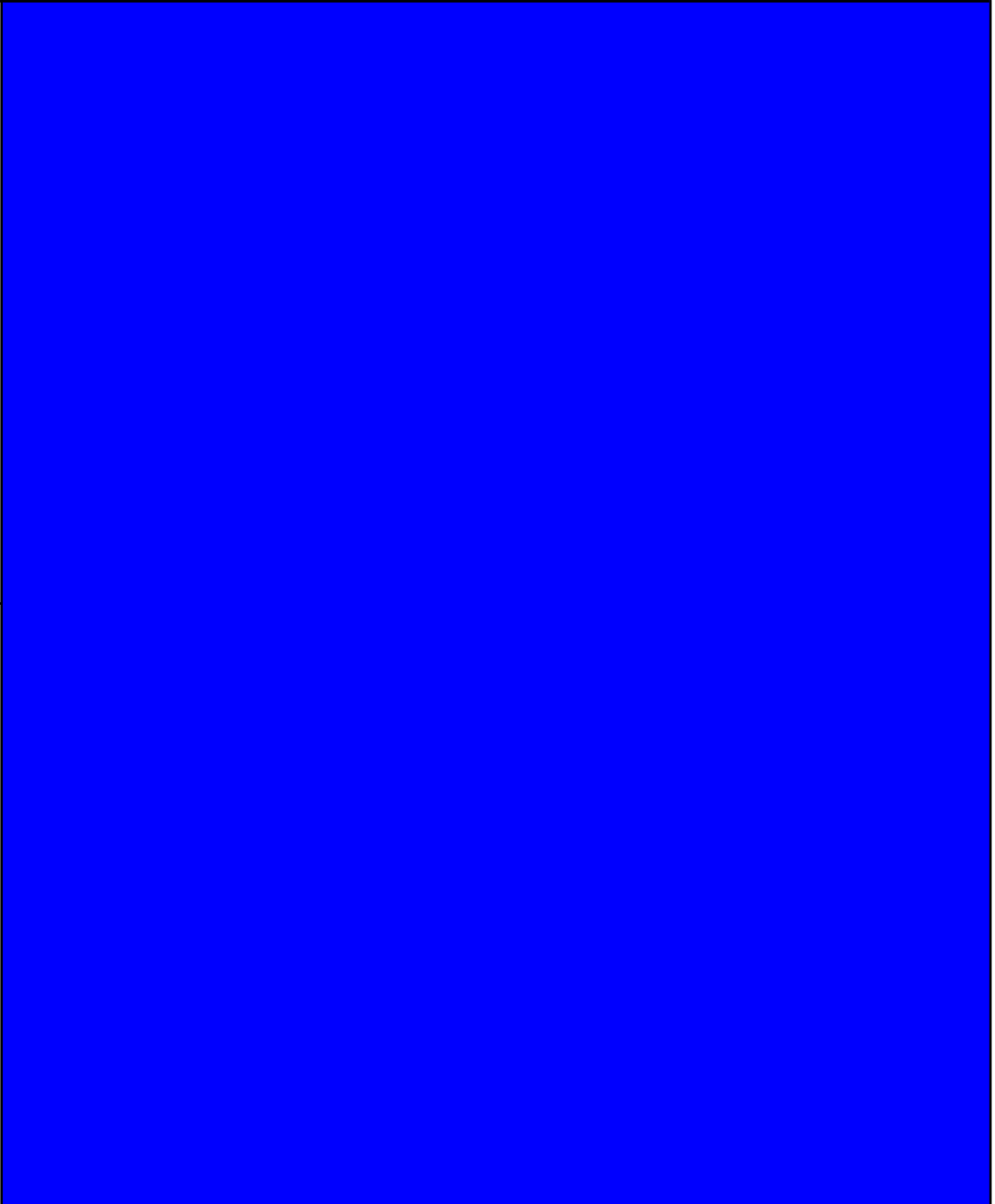


Progression in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>National Curriculum</p> <p>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.</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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 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 Significant historical events, people and places in their own locality. 		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 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 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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 a local history study 			
KS1 Topics						
Changes within living memory	<p>-Know that the toys their grandparents played with were different to their own</p> <p>-Organise a number of artefacts by age</p> <p>-Know the main differences between their school days and that of their grandparents</p> <p>(Dogger)</p>	<p>-Compare changes from the past and present</p> <p>-Organise artefacts by age and discuss differences</p> <p>-Know what a number of older objects were used for</p> <p>(Nurses - Victorians)</p>				

<p>Events beyond living memory</p>	<p>-Know about an event that happened long ago, even before their grandparents were born -Know what we use today is different to the past -Compare lives of past and present (SS Stanley)</p>	<p>-Know about an event that happened long ago and evaluate what was learnt -Know what we use today instead of a number of older given artefacts and compare differences -Explain how children's lives today are different to those of children a long time ago (Great Fire of London and Great Fire of Newcastle)</p>	
<p>Lives of significant individuals</p>	<p>-Name a famous person from the past and explain why they are famous (Mary Anning)</p>	<p>-Name a famous person from the past and explain why they are famous -Explain their contribution to national life -Explain their contributions in later history (Florence Nightingale-Victorians (Queen Victoria)) -Know about a famous person from outside the UK and explain why they are</p>	

		famous (Mary Seacole)			
Local history	Know the name of a famous person, or a famous place close to where they live (Grace Darling & history of TVLB)	-Know how the local area is different to the way it used to be a long time ago -Differentiate between things that were here 100 years ago and things that were not (including buildings, toys, tools etc) (Great Fire of Newcastle)			
KS2					
Stone age to Iron age			-Know how Britain changed between the beginning of the stone age and the iron age -Know the main differences between the stone, bronze and iron ages -Know what is meant by 'hunter-gatherers'		
Romans			-Know how Britain changed from the iron age to the end of the Roman occupation -Know how the Roman occupation of Britain helped to advance British society		

			<ul style="list-style-type: none"> -Know how there was resistance to the Roman occupation and know about Boudica -Know about at least one famous Roman emperor 		
Anglo-Saxons		<ul style="list-style-type: none"> -Know how Britain changed between the end of the Roman occupation and 1066 -Know about how the Anglo-Saxon period Britain was divided into many kingdoms -Know that the way the kingdoms were divided led to the creation of some of our country boundaries today -Use a time line to show when the Anglo-Saxons were in England 			
Vikings			<ul style="list-style-type: none"> -Know where the Vikings originated from and show this on a map -Know that the Vikings and Anglo-Saxons were often in conflict -Know why the Vikings frequently won 		

			battles with the Anglo-Saxons		
Beyond 1066		-Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history- see historical enquiry -Know how to place historical events and people from the past societies and periods in a chronological framework- see chronological understanding -Know how Britain has had a major influence on the world- see interpreting history (Tudors)		-Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history- see historical enquiry -Know how to place historical events and people from the past societies and periods in a chronological framework- see chronological understanding -Know how Britain has had a major influence on the world- see interpreting history (Africa-how social history impacted within Britain)	-Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history-see historical enquiry -Know how to place historical events and people from the past societies and periods in a chronological framework- see chronological understanding -Explain how Britain has had a major influence on the world- see interpreting history (WW1/2 and the Victorians)
Ancient Ancients (approx. 3000 years ago)					-Know about, and name some of the advanced societies that were in the world around 3000 year ago -Know about the key features of either Ancient Egypt, Ancient Sumer, Indus

					Valley or the Shang Dynasty (Ancient Egypt)
Ancient Greece				<p>Know some of the main characteristics of the Athenians and the Spartans</p> <p>-Know about the influence the gods had on Ancient Greece</p> <p>-Know at least five sports from the Ancient Greek Olympics</p>	
Civilisations from 1000 years ago			<p>-Know about the impact that one of the following ancient societies had on the world: the Mayan civilisation, the Islamic civilisation or the Benin</p> <p>-Know why they were considered an advanced society in relation to that period of time in Europe</p>		
Local study				<p>-Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p> <p>-Know how the lives of wealthy people were</p>	

					different from the lives of poorer people during this time	
Skills						
Chronological understanding	<ul style="list-style-type: none"> -Show where places, people and events fit into a broad chronological framework -Begin to use dates -Understand the difference between things that happened in the past and the present -Describe things that happened to themselves and other people in the past -Order a set of events or objects -Use a timeline to place important events -Use common words and phrases related to passing of time such as: now, 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. 	<ul style="list-style-type: none"> -Understand and use the words past and present when telling others about an event -Recount changes in my own life over time -Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me -Use a timeline to place important events 	<ul style="list-style-type: none"> - Develop increasingly secure chronological knowledge and understanding of history, local, British and world -Use correct terminology to describe events in the past -Use a timeline to place historical events, people, places and artefacts in chronological order -Describe dates of and order significant events from the period studied 	<ul style="list-style-type: none"> -Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) -Order significant events and dates on a timeline -Describe the main changes in a period in history 	<ul style="list-style-type: none"> -Order significant events, movements and dates on a timeline -Describe the main changes in a period in history with increasing accuracy 	<ul style="list-style-type: none"> -Order significant events, movements and dates on a timeline -Identify and compare changes within and across different periods -Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.
Historical enquiry	<ul style="list-style-type: none"> -Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? -Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites -Choose and use parts of stories and other 	<ul style="list-style-type: none"> -Identify different ways in which the past is represented -Ask questions about the past -Use a wide range of information to answer questions. 	<ul style="list-style-type: none"> -Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance -Suggest where we might find answers to questions considering a range of sources -Understand that knowledge about the past is constructed 	<ul style="list-style-type: none"> -Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past -Ask questions and find answers about the past. 	<ul style="list-style-type: none"> -Devise, ask and answer more complex questions about the past, considering key concepts in history -Select sources independently and give reasons for choices -Analyse a range of source material to promote evidence about the past -Construct and organise response by 	<ul style="list-style-type: none"> -Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past -Choose reliable sources of evidence to answer questions,

	<p>sources to show understanding of events</p> <ul style="list-style-type: none"> -Communicate understanding of the past in a variety of ways <p>Identify different ways in which the past is represented</p> <ul style="list-style-type: none"> -Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" -Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. 		<p>from a variety of sources</p> <ul style="list-style-type: none"> -Construct and organise responses by selecting relevant historical data -Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past -Ask questions and find answers about the past. 		<p>selecting and organising relevant historical data</p> <ul style="list-style-type: none"> -Use a range of sources to collect evidence about the past -Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions -Investigate own lines of enquiry by posing questions to answer. 	<p>realising that there is often not a single answer to historical questions</p> <ul style="list-style-type: none"> -Investigate own lines of enquiry by posing questions to answer.
Interpreting history	<ul style="list-style-type: none"> -Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays -Look at books, videos, photographs, pictures and artefacts to find out about the past 	<ul style="list-style-type: none"> -Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past 	<ul style="list-style-type: none"> -Describe and begin to make links between main events, situations and changes within and across different periods and societies -Explore the idea that there are different accounts of history 	<ul style="list-style-type: none"> -Look at different versions of the same event in history and identify differences -Know that people in the past represent events or ideas in a way that persuades others 	<ul style="list-style-type: none"> -Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history -Give reasons why there may be different accounts of history -Evaluate evidence to choose the most reliable forms 	<ul style="list-style-type: none"> -Evaluate evidence to choose the most reliable forms -Know that people both in the past have a point of view and that this can affect interpretation -Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past
Continuity and change	<ul style="list-style-type: none"> - Discuss change and continuity in an aspect of life, e.g. holidays 		<ul style="list-style-type: none"> - Describe and begin to make links between main events, situations and changes within and across different periods and societies 		<ul style="list-style-type: none"> - As Year 3/4 -Use a greater depth of historical knowledge 	
Causes and consequences	<ul style="list-style-type: none"> -Recognise why people did things -Recognise why some events happened -Recognise what happened as a result of people's actions or events 		<ul style="list-style-type: none"> - Identify and give reasons for historical events, situations and changes -Identify some of the results of historical events, situations and changes 		<ul style="list-style-type: none"> -Begin to offer explanations about why people in the past acted as they did 	
Similarities/differences	<ul style="list-style-type: none"> -Identify similarities and differences between ways of life in different periods, including their own lives 		<ul style="list-style-type: none"> -Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual 		<ul style="list-style-type: none"> -Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual 	
Significance	<ul style="list-style-type: none"> -Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why 		<ul style="list-style-type: none"> -Identify and begin to describe historically significant people and events in situations 		<ul style="list-style-type: none"> -Give reasons why some events, people or developments are seen as more significant than others 	

<p>Organisation and communication</p>	<ul style="list-style-type: none"> -Sort events or objects into groups (i.e. then and now.) -Use timelines to order events or objects -Tell stories about the past -Talk, write and draw about things from the past 	<ul style="list-style-type: none"> -Describe objects, people or events in history -Use timelines to order events or objects or place significant people -Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT 	<ul style="list-style-type: none"> -Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 		<ul style="list-style-type: none"> -Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT -Plan and present a self-directed project or research about the studied period. 	
<p>Knowledge and understanding of events, people and changes in the past</p>	<ul style="list-style-type: none"> -Recall some facts about people/events before living memory -Say why people may have acted the way they did 	<ul style="list-style-type: none"> -Use information to describe the past -Describe the differences between then and now -Look at evidence to give and explain reasons why people in the past may have acted in the way they did -Recount the main events from a significant event in history 	<ul style="list-style-type: none"> -Use evidence to describe the culture and leisure activities from the past -Use evidence to describe the clothes, way of life and actions of people in the past -Use evidence to describe buildings and their uses of people from the past 	<ul style="list-style-type: none"> -Use evidence to describe what was important to people from the past -Use evidence to show how the lives of rich and poor people from the past differed -Describe similarities and differences between people, events and artefacts studied -Describe how some of the things I have studied from the past affect/influence life today 	<ul style="list-style-type: none"> -Choose reliable sources of information to find out about the past -Give own reasons why changes may have occurred, backed up by evidence -Describe similarities and differences between some people, events and artefacts studied -Describe how historical events studied affect/influence life today -Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 	<ul style="list-style-type: none"> -Choose reliable sources of information to find out about the past -Give reasons why changes may have occurred, backed up by evidence -Describe similarities and differences between some people, events and artefacts studied -Describe how some of the things studied from the past affect/influence life today -Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

Also see progression in vocabulary document