical events, people and places in their own locality.</p> <p>Schools should map out where these areas will be taught across KS1.</p>	<p>where and when the first civilizations appeared and a depth study of one of the following:          Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China          Ancient Greece – a study of Greek life and achievements and their influence on the western world          a non-European society that provides contrasts with British history – one study chosen from:          early Islamic civilization, including a study of Baghdad c. AD 900, Mayan civilization c. AD 900, Benin (West Africa) c. AD 900-1300.</p> <p>(See examples of possible content in National Curriculum) Schools should map out where these areas will be taught across KS2.</p>
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**Progression of Skills and Knowledge: Chronological Knowledge**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>People should know where the people and events they study fit within a chronological framework.</p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p>		<p>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.</p> <p>Pupils should develop the appropriate use of historical terms.</p>			
<p>Place known events and/or objects in chronological order.</p> <p>Sequence events within living memory.</p> <p>Understand the difference between the present and the past.</p> <p>Sequence events from different periods of their lifetime.</p>	<p>Sequence events and/or objects in chronological order.</p> <p>Know when some famous historical events (beyond living memory) happened.</p> <p>Sequence events related to the life of a significant individual and local historical events chronologically.</p>	<p>Order events linked to periods studied chronologically.</p> <p>Begin to use dates to order and place events on a timeline.</p> <p>Realise that the past can be split into different periods of time and begin to use the correct historical terms. Locate some historical</p>	<p>Place an event/order events on a time line showing periods in periods of history being studied.</p> <p>Place some historical periods in a chronological framework.</p> <p>Locate historical periods on a timeline.</p>	<p>Know and sequence key events of the period of history being studied.</p> <p>Use dates to order and place events on a timeline.</p> <p>Place a wider range of events, people and changes within a chronological framework.</p>	<p>Apply understanding of chronology across the periods they study.</p> <p>Place events, people and changes precisely within a chronological framework.</p>

	Distinguish between events in the recent and more distant past.	periods on a timeline.	Recognise some of the similarities and differences between periods.	Know where to place a studied period in relation to other periods of history.	
Use common words and phrases relating to the passing of time.	Describe memories of key events in their lives using historical vocabulary.	Use an increasing range of common words and phrases relating to the passing of time.  Use historic terms related to the period of study.	Use historic terms related to the period of study.  Begin to understand more complex historical terms.  Use dates related to the passing of time.	Use relevant historical terms and period labels.  Understand more complex historical terminology.  Use dates and chronology accurately and relate to time.	Use appropriate vocabulary to relate events to markers of time.  Use a wider range of relevant dates, period labels and chronological conventions.
<b>Progression of Skills and Knowledge: Historical Concepts</b>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Pupils should identify similarities and differences between ways of life in different periods.  To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and analyse trends; National Curriculum aim.		Pupils should note connections, contrasts and trends over time. Pupils should regularly address about change, cause, similarity and difference, and significance.  To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and analyse trends; NC aim			
Know and understand key features of some events within living memory.  Identify some similarities and differences between:	Know and understand some aspects of the past, e.g. significant events and people, beyond living memory. Begin to describe changes within living memory which lead to changes in the UK.	Show knowledge and understanding of some main historical events. Show knowledge and understanding of the lives of some important historical figures. Show knowledge and	Know and understand some main historical events in the periods studied. Understand some main historical events in the periods studied and some in general history.	Identify the beliefs and attitudes of people living in societies in the past. Show factual knowledge and understanding of aspects of the historical periods studied.	Know about beliefs, behaviour and characteristics of people from an increasing range of historical periods. Show increasing depth of factual knowledge and understanding of

<p>ways of life in different periods artefacts made at different times their lives and those of children in the past.</p> <p>Recount some events, individuals and changes within living memory.</p>	<p>Identify similarities and differences between: ways of life in different periods artefacts made at different times their lives and those of children in the past.</p> <p>Begin to show an understanding of the lives of some important historical figures.</p> <p>Recount some events, individuals and changes within living memory.</p>	<p>understanding of the lives of some important historical events.</p> <p>Begin to identify characteristic features of different periods studied and explain how these are similar or different.</p> <p>Begin to describe specific details about events and/or periods from the past.</p>	<p>Show knowledge of some important historical figures and their impact.</p> <p>Show knowledge of some important historical changes and/or events that have had an effect on our society.</p> <p>Identify characteristic features of different periods and explain how these are similar or different.</p> <p>Describe specific details about events and/or periods from the past.</p>	<p>Show factual knowledge and understanding of aspects of the history the wider world.</p> <p>Identify key features, individuals and events of the period being studied.</p> <p>Begin to identify trends across time periods.</p> <p>Describe events, people and changes.</p>	<p>aspects of the history of Britain.</p> <p>Show increasing depth of factual knowledge and understanding of aspects of the history of the wider world.</p> <p>Identify trends across time periods.</p> <p>Describe events, people and changes.</p>
<p>Begin to recognise why they and others act as they do.</p> <p>Begin to recognise why others may have done what they did in the past.</p>	<p>Begin to describe the reasons why people in the past acted as they did.</p> <p>Identify some reasons for the actions of people in the past.</p> <p>Know why some important historical events happened.</p> <p>Know the results and impact of some famous historical events.</p>	<p>Recognise why people in the past acted as they did.</p> <p>Identify the reasons for the actions of some people in the past.</p> <p>Know why some historical events happened.</p> <p>Begin to explain how these historical events have effected how we live today.</p>	<p>Begin to give a few reasons for some important historical events.</p> <p>Begin to give a few reasons for some important historical changes.</p> <p>Understand why people may have had to do something.</p>	<p>Give some reasons for some important historical events and the impact of these events.</p> <p>Describe the causes of some important historical changes and the impact of these changes.</p> <p>Begin to make links and connections between historical events.</p>	<p>Begin to evaluate the impact of an individual on the history of his/her time.</p> <p>Give an explanation of a past event in terms of cause and effect using evidence to support.</p> <p>Make links and connections between historical events.</p>

Progression of Skills and Knowledge: Interpretations and Enquiry					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils 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.</p>		<p>Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should 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; National Curriculum aim.</p>			
<p>Find answers to some simple questions about the past from simple sources of information. Begin to describe artefacts.</p> <p>Begin to understand that evidence and artefacts can tell us a story.</p> <p>Begin to suggest what information we can get from sources.</p> <p>Experience primary sources of evidence.</p> <p>Begin to understand what a primary source of evidence is.</p>	<p>Find out about the past using a variety of types of evidence and different sources e.g. photographs, visitor, audio files, primary and secondary sources etc.</p> <p>Begin to make deductions and inferences from sources.</p> <p>Know how to find out about aspects of the past e.g. oral source, museum, written source.</p> <p>Understand what a primary source of evidence is.</p> <p>Know how personal memories can be used to find out about the past.</p>	<p>Begin to recognise that there are primary and secondary sources.</p> <p>Begin to distinguish between sources.</p> <p>Infer and deduct information from historical sources.</p> <p>Begin to understand that evidence and artefacts can only tell us part of the story.</p>	<p>Know about the types of evidence that are available for different periods in history.</p> <p>Understand that what we know about the past is dependent on what evidence has survived.</p> <p>Know about the gaps in evidence for periods of history.</p> <p>Distinguish between different sources.</p> <p>Begin to evaluate a source's usefulness.</p> <p>Begin to make connections between information provided in more than one source.</p>	<p>Identify a range of appropriate sources of information.</p> <p>Compare sources of information available for the study of different periods and/or events.</p> <p>Find out about the past.</p> <p>Know that different sources can provide different kinds of information.</p> <p>Make connections between information provided in more than one source.</p>	<p>Make confident use of a variety of sources for independent research.</p> <p>Begin to evaluate sources of information for their usefulness.</p> <p>Consider ways of checking the accuracy of interpretations; fact, fiction and opinion.</p> <p>Use a range of sources to find out about an aspect of time.</p> <p>Use evidence to compare and contrast very different perspectives of the same event.</p> <p>Know that different sources can provide different kinds of information leading to</p>

					different conclusions.
<p>Begin to ask and answer relevant questions about the past and artefacts.</p> <p>Begin to use a source to ask questions and to find out answers.</p>	<p>Ask and answer questions about the past and artefacts.</p> <p>Use a source to ask questions and to find out answers.</p>	<p>Begin to find out answers to specific questions using sources of information.</p>	<p>Find out answers to specific questions using sources of information.</p> <p>Ask relevant questions to ascertain the results of events, changes and/or an individual in history.</p>	<p>Develop a range of questions to ask about the past.</p> <p>Ask relevant questions to ascertain links between events, individuals and/or periods of history.</p>	<p>Understand how historians use evidence to support, refute or alter hypothesis.</p> <p>Pose challenging questions about individuals, events, artefacts and periods of history hypothesise about the possible answers prior to answering them.</p>

**Progression of Skills and Knowledge: Organisation and Communication**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.</p>		<p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>			
<p>Talk, draw or write about aspects of the past.</p> <p>Begin to use stories and other historical sources to show their understanding.</p>	<p>Show an awareness and understanding of the past in a variety of ways, such as: written talking using images.</p> <p>Use stories and other historical sources to show their understanding.</p>	<p>Begin to communicate their learning in an organised and structured way, using; appropriate historical terminology images artefacts writing.</p> <p>Talk about how a primary and/or secondary source of evidence supports their opinion.</p>	<p>Communicate their learning and memory of the past in an organised and structured way, using; appropriate historical terminology images artefacts writing.</p> <p>Begin to use primary and secondary sources to support their opinions, arguments and findings.</p>	<p>Present findings and communicate knowledge and understanding in different ways to meet the needs of different audiences.</p> <p>Use primary and secondary sources to support their opinions, arguments and findings.</p> <p>Summarise what has been learnt.</p> <p>Produce an account of a historical event based</p>	<p>Select and organise information to construct structured work which meets the needs of the audience and appropriately using; dates appropriate historical terminology images artefacts writing primary sources and secondary sources</p> <p>Present the findings,</p>

			Begin to summarise what has been learnt.	on more than one source of evidence	arguments and opinions of their independent historical investigation to show an understanding of the period.
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