



## 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"> <li>● changes within living memory.</li> <li>● events beyond living memory that are significant</li> <li>● the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>● significant historical events, people and places in their own locality</li> </ul>	<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"> <li>● Changes in Britain from the Stone Age to the Iron Age</li> <li>● The Roman Empire and its impact on Britain</li> <li>● Britain's settlements by Anglo-Saxons and Scots</li> <li>● the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>● a local history study</li> <li>● the achievements of the earliest civilizations – Ancient Greece / Ancient Egypt</li> </ul>

Cycle A	Autumn	Spring	Summer
<p>EYFS Early Learning Goals For Past and Present:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<p>Autumn and seasonal changes Learning about the people around us and their roles in society History of our local area</p>	<p>Holidays past and present Our lives past and present – when we were babies</p>	<p>Learning about pirates</p>
<p>Year 1/2</p>	<p style="text-align: center;"><b>London</b></p> <p>Events beyond living memory that are significant nationally or globally</p>	<p style="text-align: center;"><b>Australia</b></p> <p>Significant historical events, people and places in their own locality</p>	<p style="text-align: center;"><b>Seaside</b></p> <p>Events beyond living memory that are significant nationally or globally</p> <p>Significant historical events, people and places in their own locality</p>
<p>Year 3/4</p>	<p style="text-align: center;"><b>Romans</b></p> <p>The <b>Roman Empire</b> and its impact on Britain Examples (non-statutory) This could include: Julius Caesar’s attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army</p>	<p style="text-align: center;"><b>Extreme earth</b></p> <p>How these climates zones have changed over time. Explores – Shackleton/Columbus/Polo Climate change</p> <p>Talk, draw or write about aspects of the past</p>	<p style="text-align: center;"><b>Local history</b></p> <p>a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>

	successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity		
Year 5 / 6	WW2 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 WW2 -	Extreme Earth How the earth has changed over time Famous volcanoes - thinking about geological time Talk, draw on write about aspects of the past	GREEK -  Know and understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires.
Cycle B	Autumn	Spring	Summer
EYFS Early Learning Goals For Past and Present: <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through</li> </ul>	Autumn and seasonal changes Our families/generations Traditional tales Understanding the past through books and story telling	Past and present How our world has changed	Seasonal changes over the year Learning about Beatrix Potter

settings, characters and events encountered in books read in class and storytelling			
Year 1/2	<p><b>Queen Victoria &amp; Victorians <u>OR</u> William the Conqueror and the Battle of Hastings</b></p> <p>Events beyond living memory that are significant nationally or globally</p> <p>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</p>	<p><b>Polar Explorers and the race to the South Pole</b></p> <p>Events beyond living memory that are significant nationally or globally</p> <p>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</p>	<p><b>Origins of Food</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Significant historical events, people and places in their own locality</p>
Year 3/4	<p><b>Stone Age</b></p> <p>ate Neolithic hunter-gatherers and early farmers, for example, Skara Brae  . Bronze Age religion, technology and travel, for example, Stonehenge  . Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p><b>Anglos and Scotts</b></p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire  Scots invasions from Ireland to north Britain (now Scotland)  Anglo-Saxon invasions, settlements and kingdoms: place names and village life  Anglo-Saxon art and culture  Christian conversion – Canterbury, Iona and Lindisfarne</p>	<p><b>Viking</b> raids and invasion  resistance by Alfred the Great and Athelstan, first king of England  further Viking invasions and Danegeld  Anglo-Saxon laws and justice  Edward the Confessor and his death in 1066</p>
Year 5 / 6	<p><u>Ancient Egypt</u>  the achievements of the earliest civilizations – an overview of where and when the first civilizations</p>	<p><u>Mayans</u>  a non-European society that provides contrasts with British history – one study chosen from:</p>	<p><u>William Wilbeo</u>  a depth study linked to one of the British areas of study listed above</p>

	appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) .a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
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#### Key Knowledge and Vocabulary

Knowledge, Vocabulary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives	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 Sequence up to 10 events on a time line
	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			

<p>Range and depth of historical knowledge</p>	<p>Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past</p>	<p>Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times</p>	<p>Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period</p>	<p>Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past</p>
	<p>important local here different nation discovery person when there compare national international</p>		<p>early period beliefs characteristics civilisation cause interpretation during later period empire social history peasantry effect archaeology democracy</p>			
<p>Interpretations of history</p>	<p>Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories</p>	<p>Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc</p>	<p>Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events</p>	<p>Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?</p>

	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	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts,</li> </ul>	<ul style="list-style-type: none"> <li>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details – artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Begin to use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> <li>Ask a variety of questions</li> <li>Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Select relevant sections of information</li> <li>Use the library and internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts,</li> </ul>
	discussion share show words drawing present explain prove		demonstrate collaborate recall language illustrate express communicate terminology vocabulary			