

Progression of Knowledge and Skills within History.

The document below has been designed to show how we will cover all of the relevant Historical knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content of their unit to their cohort's termly topic.

	KS1	Lower KS2	Upper KS2
<p>Areas of study</p>	<p><i>Pupils should be taught about:</i></p> <ul style="list-style-type: none"> • <i>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.</i> • <i>events beyond living memory that are significant nationally or globally.</i> • <i>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 period.</i> • <i>significant historical events, people and places in their own locality.</i> <p>National Curriculum 2014</p>	<p><i>Pupils should be taught about:</i></p> <ul style="list-style-type: none"> • <i>changes in Britain from the Stone Age to the Iron Age</i> • <i>the Roman Empire and its impact on Britain</i> • <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i> • <i>the achievements of the earliest civilizations – an overview of 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</i> • <i>Britain's settlement by Anglo-Saxons and Scots (Vikings and Anglo-Saxons)</i> • <i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward</i> 	<p><i>Pupils should be taught about:</i></p> <ul style="list-style-type: none"> • <i>Britain's settlement by Anglo-Saxons and Scots (Vikings and Anglo-Saxons)</i> • <i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i> • <i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i> • <i>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</i> <p>National Curriculum 2014.</p>

			<i>the Confessor.</i>			
			National Curriculum 2014			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Sequence some events or 2 related objects in order of time.</p> <p>Use words and phrases such as: old, new, now, then, yesterday, before I was born etc.</p> <p>Remember parts of stories and memories about the past.</p>	<p>Recount changes in their own life over time.</p> <p>Sequence 3 people, events or objects in order using a given scale.</p> <p>Understand and use the words 'past' and 'present' when telling others about an event.</p>	<p>Use timelines to place events in order.</p> <p>Use and show an awareness of BC and AD.</p> <p>Use words and phrases such as: century, decade, BC, AD.</p>	<p>Name and place dates of significant events on a timeline.</p> <p>To place topics on a timeline demonstrating an understanding of BC and AD.</p> <p>Describe the main changes in a period in history.</p> <p>Use words and phrases such as: century, decade, ancient civilisations, period and topic related vocabulary.</p>	<p>Sequence historical periods.</p> <p>Identify changes within and across historical periods.</p> <p>Use words and phrases which are related to topic vocabulary to do with time.</p>	<p>Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point.</p> <p>Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology or religion.</p> <p>Use words and phrases for movements or times of change e.g. Renaissance, classical period, Industrial Revolution.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt</p>

						and Prehistoric Britain.
Range and depth of historical knowledge	Recall some facts about people/ events before living memory.	Use information to describe the past. Describe the differences between 'then' and 'now'. Recount main events from a significant time in history. Use evidence to explain reasons why people acted in the past as they did.	Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor. Use evidence to find out how any of these may have changed during a time period. Suggest reasons for why there were differences between periods.	Show knowledge and understanding by describing features of past societies and periods. Identify some ideas, beliefs and attitudes of past cultures giving reason(s) for these differences. Describe how some of the past events affect life today.	Choose reliable sources of information to find out about the past. Provide own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how historical events studied affect/ influence life today. Make links between some features of past societies e.g. religion, houses, society, technology.	Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status. Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics. Describe how some changes impact both on subsequent periods, and, in the long term, on today's society.
Interpretation of history	Begin to suggest why something might be different. Look at books, videos	Look at and use a range of sources such as books, pictures, stories, eye witness	Begin to explore the idea that there are different accounts of history.	Look at different versions of the same event in history and identify similarities and	Demonstrate an understanding that some evidence from the past is propaganda,	Evaluate the usefulness and accuracy of difference sources understanding the

	<p>photographs, pictures and artefacts to find out about the past.</p>	<p>accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet etc. to find out about the past.</p>	<p>Start to identify the difference between fact and opinion.</p>	<p>differences. Demonstrate an understanding that people in the past represent events or ideas in a way that persuades others (propaganda). Understand the difference between primary and secondary sources. Ask relevant questions and suggest sources of evidence from a selection provided to help answer questions.</p>	<p>opinion or misinformation and that this affects interpretations of history. Provide reasons as to why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.</p>	<p>affect of propaganda, bias, misinformation and opinion. Form own opinions about historical events from a range of sources. Select the most appropriate source material, using primary and secondary, for a particular task.</p>
<p>Historical enquiry</p>	<p>Begin to identify different ways in which the past is represented. Look at different sources and ask questions.</p>	<p>Find and identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions.</p>	<p>Ask relevant questions and find answers about the past. Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums</p>	<p>Ask relevant questions and find answers about the past. Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums</p>	<p>Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries, site visits etc. as evidence about the past.</p>	<p>Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries, site visits etc. as evidence about the past.</p>

			and galleries, site visits etc. as evidence about the past.	and galleries, site visits etc. as evidence about the past.	Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing relevant questions to answer.	Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing relevant questions to answer.
Organisation and communication	Sort events or objects into groups (then and now). Begin to use timelines to order objects or events. Tell stories about the past. Show knowledge and understanding about the past in different ways such as role play, talking, writing, drawing etc.	Write simple stories and recounts about the past. Draw labelled diagrams and write about them to tell others about people, objects and events from the past. Show knowledge and understanding about the past in different ways such as role play, talking, writing, drawing etc.	Communicate ideas about the past in different ways such as using different genres of writing to complete written tasks about the past, role play, talking, writing, drawing etc. Use dates and vocabulary accurately. Suggest different ways of presenting information for different purposes.	Communicate ideas about the past in different ways such as using different genres of writing to complete written tasks about the past, role play, talking, writing, drawing etc. Use dates and vocabulary accurately. Suggest different ways of presenting information for different purposes.	Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Use dates and vocabulary and terms accurately.	Present information in an organised and clearly structures way and in the most effective/ appropriate manner e.g. written explanation, tables and charts, labelled diagrams etc. as recordings made reflect the skill being taught. Within this make accurate use of specific dates and terms.