



HISTORY PROGRESSION OF KNOWLEDGE AND SKILLS

HISTORICAL KNOWLEDGE: CONSTRUCTING THE PAST

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| <p>To talk about the lives of people they are familiar with.</p> <p>To talk about the roles of people in society.</p> <p>To talk about the past using books and stories talking about the characters, settings and events.</p> <p>Understanding the World – Past and Present</p> | <p>In discussion, to recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways.</p> <p>To demonstrate some understanding of the characteristic features of the period studied, e.g., technology available.</p> <p>Unit 3 – Great Inventions</p> | <p>To confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London.</p> <p>To demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion.</p> <p>Unit 1 – Bonfire Night and the Great Fire of London</p> | <p>To identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection</p> <p>Unit 1 – The Stone Age</p> <p>Unit 2 – The Bronze Age and the Iron Age</p> | <p>To identify a range of details from within and across local, national and global history, to demonstrate some overall awareness of themes, societies, events and people, e.g. using knowledge gained in their study of Ancient Egypt, identifying three or more of the main achievements of the Ancient Egyptians and providing some valid detailed reasons for their selections.</p> <p>To begin to make some reference to other societies, but my reasoning may be undeveloped.</p> <p>Unit 2 – The Ancient Egyptians</p> | <p>To understand some features associated with themes, societies, people and events, e.g. use knowledge gained to demonstrate an understanding of aspects of the life within the Viking period, such as religion and food, but without links and grouping them into themes, e.g. social, cultural.</p> <p>To make some reference to and identify links with other societies studied, e.g. The Anglo-Saxons</p> <p>Unit 2 – The Vikings</p> | <p>To provide overviews of the most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the Maya civilisation.</p> <p>To begin to make links and group them into themes, e.g. social, cultural.</p> <p>To make links with themes in other societies studied, e.g. The Ancient Egyptians</p> <p>Unit 1 – The Maya Civilisation.</p> |



HISTORICAL KNOWLEDGE: SEQUENCING THE PAST

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| <p>To be able to sequence the history of themselves, from birth to present age.</p> <p>To sequence members of their families according to age.</p> <p>Understanding the World – Past and Present</p> | <p>To depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events related to family life in the past in correct order.</p> <p>Unit 1 – My Family History</p> <p>Unit 2 – The Greatest Explorers</p> | <p>To sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied, e.g. seaside holidays in the past in the correct order.</p> <p>To begin to explain why they have placed the items in this sequence.</p> <p>Unit 3 – Holidays</p> | <p>To sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms, e.g. grouping a range of images related to the Bronze to Iron Age into the correct time periods.</p> <p>To provide valid reasons why they have chosen this time period for most of the images.</p> <p>Unit 1 – The Stone Age</p> <p>Unit 2 – The Bronze Age and the Iron Age</p> | <p>To accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms, e.g. they can accurately construct a timeline of Roman Britain and with some accuracy link this with a timeline of the Bronze to Iron Age (or other relevant topics previously studied).</p> <p>To provide detailed valid reasons why they have sequenced the events/objects in this way.</p> <p>Unit 2 – The Ancient Egyptians</p> | <p>To sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across topics covered using appropriate dates, period labels and terms, e.g. place many of the important developments, people and events in the Anglo-Saxon period on an annotated timeline.</p> <p>To make some links between this sequence to the events and people within other time periods studied.</p> <p>Unit 2 – The Vikings</p> | <p>To sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates.</p> <p>To accurately identify links between this sequence and the events of other periods studied.</p> <p>Unit 1 – The Maya Civilisation</p> |

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| | <p>To demonstrate a secure understanding of the words used.</p> <p>To require little prompting to use these words.</p> <p>Unit 1 – My Family History</p> | <p>decade, and those related to time periods.</p> <p>To can demonstrate secure understanding of the terms used.</p> <p>To can independently use the terms appropriately.</p> <p>Unit 1 – Bonfire Night and the Great Fire of London</p> <p>Unit 3 – Holidays</p> | | | |
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HISTORY CONCPETS: CHANGE AND DEVELOPMENT/SIMILARITIES AND DIFFERENCES

| EYES | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| <p>To give similarities and differences between the past and now, drawing on their own experiences.</p> <p>To talk about myself and some of the ways I have changed and how I can do different things.</p> <p>Understanding the World – Past and Present</p> | <p>To identify independently a range of similarities, differences and changes within a specific time period, e.g. between early and modern trains or aeroplanes.</p> <p>Unit 3 – The Greatest Explorers</p> | <p>To describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics, e.g. between holidays at different times in the past and today.</p> <p>To begin to demonstrate an understanding of which are the most important differences and why.</p> <p>To begin to explain why they have placed the items in this sequence.</p> <p>Unit 3 – Holidays</p> | <p>To make valid statements about the main similarities, differences and changes occurring within topics, e.g. the pupil can describe a range of the key changes between the Old and New Stone Ages.</p> <p>To see links between changes, and begin to identify types of change.</p> <p>To demonstrate an awareness of the significance of change and its impact.</p> | <p>To explain why certain changes and developments were of particular significance within topics and across time periods.</p> <p>To provide a comprehensive list of the changes of Crime and Punishment within the period studied.</p> <p>To identify links between the changes.</p> <p>To provide a clear rationale for why one change could be considered to be more important than others.</p> <p>To provide insightful ideas about whether some things did not change very much within a period and why.</p> <p>Unit 1 – The Stone Age</p> | <p>To independently and confidently provide a comprehensive list of the changes within the period studied.</p> <p>To independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2 topic, e.g. decide why one or more changes in the Anglo-Saxon period is of particular importance.</p> <p>To identify a range of links between the various changes.</p> <p>To provide insightful ideas about whether some things did not change very much.</p> | <p>To compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change, e.g. provide some similarities and differences affecting differing locations within the world wars.</p> <p>To confidently identify a range of links between the various changes, e.g. the change in women's roles during the war with changes in women's rights.</p> <p>To begin to understand and explain how some of the changes were</p> |

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| | | | | Unit 3 – Crime and Punishment | Unit 1 – The Anglo-Saxons | exceptional or commonplace, e.g. as part of the impact of the war in the locality. Unit 3 – The Impact of War |
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HISTORY CONCEPTS: CAUSE AND EFFECT

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| To discuss different figures and their effect/impact on the world we live in today e.g. Isaac Newton, Marie Curie Understanding the World – Past and Present | To identify at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways. Unit 3 – Great Inventions | To identify several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot. To begin to understand that some of the causes and/or effects are of particular importance, e.g. for the Great Fire of London taking place. Unit 1 – Bonfire Night and the Great Fire of London | To describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Neolithic period. To demonstrate an understanding that some of the causes and/or effects are of particular importance, e.g. why the changes took place in the Neolithic period. Unit 1 – The Stone Age | To independently and confidently comment on the importance of causes and effects for some of the key events and developments within the topics studied, e.g. the reasons for the changes in prison reform. To understand that the same event can result in both positive and negative effects, e.g. the actions of the suffragettes. Unit 3 – Crime and Punishment | To explain the role of different causes and effects of a range of events and developments, e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain. To place the causes and/or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain. | To independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality. To order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order. To make a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how |

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| | | | | | <p>studied, such as why the Romans or the Anglo-Saxons chose to settle in Britain.</p> <p>Unit 2 – The Vikings</p> | <p>effects of events could be similar.</p> <p>To identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term.</p> <p>Unit 3 – The Impact of War</p> |
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HISTORICAL CONCEPTS: SIGNIFICANCE AND INTERPRETATIONS

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| To know that someone is significant, e.g. Isaac Newton, and their findings are significant. To begin to make some connections between significant events or people. Understanding the World – Past and Present | To demonstrate through examples and discussion an understanding of the term 'significance'. To give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery. To begin to make connections between significant events or people, e.g. the explorers studied. Unit 2 – The Greatest Explorers Unit 3 – Great Inventions | To give a broad range of valid reasons why someone or something is significant. To demonstrate a secure understanding of the term significance. To give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant. To make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another. | To select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. which buildings are of particular significance within their locality. To give a valid reason why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme, e.g. the reasons why particular buildings are of significance within their locality. | To confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. a development made by the Romans. To give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. | To confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. the developments made by the Anglo-Saxons. To give a range of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. | To confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Ancient Greeks. To introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance, e.g. within the achievements made by the Ancient Greeks the significant impact |
| | | | Unit 3 – Our Local Area | | | |

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| | | <p>Unit 2 – Our Local Heroes</p> | | <p>Romans and their relevance today.</p> | <p>Unit 1 – The Anglo-Saxons</p> <p>To confidently identify the ways in which interpretations of the same event or person can differ, e.g. can identify a number of differences in the interpretations presented about the Windrush journey.</p> <p>To explain why there may be differing interpretations and will make reference to the differing types of representation.</p> <p>To also understand why there may be some similarities in the interpretations</p> <p>Unit 2 – The Vikings Unit 3 – Journeys</p> | <p>of establishing democracy and its importance in society today.</p> <p>To confidently and independently identify the different interpretations in a range of topics e.g. explain ways in which the different interpretations about Athenian society or about the Olympic Games differ.</p> <p>To give a range of valid reasons for the different interpretations in a range of topics, e.g. explain why there could be different interpretations about Athenian society or about the Olympic Games.</p> <p>To demonstrate insight into why some aspects of the interpretation may be the same.</p> <p>Unit 2 – The Ancient Greeks</p> |
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HISTORICAL ENQUIRY: PLANNING AND CARRYING OUT A HISTORICAL ENQUIRY

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| To ask some questions about historical figures/events. Understanding the World – Past and Present | To plan a small enquiry by asking relevant questions. To find relevant information to answer questions using at least one story and another type of source, e.g. 'Which are the most significant explorers?' To use appropriate historical vocabulary. Unit 2 – The Greatest Explorers | To pose a range of valid questions independently. To find relevant information from more than one source to confidently answer these questions. e.g. to answer 'Why we should remember a local hero?' To use a range of appropriate vocabulary in both their questions and answers. Unit 2 – Our Local Heroes | To independently devise a range of historically valid questions for a series of different types of enquiry. To answer these questions with detailed structured responses making reference to specific sources of evidence related to 'Why should we preserve our locality?' To use a range of relevant historical terms. | To independently devise significant historical enquiries based on a range of valid questions, e.g. related to 'What happened when the Romans came to Britain?'. To answer the questions in some detail using a range of relevant and varied sources to support points made. Work will be clearly structured with contrasting viewpoints considered. | To confidently and independently devise significant historical enquiries based on a broad range of valid questions, e.g. related to 'Was the Anglo-Saxon period really a Dark Age?'. To answer the questions in detail using a broad range of relevant and varied sources to support points made. Work is clearly structured with contrasting viewpoints considered. | To independently plan and produce quality, detailed responses to a wide range of historical enquiries. To make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion. To reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear |

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| | | | | <p>To work independently and with confidence.</p> <p>Unit 1 – Roman Britain</p> <p>To work independently and with confidence.</p> <p>To begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed.</p> <p>Unit 1 – The Anglo-Saxons</p> | <p>substantiated overall conclusion.</p> <p>To use a broad range of relevant historical terms throughout.</p> <p>To follow a clear structure appropriate for presenting an argument.</p> <p>To work independently and with confidence.</p> | <p>reference made to the preceding arguments and evidence.</p> <p>To confidently use a broad range of challenging, relevant historical terms throughout.</p> <p>To critically evaluate their enquiry and consider ways in which it could be improved or developed.</p> <p>Unit 3 – The Impact of War</p> |
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HISTORY ENQUIRY: USING SOURCES AS EVIDENCE

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| To understand the past through settings, characters and events encountered in the books read/storytelling/videos seen. Understanding the World – Past and Present | To extract some information from more than one type of source to find out about an aspect of the past. e.g. about their grandparent's childhood. These sources could include written, visual, oral sources and artefacts including the environment. Unit 1 – My Family History | To select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions, e.g. about a local hero. To demonstrate an understanding that some sources are more useful than others in providing information to answer a historical question. Unit 2 – Our Local Heroes | To understand how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?' To know that some sources may be more useful than others in answering certain historical questions. Unit 1 – The Stone Age Unit 2 – The Bronze Age and the Iron Age | To recognise possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like. To use the sources to compile a detailed description of what Dick Turpin was like. To demonstrate an understanding that some sources may be more useful than others by commenting on the importance of some of the sources. Unit 3 – Crime and Punishment | From a range of sources provided, to be able to accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the AngloSaxons?' To explain why they have made that selection, possibly with some references to utility and reliability. To begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed Unit 1 – The Anglo-Saxons | To comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit. To explain confidently why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled. historical terms throughout. Unit 3- The Impact of War |

