



Knowledge and Skills Progression for History

Strand	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Project Driving questions	<ol style="list-style-type: none"> How can we show compassion, care and love to those in need? How can we care for our world? What makes someone a hero? 	<ol style="list-style-type: none"> How can we be compassionate, caring and loving towards others? How can we look after our planet? What is it like at the seaside? What does it mean to be an explorer? Growing, Changing, Belonging -Why are differences important? Trust 		<ol style="list-style-type: none"> How can we be more compassionate, caring and loving towards others? How could looking through 'my window' help me to be a better steward of the environment? What can we learn from the Romans about work, innovation, and community? Can rocks show us how to be sustainable? Why is it important to hear everyone's story before we judge what happened in the past? Trust 		<ol style="list-style-type: none"> How can we show compassion, care and love to those in need? What can we learn about stewardship from the medieval monarchs? Why does Britain have the Benin bronzes and should they be given back? Why is Earth special and how can we protect it? How can learning about past and present lifestyles help us understand why we should not judge others? How did trust help Ancient Egyptian society thrive, and how can we build fair and trusting communities today? 	
Curriculum Topics - History/ Science	<p>Ourselves People that help us Superheroes Journeys and transport</p>	<p>Neil Armstrong, Explorers, Fire of London, Holidays and Seaside, Homes and Houses, Mary Seacole</p> <p>Seasonal Changes, Plants, Animals including humans, Living things and their habitats, Everyday Materials</p>		<p>Vikings and Anglo Saxons, Romans, Stone age to Iron age, Anglo Saxons to Scots, Victorians</p> <p>Plants , Light, Living things and their habitats, Animals including humans, Sound , Electricity, States of Matter, Forces and magnets</p>		<p>Tudors, Ancient Egypt, Benin, Ancient Greece, WW2</p> <p>Light, Electricity,, Living things and their habitats, Earth and Space Evolution and Inheritance, Properties and changes of materials, Animals including humans, Forces and Magnets</p>	
Finding Out About the Past (Enquiry)	<p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between living things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Compare aspects of the present with the past and describe simple similarities and differences.</p> <p>Give reasons for and describe changes that have taken place within living memory. (linked to national life)</p>	<p>Use simple sources of information such as artefacts, photos and books to answer simple questions about the past.</p> <p>Use key evidence to support judgements and reasoning made about aspects of the past</p> <p>Ask and answer questions about an archaeological site.</p>	<p>Use a range of information to ask and answer questions about the past.</p> <p>Use interpretations, pictures and written sources to build a picture about the past.</p> <p>Give reasons why peoples account of the same event may be different.</p> <p>Talk about sources of information that contain negative views and accounts.</p>	<p>Answer questions about the past selecting information from a wide range of sources.</p> <p>Identify different ways in which people have represented and interpreted the past.</p> <p>Talk about and give reasons for an event being interpreted in a range of different ways.</p> <p>Give reasons for negative views and accounts in written sources of information.</p>	<p>Select, combine and present information from more than one source.</p> <p>Make a reasoned judgement about the validity of the different representations of the past.</p> <p>Recognise some of the strengths and limitations in terms of archaeological evidence.</p> <p>Talk about why some written sources may give a negative view or account.</p>	<p>Use sound evidence to support enquiry and conclusions.</p> <p>Use appropriate terminology and methods to present information about the past.</p> <p>To understand how our knowledge of the past is constructed from a range of sources</p> <p>Pursue historically valid enquiries including some they have framed themselves.</p> <p>Identify how and why contrasting arguments and interpretations of the past have been constructed.</p>

<p>Finding Out About the Past (Chronology)</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Man's First Moon Landing 1969 (Neil Armstrong)</p>		<p>To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>		<p>A local History Study</p> <p>Medieval Monarchs a study over time tracing how several aspects of national history are reflected in the locality. With an in depth study of Tudors & Henry VIII</p>	
<p>Use simple everyday terms to describe the passing of time,</p> <p>Talk about own life and those of people I know.</p> <p>Place objects and events within experience, in time order.</p>	<p>Talk about events, places and people beyond living memory.(National or Global)</p> <p>Use historical terms to describe the passage of time,</p> <p>Place objects, people and events beyond own experiences in time order.</p>	<p>Talk with increasing accuracy and detail about events, places and people beyond living memory.</p> <p>Use an increasing range of historical terms to describe the passage of time,</p> <p>Place a range of objects, people and events beyond own experiences in time order.</p>	<p>Use dates and historical terms to describe historical periods,</p> <p>Describe how the past has been divided into different periods of time.</p> <p>Use the terms BC and AD to locate dates of invasion and occupation.</p> <p>Explain reasons for placing objects, people and events in a particular order.</p>	<p>Describe the key characteristics and features of a range of different periods of history.</p> <p>Describe changes that have taken place within and across historical periods.</p> <p>Use historical terms effectively to describe periods within history.</p> <p>Place civilisations and events on a timeline showing an understanding of the terms BC and AD.</p>	<p>Compare and contrast features of historical periods identifying similarities and differences.</p> <p>Describe and analyse the impact of change within and between periods in the past.</p> <p>Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods.</p>	<p>Extend and deepen chronological knowledge and understanding of British, local and world history.</p> <p>Analyse and evaluate the cause and effect of changes that took place in the past.</p> <p>Explain the significance of different causes and consequences.</p> <p>Describe the ways in which different types of historical sources are used rigorously to make historical claims.</p>
<p>Historical Events</p>	<p>Events beyond living memory that are significant nationally or globally</p> <p><i>Investigate some great explorers and their achievements: Shackleton, Armstrong, Earhart etc</i></p> <p>Significant historical events, people and places in their own locality.</p> <p>Event: The great Fire of London (1666) What does the evidence tell us about <i>the Great Fire of London 1666?</i> <i>How did the Great Fire of London start and what was its impact?</i></p>		<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>Historical Event:</u><i>Battle of Hastings, 1066</i></p> <p>The Roman Empire and its impact on Britain</p> <p><u>Historical Event:</u><i>Roman Invasion of Britain</i></p>		<p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of: Ancient Egypt</p> <p><i>How did the Ancient Egyptians live and what did they believe?</i></p>	
<p>Talk about events in my life and the lives of people I know.</p>	<p>Talk about events and the lives of people beyond living memory. (Own locality)</p>	<p>Talk about and describe, in simple terms features of key events and people in the past.</p> <p>Compare similar events from the present and past.</p> <p>Talk about the impact of events on the lives of the people of the time.</p>	<p>Describe features of historical events beyond living memory.</p> <p>Identify common themes and features.</p> <p>Explain and give reasons for events in the present and past.</p>	<p>Describe a range of different features of key historical events.</p> <p>Compare and contrast events from different historical periods, e.g. Victorians and 1960's.</p> <p>Talk about the impact of events on different groups within society at</p>	<p>Describe features of past events and make links between them.</p> <p>Interpret and evaluate a key historical event from more than one perspective or view point.</p>	<p>Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.</p> <p>Understand and explain the reasons for, and results of, key historical events,</p>

					that time.	Support evaluations with a range of evidence from a range of sources.	situations and changes. Support evaluations with a range of effective evidence from a range of appropriate sources.
Lifestyles of People in the Past		<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Holidays and the seaside. <i>Compare where people go on holiday now and in the past.</i></p> <p><u>Changes within living memory</u></p> <p>Homes and Houses - how have they changed?</p>		<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Stone age to Iron age - development of tools, homes and farming</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Anglo-Saxon and Scot invasions, settlements and kingdoms: place names and village life</p>		<p>A non-European society that provides contrasts with British history</p> <p><u>Benin AD 900 - 1300</u></p> <p><i>Should Britain be allowed to keep the Benin Bronzes?</i></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><u>Ancient Greece:</u> <i>How did the Ancient Greeks lifestyle compare to ours today</i></p> <p><i>How have the ancient Greeks influenced our lives today?</i></p>	
	Talk about and describe my home and the way I live,	<p>Talk about similarities and differences between my life and that of others.</p> <p>Describe similarities and differences between the lives of people.</p>	<p>Talk about and describe the home and the way people lived,</p> <p>Describe and give reasons for similarities and differences between the lives of people.</p> <p>Describe the changes and differences in lifestyle in the past and present.</p>	<p>Compare and contrast the ways of life of people from different historical periods.</p> <p>Compare and describe features of life now and in the past beyond living memory.</p> <p>Describe and give reasons for the changes and differences in lifestyle in the past and present.</p>	<p>Identify and describe features and characteristics of past societies.</p> <p>Compare and describe the characteristics of a range of significant groups from the past,</p> <p>Compare and analyse the factors that caused change in the past.</p> <p>Talk about the impact of change on past societies,</p>	<p>Describe and make links between a range of past societies.</p> <p>Analyse and give reasons for the characteristics of a range of significant groups from the past,</p> <p>Describe and give reasons for the beliefs held by different societies in the past.</p> <p>Compare and contrast the distinctive features of past societies.</p>	<p>Talks and write about the past, give overviews as well as detailed accounts noting connections, contrasts and trends over time.</p> <p>Point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time.</p> <p>Explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past Societies.</p>

Significant Historical People		<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><i>How have nurses changed in appearance over the years? What do we know about the life of Mary Seacole</i></p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Victorians - industrial revolution</p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><i>World War 2: What led to a world conflict on such a huge scale? What were the British people's experiences during WW2? What was the impact of evacuation and Kindertransport?</i></p>	
	<p>Talk about important people in my life and those of people I know.</p>	<p>Talk about important people beyond living memory using a range of historical vocabulary. (National and International achievements)</p>	<p>Talk about and describe events in the life of a well-known historical person.</p> <p>Describe key events in their life from a range of sources of information.</p> <p>Talk about the actions of, and events in the life of a well-known historical person.</p>	<p>Use a range of sources of information to find out about a significant historical person from a historical period,.</p> <p>Identify and describe key events in their life from a range of sources of information.</p> <p>Talk about and give reasons for the actions of, and events in the life of a well-known historical person.</p>	<p>Use a range of sources of information to find out about significant historical people from a key historical period,</p> <p>Compare and contrast a range of information about a significant historical person.</p>	<p>Use a wide range of evidence to compare and analyse the lives of significant historical people from the same historical period.</p>	<p>Conduct an in depth local study.</p> <p>Describe a significant society or issue in world history and its interconnections with other world developments.</p> <p>Use appropriate evidence sources to identify how people's lives have been shaped by people and events.</p>

Key

Purple - National Curriculum

Red - St Vincent's Curriculum

Black - Skills Progression