



Curriculum Progression Document

Subject: History

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.

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;*

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.

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.

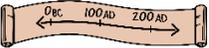
Pupils should be taught about:

- 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 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];
- significant historical events, people and places in their own locality.

- 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 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.

Area of Subject		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Historical Knowledge</p> 	<p>National Curriculum Aims / Objectives</p>	<p>Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and</p>	<p>Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and</p>	<p>Children should note connections, contrasts and trends over time.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone to the Iron age. • the Roman Empire and its 	<p>Children should note connections, contrasts and trends over time.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Ancient Greece-a study of Greek life and achievements and their 	<p>Children should note connections, contrasts and trends over time.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • a non-European society that provides contrasts with British history - 	<p>Children should note connections, contrasts and trends over time.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • The achievements of the earliest civilisations – an overview of where and when

		<p><i>understand key features of events.</i></p> <p><i>Pupils should be taught about:</i></p> <ul style="list-style-type: none"> <i>changes within living memory – used to reveal aspect of change in national life.</i> <i>the lives of significant individuals in the past who have contributed to national and international achievements.</i> 	<p><i>understand key features of events.</i></p> <p><i>Pupils should be taught about :</i></p> <ul style="list-style-type: none"> <i>events beyond living memory that are significant nationally or globally.</i> <i>significant historical events, people and places in their own locality</i> 	<p><i>impact on Britain.</i></p>	<p><i>influence on the western world.</i></p> <ul style="list-style-type: none"> <i>Britain’s settlement by Anglo-Saxons and Scots</i> <i>The Vikings and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</i> 	<p><i>Mayan civilization</i></p> <ul style="list-style-type: none"> <i>an aspect of theme in British history that extends pupils’ chronological knowledge beyond 1066 – Victorians</i> 	<p><i>the first civilisations appeared and a depth of study of Ancient Egypt</i></p> <ul style="list-style-type: none"> <i>A local history study – WW2 themed.</i>
	<p>Supporting Knowledge & Skills</p>	<p>Children can:</p> <ol style="list-style-type: none"> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; 	<p>Children can:</p> <ol style="list-style-type: none"> note key changes over a period of time and be able to give reasons for those changes; find out about the everyday lives of people in time studied compared with our life today; explain how people and events in the past have influenced life today; identify key features, aspects and events of the time studied; 	<p>Children can:</p> <ol style="list-style-type: none"> identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms such as culture, religious, social, economic and political when describing the past; examine causes and results of great events and the impact these had on people; describe the key features of the past, including attitudes, beliefs and the 			

		e. describe significant individuals from the past.		e. describe connections and contrasts between aspects of history, people, events and artefacts studied.		everyday lives of men, women and children.
Chronological Understanding 	National Curriculum Aims / Objectives	<i>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</i>		<i>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.</i>		<i>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.</i>
		Supporting Knowledge & Skills	Children can: a. understand the difference between things that happened in the past and the present; b. describe things that happened to themselves and other people in their past; c. order a set of events or objects; d. use a timeline to place events in their own life; e. use words and phrases such as: now,	Children can: a. understand how to put people, events and objects in order of when they happened, using a scale provided by the teacher; b. sequence artefacts and events that are close together in time; c. order dates from earliest to latest on simple timelines; d. sequence pictures from	Children can: a. understand what a timeline is and use it to place historical events; b. understand and use the term century and use specific dates; c. sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms	Children can: a. understand what a timeline is and use it to place historical events with appropriate scaling; b. understand and use the term century and use specific dates. c. sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes

		<p>yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p>	<p>e. different periods; describe memories and changes that have happened in their own lives;</p> <p>f. use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time;</p> <p>g. Use historical words and phrases such as: dates and decades.</p>	<p>d. related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>d. further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>technological and cultural.</p>	<p>e. the main changes within a period of history – political, technological and cultural; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>
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<p>Accessing Evidence (Historical Interpretation)</p>	<p>National Curriculum Aims / Objectives</p>	<p><i>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p>		<p><i>Children should understand how our knowledge of the past is constructed from a range of sources.</i></p>		<p><i>Children should understand how our knowledge of the past is constructed from a range of sources.</i></p>	
	<p>Supporting Knowledge & Skills</p>	<p>Children can:</p> <ol style="list-style-type: none"> know what a source is; use books, stories, photographs, pictures, artefacts, historical visits to find out about the past; use clues to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help 	<p>Children can:</p> <ol style="list-style-type: none"> understand how to use a source to gather information; use more than one type of source to find out about an event from the past; use books, stories, photographs, websites, pictures, objects, historical visits to find out about the past; use clues to find out about the past; start to compare two versions of a past event; 	<p>Children can:</p> <ol style="list-style-type: none"> Use multiple sources to collect information; know the difference between primary and secondary sources; look at more than two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts 	<p>Children can:</p> <ol style="list-style-type: none"> Use multiple sources to collect information; evaluate sources in terms of their usefulness identify a primary and secondary sources and state which one is more reliable; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>Children can:</p> <ol style="list-style-type: none"> find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and 	<p>Children can:</p> <ol style="list-style-type: none"> find and evaluate a wide range of evidence, giving reasons for their usefulness and reliability; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the

		represent the past.	f. Use stories or accounts to distinguish between fact and fiction; g. explain that there are different types of evidence and sources that can be used to help represent the past.	may be different.		secondary evidence and the impact of this on reliability; e. know that people in the past represent events or ideas in a way that may be to persuade others;	difference between primary and secondary evidence and the impact of this on reliability; e. show an awareness of the concept of propaganda;
Using Evidence (Historical Investigation) 	National Curriculum Aims / Objectives	<i>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.</i>		Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.		Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	
	Supporting Knowledge & Skills	Children can: a. observe or handle evidence to ask simple questions about the past; b. observe or handle evidence to	Children can: a. observe or handle evidence to ask a variety of questions about the past; b. observe or handle evidence to	Children can: a. identify an historical question; b. use evidence to start to generate their own questions about the past;	Children can: a. devise their own historical questions; b. follow a line of historical enquiry. c. chose suitable sources of evidence for an	Children can: a. analyse, evaluate and refine their own historical questions. b. follow their own line of historical enquiry.	Children can: a. investigate their own lines of enquiry by posing historically valid questions to answer.

		<p>find answers to simple questions about the past on the basis of simple observations;</p>	<p>find answers to more complex questions about the past;</p> <p>c. select evidence and say how it can be used to find out about the past.</p>	<p>c. use a range of sources to help answer questions about the past;</p> <p>d. construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p>	<p>enquiry and use them to support answers.</p> <p>d. gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>e. begin to undertake their own research.</p>	<p>c. chose reliable sources of evidence and give reasons for their choices.</p> <p>d. recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>e. use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues,</p>	<p>b. adapt and refine their line of enquiry;</p> <p>c. use sources of information to form testable hypothesis.</p> <p>d. use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <p>e. select relevant sections of information to address</p>
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						figures, sculptures, historic sites.	historically valid questions and construct detailed, informed responses.
<p>Presenting, Organising and Communicating</p> 	<p>National Curriculum Aims / Objectives</p>	<p><i>Pupils should use a wide vocabulary of everyday historical terms.</i></p>	<p><i>Pupils should develop the appropriate use of historical terms.</i></p>	<p><i>Pupils should develop the appropriate use of historical terms.</i></p>			
	<p>Supporting Knowledge & Skills</p>	<p>Children can:</p> <ol style="list-style-type: none"> show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past. 	<p>Children can:</p> <ol style="list-style-type: none"> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; start to present ideas based on their own research about a studied period. 	<p>Children can:</p> <ol style="list-style-type: none"> know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; plan and present a self-directed project or research about the studied period. 			