

History Knowledge & Skills Progression



Statutory Framework for the Early Years Foundation Stage

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Early Learning Goal - Understanding the world: People and communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Early Learning Goal - Understanding the world: The world

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

The National Curriculum for History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content at 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

- 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.

	Content Year A	Content Year B
EYFS	Great Fire of London, Remembrance Day, Gunpowder Plot, History of Medicine	Significant people, Seaside, Castles, Remembrance Day, Gunpowder Plot
Year 1	Great Fire of London, Remembrance Day, Gunpowder Plot, History of Medicine	Significant people, Seaside, Castles, Remembrance Day, Gunpowder Plot
Year 2	Great Fire of London, Remembrance Day, Gunpowder Plot, Toys	Significant people, Seaside, Castles, Remembrance Day, Gunpowder Plot

Subject content at 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:

- 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.

	Content
Year 3	Stone Age, Bronze Age, Iron Age, Ancient Egypt
Year 4	Romans, Anglo Saxons, Vikings
Year 5	Ancient Greece, Mayan Civilisation, Local History study
Year 6	World Two, Crime and punishment throughout time, Racism and Segregation

History Knowledge & Skills Progression

EYFS to Milestone 1



Prior Learning	Skill	Milestone 1: Year 1 and Year 2	Key Vocabulary
<ul style="list-style-type: none"> Children talk about events and activities that they remember in the recent past. 	<p>To investigate and interpret the past</p>	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. 	<p>history, historian, evidence, artefact, museum, sequence, timeline, old, new, before, after, now, yesterday, last week, last year, before I was born, when I was born, when I was a baby, when I was younger, when my parents/carers/ grandparents were young, a long time ago, a very long time ago, past, present, History, historian, historical, chronological, source, artefact, event, account, recount, diary, youngest, oldest, younger, older, next, then, began, recently, in ... , during, scale, timeline, decade, century, modern</p>
<ul style="list-style-type: none"> Children remember and talk about celebrations. 	<p>To build an overview of world history</p>	<ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	
<ul style="list-style-type: none"> Children are aware of changes in routine at different times of the day. Children know about changes in the seasons of the year. 	<p>To understand chronology</p>	<ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. 	

Prior Learning	Skill	Milestone 1: Year 1 and Year 2	Key Vocabulary
<ul style="list-style-type: none"> Children understand that there is a past, present and future. 	<p>To communicate historically</p>	<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	

History Knowledge & Skills Progression

Milestone 2



Prior Learning	Skill	Milestone 2: Year 3 and Year 4	Key Vocabulary
<ul style="list-style-type: none"> Children observe or handle evidence to ask questions and find answers to questions about the past. Children ask questions such as: What was it like for people? What happened? How long ago? Children use artefacts, pictures, stories, online sources and databases to find out about the past. Children identify some of the different ways the past has been represented. 	<p>To investigate and interpret the past</p>	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. 	<p>History, historian, historical, timeline, chronology, decade, century, BC/AD/BCE, era, date, time period, ancient, civilisation, evidence, source, dig, excavate, archaeology, archaeologist, discoveries, monarchy, monarch, primary source, secondary source, evidence, artefacts, eye-witness, account, reliable source (line of) enquiry, reasons, evaluate conclusion</p> <p>History, historian, historical, timeline, chronology, decade, century, BC/AD/BCE, era, date, time period, ancient, civilisation, invasion, settlers, empire,</p>

Prior Learning	Skill	Milestone 2: Year 3 and Year 4	Key Vocabulary
<ul style="list-style-type: none"> • Children describe historical events. • Children describe significant people from the past. • Children recognise that there are reasons why people in the past acted as they did. 	<p>To build an overview of world history</p>	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>evidence, source, dig, excavate, archaeology, archaeologist, discoveries, monarchy, primary source, secondary source, evidence, enquiry, artefacts, eye-witness, account, reliable source (line of) reasons, evaluate conclusion</p>
<ul style="list-style-type: none"> • Children place events and artefacts in order on a time line. • Children label time lines with words or phrases such as: past, present, older and newer. • Children can recount changes that have occurred in their own lives. • Use dates where appropriate. 	<p>To understand chronology</p>	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	
<ul style="list-style-type: none"> • Children use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Children show an understanding of the concept of nation and a nation's history. • Children show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p>To communicate historically</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ dates ○ time period ○ era ○ change ○ chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	

History Knowledge & Skills Progression

Milestone 3



Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> • Children use evidence to ask questions and find answers to questions about the past. • Children suggest suitable sources of evidence for historical enquiries. • Children use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Children describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Children suggest causes and consequences of some of the main events and changes in history. 	<p>To investigate and interpret the past</p>	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 	<p>History, historian, historical, timeline, chronology, decade, century, BC/AD/BCE, era, date, ancient, civilisation, invasion, settlers, evidence, , dig, excavate, archaeology, archaeologist, ancestor, change, continuity, legacy, political, social, cultural, religious, empire, government, citizen, trade, media, press, propaganda, bias, primary source, secondary source, source reliability, interpretation, analyse, evaluate</p> <p>History, historian, historical, timeline, chronology, decade, century, BC/AD/BCE, era, date, ancient, civilisation, invasion, settlers, evidence,</p>

Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> • Children describe changes that have happened in the locality of the school throughout history. • Children give a broad overview of life in Britain from ancient until medieval times. • Children compare some of the times studied with those of other areas of interest around the world. • Children describe the social, ethnic, cultural or religious diversity of past society. • Children describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>To build an overview of world history</p>	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>dig, excavate, archaeology, archaeologist, ancestor, change, continuity, legacy, political, social, cultural, religious, empire, government, citizen, trade, media, press, propaganda, bias, primary source, secondary source, source reliability, interpretation, analyse, evaluate</p>
<ul style="list-style-type: none"> • Children place events, artefacts and historical figures on a time line using dates. • Children understand the concept of change over time, representing this, along with evidence, on a time line. • Children use dates and terms to describe events. 	<p>To understand chronology</p>	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. 	

Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> • Children use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ dates ○ time period ○ era ○ change ○ chronology • Children use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>To communicate historically</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ dates ○ time period ○ era ○ change ○ chronology ○ continuity ○ change ○ century ○ decade ○ legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	