

## HISTORY PROGRESSION OF SKILLS AND KNOWLEDGE

	Key Stage 1 Year 1 and 2	Lower Key Stage 2 Year 3 and 4	Upper Key Stage 2 Year 5 and 6
	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally</li> <li>• 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</li> </ul>	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• 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</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> <li>• a local history study</li> </ul>	

	Year 1/2	Year 3/4	Year 5/6
Chronology	<ul style="list-style-type: none"> <li>• Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• Show where places, people and events fit into a broad chronological framework</li> <li>• Begin to use dates</li> </ul>	<ul style="list-style-type: none"> <li>• Develop increasingly secure chronological knowledge and understanding of history, local, British and world</li> <li>• Put events, people, places and artefacts on a time- line</li> <li>• Use correct terminology to describe events in the past</li> </ul>	<ul style="list-style-type: none"> <li>• As Year 3/4, and</li> <li>• Use greater depth and range of knowledge</li> </ul>
Historical Terms	<ul style="list-style-type: none"> <li>• Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my</li> <li>• .... were younger, years, decades, centuries</li> </ul>	<ul style="list-style-type: none"> <li>• Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</li> </ul>	<ul style="list-style-type: none"> <li>• Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</li> </ul>

	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>• Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</li> <li>• Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</li> <li>• Choose and use parts of stories and other sources to show understanding of events</li> <li>• Communicate understanding of the past in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</li> <li>• Suggest where we might find answers to questions considering a range of sources</li> <li>• Understand that knowledge about the past is constructed from a variety of sources</li> <li>• Construct and organise responses by selecting relevant historical data</li> </ul>	<ul style="list-style-type: none"> <li>• Devise, ask and answer more complex questions about the past, considering key concepts in history</li> <li>• Select sources independently and give reasons for choices</li> <li>• Analyse a range of source material to promote evidence about the past</li> <li>• Construct and organise response by selecting and organising relevant historical data</li> </ul>
<b>Interpreting History</b>	<ul style="list-style-type: none"> <li>• Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware that different versions of the past may exist and begin to suggest reasons for this</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the past is represented and interpreted in different ways and give reasons for this</li> </ul>
<b>Continuity and Change</b>	<ul style="list-style-type: none"> <li>• Discuss change and continuity in an aspect of life, e.g. holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and begin to make links between main events, situations and changes within and across different periods and societies</li> </ul>	<ul style="list-style-type: none"> <li>• As Year 3/4, and</li> <li>• Use a greater depth of historical knowledge</li> </ul>
<b>Causes and Consequences</b>	<ul style="list-style-type: none"> <li>• Recognise why people did things</li> <li>• Recognise why some events happened</li> <li>• Recognise what happened as a result of people's actions or events</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and give reasons for historical events, situations and changes</li> <li>• Identify some of the results of historical events, situations and changes</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to offer explanations about why people in the past acted as they did</li> </ul>
<b>Similarities &amp; Differences</b>	<ul style="list-style-type: none"> <li>• Identify similarities and differences between ways of life in different periods, including their own lives</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</li> </ul>
<b>Significance</b>	<ul style="list-style-type: none"> <li>• Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and begin to describe historically significant people and events in situations</li> </ul>	<ul style="list-style-type: none"> <li>• Give reasons why some events, people or developments are seen as more significant than others</li> </ul>