

Progression of skills and knowledge



SUBJECT: History

Subject intent: We believe that History is an exciting and engaging part of our School's curriculum and that 'a high-quality history education will help our pupils gain a coherent knowledge and understanding about Britain's past and that of the wider world'. We promote the learning of History through cross-curricular activities and an enrichment programme of visits, visitors and workshops, designed to awaken and inspire our pupils' inquisitiveness about the past. Through the study of History, pupils will also develop the key skills of enquiring and posing questions, thinking critically, considering evidence and evaluating arguments. We hope that these skills will support pupils to reflect on the constant process of historical change and the diverse nature of societies and relationships, equipping them as global citizens to face the challenges of their lifetime. With these aspirations, our intent for the History curriculum are:

- For children to gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- To provide opportunities that stimulate children's curiosity to know more about the past.
- For children to appreciate history in a chronological context.
- For children to be encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- To begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- To develop the use of historical language, and enrich their vocabulary to support their understanding of the world in the past.

Children in the Foundation Stage are taught the historical elements of the Foundation Stage document through the Early Years Curriculum: Understanding the World.

Age Related Statutory Coverage

EYFS	KS1	KS2
<p>Understanding the World People and Communities 30-50 months</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are close to them. • Remembers and talks about significant events in their own experiences. • Recognises and describes special times or events for family or friends. <p>40-60 months</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <p>ELG</p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and the lives of family members. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Changes within living memory – family and local life, changes nationally • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements. • Compare some aspects of life in different periods- e.g. explorers, kings and queens • Significant historical events, people and places in their own locality. • Simple introduction to some Key Stage Two features 	<p>Combine overview and in-depth studies:</p> <ul style="list-style-type: none"> • 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. • 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

	EYFS	KS1	LKS2	UKS2	(KS3)
Chronological Awareness	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Children talk about past and present events in their own lives and the lives of family members. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Y1</p> <p>Sequence three known events or objects in chronological order</p> <p>Recall parts of memories about the past</p> <p>Use the terms: old, new, young, days, months</p> <p>Y2</p> <p>Sequence five known events in chronological order</p> <p>Order events from their own life and recount memories in full Use the terms: before, after, now, later, recently</p>	<p>Y3</p> <p>Place events relating to a period in history, in order on a time line</p> <p>Describe events from the past using the dates they happened</p> <p>Use the terms BC, AD, century and decade</p> <p>Y4</p> <p>Name, and place dates of, significant events studied, on a time line.</p> <p>Use mathematical knowledge to work out how long ago events happened.</p> <p>Use the terms: BC, AD, century, decade, ancient, during</p>	<p>Y5</p> <p>Place current study on a time line in relation to previous studies, using centuries</p> <p>Use dates and historical language in work - BC, AD, century, decade, ancient, during, era, period</p> <p>Round time differences to centuries</p> <p>Y6</p> <p>Name and date events and place on a time line using decades</p> <p>Use time lines to show changes in culture, technology and religion</p> <p>Round time differences to decades Use key periods as reference points</p>	

Knowledge and Understanding	skills	EYFS	KS1	LKS2	UKS2	(KS3)
		<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Y1</p> <p>Tell the difference between past and present in own and others' lives</p> <p>Begin to describe similarities and differences in people and objects</p> <p>Use role play to recreate simple events</p> <p>Y2</p> <p>Recount main events and share knowledge of significant historical people</p> <p>Compare and contrast significant people, events and objects</p> <p>Develop empathy and understanding through drama</p>	<p>Y3</p> <p>Say why certain events happened as they did in history</p> <p>Describe the changes in ways of life and beliefs during a time period</p> <p>Explain why people might have acted in a certain way</p> <p>Y4</p> <p>Make comparisons within the same historical period</p> <p>Give reasons why changes in ways of life, beliefs and attitudes may have occurred during a time period</p> <p>Look for links and affects within the time studied</p>	<p>Y5</p> <p>Make comparisons between the same aspect in different historical periods</p> <p>Appreciate that significant events in history have helped to shape the country today</p> <p>Identify changes and links within and across the time periods studied</p> <p>Y6</p> <p>Recognise and describe differences, similarities, changes and continuity between different periods of history</p> <p>Summarise how and why Britain may have influenced, and been influenced by, other countries through time gone by and more recently</p>	
	British History	EYFS	KS1	LKS2	UKS2	(KS3)
			<p>To find out about changes within living memory (<i>linked to aspects of change in national life</i>)</p> <p>To know about significant national events beyond living memory (<i>eg Great Fire of London</i>)</p> <p>To have studied the lives of significant individuals in Britain's past who have contributed to our nation's achievements - <i>scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.</i></p>	<p>To know about changes in Britain from the Stone Age to the Iron Age. (<i>eg bronze age religion – Stonehenge</i>)</p> <p>To study the Roman Empire and its impact on Britain</p> <p>To carry out a depth study of an aspect of the local history or how a locality has changed over time (<i>beyond 1066</i>)</p>	<p>To have knowledge of Britain's settlement by Anglo-Saxons and Scots (<i>eg. Anglo Saxon invasions, settlements, kingdoms, art and culture</i>)</p> <p>To study an aspect or theme in British history beyond 1066. (<i>eg WWII</i>)</p>	

	World History	EYFS	KS1	LKS2	UKS2	(KS3)
		<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. 	To know about events beyond living memory globally (<i>eg first aeroplane flight</i>)	<p>To know about the achievements of early civilizations <i>eg Ancient Egypt, The Indus Valley</i> y3</p> <p>To study Ancient Greece and their influence on the western world</p>	To study one contrasting non-European society <i>eg Mayan civilization</i>	
Historical Enquiry		EYFS	KS1	LKS2	UKS2	(KS3)
		<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. 	<p>Y1</p> <p>Find answers to simple questions about the past from sources of information <i>eg pictures and stories</i></p> <p>Y2</p> <p>Look carefully at pictures, photos and artefacts to collect information about the past</p> <p>Use a source to ask and answer questions, using the key terms: why, what, who, how, where</p>	<p>Y3</p> <p>Use a range of sources to find out about a period studied <i>eg photos, artefacts, historic buildings, music.</i></p> <p>Suggest sources of evidence to use, to help answer questions</p> <p>Y4</p> <p>Understand the difference between primary and secondary sources of evidence</p> <p>Use evidence to build up a picture of a past event</p>	<p>Y5</p> <p>Identify and interpret primary and secondary sources</p> <p>Select reliable sources of evidence to build up a picture of a past event</p> <p>Realise there is often not a single answer to an historical question</p> <p>Y6</p> <p>Evaluate the usefulness and effectiveness of different sources of evidence</p> <p>Select the most appropriate sources of evidence</p> <p>Form own opinions about historical events from a range of sources</p>	

Organisation, Evaluation and Communication		<p>EYFS</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Children talk about past and present events in their own lives and the lives of family members. 	<p>KS1</p> <p>Y1</p> <p>Show understanding of the past by: talking; drawing; role play; writing; time lines with 3d objects and pictures; ICT and drama</p> <p>Y2</p> <p>Present ideas about objects, people and events studied Present information through: talking; drawing and labelling; role play; simple stories and recounts; times lines; annotating pictures and photos; ICT</p>	<p>LKS2</p> <p>Discuss and select the most appropriate way of presenting information for a specific purpose about the past</p> <p>To use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>Present findings through: discussions; annotations; drama and hot-seating; recounts and diaries; mathematics (tables and charts): ICT</p>	<p>UKS2</p> <p>Select the most appropriate way to present information for a range of audiences, use original ways to present information and ideas.</p> <p>To use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Communicate findings by: debating; annotating; drama; extended writing eg explanations, letters and arguments; using mathematics (tables and charts and graphs); and ICT</p> <p>Work in a group, showing initiative</p>	<p>(KS3)</p>