

History Education Progression Document

National Curriculum Expectations

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

EYFS (Statutory Framework)

Key Stage 1

Key Stage Two

	<p>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:</p> <ul style="list-style-type: none"> ● changes within living memory. ● events beyond living memory that are significant ● the lives of significant individuals in the past who have contributed to national and international achievements. ● significant historical events, people and places in their own locality 	<p>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:</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 settlements 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 ● the achievements of the earliest civilizations – Ancient Greece / Ancient Egypt
<p>Religious Education - where does it fit in?</p>		

Cycle A	Autumn	Spring	Summer
EYFS	<p>Early Learning Goals For Past and Present:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • 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 		
Year 1/2	<p style="text-align: center;">London</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p style="text-align: center;">Australia</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Name and locate the world's seven continents and five oceans</p>	<p style="text-align: center;">Seaside</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
Year 3/4	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

		physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	
Year 5 / 6	<p>Locate</p> <p>Locate countries in Europe and the world using maps</p> <p>Points on a compass – direction of attack</p> <p>Locate Russia</p> <p>Locate the most bombed city in England and describe how the features of the land have changed since the bombing</p>	<p>Natural disasters</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Greece as a holiday destination.</p> <p>Comparison of features</p> <p>Locate countries in Europe and the world using maps</p> <p>Understand geography similarities and difference through study of human and physical geography of a region in Europe</p> <p>Why would anyone go to Greece when we live by the sea?</p>
Cycle B	Autumn	Spring	Summer
EYFS	Early Learning Goals For Past and Present: • Talk about the lives of the people around them and their roles in society. • 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		
Year 1/2	<p>Locate castles around the United Kingdom</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</p>	<p>Polar Regions</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the</p>	<p>Local Area</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>

	continents and oceans studied at this key stage	world in relation to the Equator and the North and South Poles	<p>devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
Year 3/4	Mapping of location of stone henge and other Stone age to Bronze Age evidence sites including Iron Age hill forts: tribal kingdoms, farming, art and culture	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Year 5 / 6	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	<p>Explore fair trade and in particular, the production of chocolate. They will compare and contrast different parts of America. Recap climate and study/compare what are human or physical features of North and South America.</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Investigate where products we use come from. Decide which are imported and which come from the UK and explain why we import goods rather than producing them here with a focus on climate and cost. Distinguish whether trade of goods is local, national or international and look at the benefits of trade.</p>

Key Knowledge, Skills & Vocabulary

Knowledge, Skills, Vocabulary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Understand the difference between the 'past' and the 'now' Understand the past by exploring the characters and events in a story	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence photographs, artefacts etc. from different periods time Sequence the lives of significant figures Describe memories of key events in their life	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg. BC/AD	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Talk about some aspects of local, British and world history
	before now then modern long ago yesterday after then old recent present year			chronology decade millennia period artefact chronological order century era BC/AD historical			
Range and depth of historical knowledge	Know that we can understand how the world was in the past, through learning about the dinosaurs	Recognise the difference between past and present in their own and others' lives Compare	Recognise why people did things, why events happened and what happened as a result	Study different aspects of different people – e.g. differences between men and women, rich	Know the characteristics of life in Ancient Egypt Develop an understanding of the term 'empire'	Use evidence to reconstruct life in time studied Identify key features and events of time studied Offer a	Describe a chronologically secure knowledge and understanding of British, local and world history.

		similarities and differences between ways of life at different times	Explain the achievements (and follies) of key people I have studied Understand that the power of monarchs has changed over time	and poor etc. Examine causes and results of great events and the impact on people Compare life in early and late periods studied Compare an aspect of life with the same aspect in another period Understand the term 'peasantry' through studying Anglo-Saxon Britain	and 'civilisation' through studying Ancient Egypt Find out about everyday lives of people in the time studied and compare with our life today Identify reasons for and results of people's actions	reasonable explanation for some events Understand the term 'democracy' through studying Ancient Greece Beginning to understand the terms 'empire' and 'civilisation' in relation to Ancient Greece and Roman Britain	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Know key dates, characters and events of time studied
	important local here different nation discovery person when there compare national international			early period beliefs characteristics civilisation cause interpretation during later period empire social history peasantry effect archaeology democracy			
Interpretations of history	Understand that fossils are used to learn about the size and appearance of dinosaurs	Distinguish between fact and fiction, using stories about the past Explore a person's account of an event and understand that others may give a different version	Describe significant historical events, people and places Describe significant events beyond living memory Compare 2 versions of a past event, using	Compare more than once source of evidence and suggest reasons for differences. Give conclusions from the evidence, while realising that people may have	Make inferences about the information from a source Support others conclusions with evidence, while realising that people may have come to different conclusions from	Make comparisons between aspects of periods of history and the present day Understand that the type of information available depends on the	Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied Make inferences from a variety of

			sources, e.g. pictures or photographs Discuss reliability of photos/ accounts/stories	come to different conclusions from different evidence Look at representations of the period – exhibits, cartoons etc.	different evidence Understand that sources on the same event can contradict each other	period of time studied Evaluate the usefulness of a variety of sources	sources Be aware that different evidence will lead to different conclusions
	fiction memory reliable photograph witness fact real trustworthy painting account			sources secondary source generalisations interpretation views artefact represent primary source conclusions version evidence opinion			
Historical enquiry	Ask questions about dinosaurs and answer them by looking at fossils	Observe and handle evidence to ask questions about the past Find answers to questions about the past from simple sources e.g. pictures, objects and stories Sort historical objects from 'then' to 'now' Talk, draw or write about aspects of the past	Use evidence to ask and answer questions Know and identify different ways the past has been represented Record learning by drawing and writing, including a wide historical vocabulary	Know some of the ways in which we find out about the past Identify different ways in which the past is represented Know that they are gaps in the evidence from long ago which we have to have a 'best guess' at	Use a variety of resources to find out about aspects of life in the past, e.g. primary sources: artefacts, letters, diaries, photographs and secondary sources: visiting experts, websites books Use sources of information in ways that go beyond simple observations to answer questions about the past	Provide an account of a historical event based on more than one sources Compare sources of information available for the study of different times in the past Ask sensible questions about what happened in the past and know how to find some answers	Address and devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of a variety of historical sources Explain a range of different viewpoints

							based upon different experiences or gaps in evidence
	discussion share show words drawing present explain prove			demonstrate collaborate recall language illustrate express communicate terminology vocabulary			