

# Skills and knowledge progression - History

## National Curriculum Aims and purpose

- 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 groups, as well as the challenges of their time.
- Aims
- know and understand the history of these islands as a coherent, chronological narrative
- know and understand significant aspects of the history of the wider world
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims

## School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school

- We want our children to have a rounded understanding of history by the time they leave our school. They need to be able to put historical events into context and order. They need to understand how and why events in the past have shaped the modern world and our place within it. And they need to have had first hand experiences of 'meeting' significant places, objects and artefacts (be that through visits to castles and stately homes, trips to museums and galleries, artefact boxes or in-school workshops with experts), so that history can come to life for them.
- In order to do all of that, our children need access to a rich, carefully structured history curriculum. In Year 1, we explore the core idea of change over time, looking at ways in which life has changed over the last 100 (or so) years and significant people from History. In Year 2, this picture of history widens to include events from more distant times that have had profound impacts on modern life, to support children in beginning to recognise why an understanding of history is so important. Moving through KS2, the focus moves to building-up a picture of the early history of British Isles, from the Bronze and Iron Ages to 1066, via Roman rule, Anglo-Saxon settlement and Viking invasions. Alongside this, children also learn about events and changes in the world beyond our shores (including the Ancient Egyptians, Greeks and Mayans) and a key turning point in more modern history (WW2). We also look compare different civilisations and eras through our substantive concepts - for example crime and punishment through history in Y6 or the Egyptians and the Mayans from different year groups.
- Throughout this journey, we are constantly developing a sense of historical order and 'scale' (the idea that history doesn't go 'Iron Age, Bronze Age, Romans, Vikings, Normans, Tudors' in equal steps), as well as equipping our children with the skills of questioning, enquiry, evaluation and interpretation needed to be a good historian

## Links to EYFS

### Communication and language

- Express themselves effectively, showing awareness of listeners' needs.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

### Understanding the World

- Remember and talk about significant events in their own experience.
- 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.

## Experiences for our children

Visit significant national museums (eg. Birmingham Museum, York Viking centre, Black country museum, RAF Cosford, Maritime Liverpool museum).

- Meets and talk to people who have lived through important moments in history (eg. WW2 evacuees)
- Explore local museums (RAF Cosford, BLM, Enginuity) to develop a stronger link to topics being studied ('we found this just a mile from where you live' ; 'this is what life was like in our town 100 years ago')
- Have opportunities to handle historical artefacts and draw their own inferences and conclusions from them.
- Experience what life was like in the more distant past through trips, themed days and (where possible) residential visits (eg. Viking Jorvik centre)
- Meet professional historians and talk to them about how they piece together clues to form a more complete picture of the past.

# Golden threads - Substantive concepts



## Skills progression

Year group	Construct & sequence the past	Change and development	Cause and effect	Significance and interpretation	Plan and carry out an enquiry	Use sources as evidence
Year 1	<ul style="list-style-type: none"> <li>Recognise the difference between 'old' and 'new'</li> <li>Know where some basic events fit on a timeline, relating to their topic</li> <li>Place some basic events onto a timeline and use this to support the retelling of past events.</li> </ul>	<ul style="list-style-type: none"> <li>Say how something is the same or different in the past.</li> <li>Develop a sense of time and how fast things change (eg. differences between changes in their / their parents / their grandparents lifetimes).</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of some key events.</li> <li>Start to think about the reasons why things might change (eg. improvements in technology / making life easier / more fun).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand why events being studied are important.</li> <li>Use phrases such as <i>now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger.</i></li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer some historical questions.</li> <li>Sort pictures / objects / events into 'old' and 'new'.</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures and photographs to extract some information about the past.</li> <li>Begin to recognise different ways we can learn about the past (eg. from images, objects, stories, first-hand witnesses).</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Record some events onto a timeline.</li> <li>Know where some key people fit on a timeline.</li> <li>Remember a few significant names and dates.</li> <li>Use common words and phrases related to the passing of time (<i>now, then, before</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Say how lifestyles (work, school, play etc.) were the same or different in the past.</li> <li>Describe differences between 'then' and 'now'.</li> <li>Discuss the speed of change - sometimes in slow increments, sometimes in leaps.</li> </ul>	<ul style="list-style-type: none"> <li>Recount key events from the past in their own words and begin to explain why these events happened.</li> <li>Begin to think about the impact that historical events have had on modern life.</li> </ul>	<ul style="list-style-type: none"> <li>Understand why people and events being studied are important.</li> <li>Begin to express preferences and justify them with evidence / facts (eg. <i>Who was the greatest explorer?</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer historically relevant questions.</li> <li>Use historical vocabulary (eg. <i>past, present, recently, years, decades, centuries</i>).</li> <li>Compare events from different periods in history (eg. different discoveries/voyages).</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources (eg. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past.</li> <li>Begin to piece together clues from a variety of different sources.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Develop knowledge of local and British history on the wider timeline (expanding timelines to reach from the Stone Age to modern day).</li> <li>Place events of British history on a timeline, using dates.</li> <li>Begin to understand the scale of history (eg. the Bronze Age lasted for ≈2000 years, but vast amounts of change in last century.)</li> </ul>	<ul style="list-style-type: none"> <li>Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day.</li> <li>Explore change at a local level, investigating the impact of national and global events.</li> </ul>	<ul style="list-style-type: none"> <li>Question, investigate and give reasons for events in the past (eg. why did the first Roman invasions of Britain fail, but later ones were successful?)</li> <li>Describe the impact of events in the more distant past on modern life (eg. the legacy of the Roman Empire for modern Europe).</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about how and why events and people being studied are significant.</li> <li>Express preferences and personal responses to topics being studied and back-them up with evidence / facts.</li> </ul>	<ul style="list-style-type: none"> <li>Construct relevant questions about history and begin to suggest how these might be answered.</li> <li>Carry out a local history study (how did history shape our area? What evidence can we still find?)</li> <li>Use phrases such as <i>before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources or artefacts (written, visual or oral) to learn more about the past.</li> <li>Consider the range of sources available when we study different historical periods (eg. why do we know much more about the Romans than the Iron Age?)</li> </ul>

Year group	Construct & sequence the past	Change and development	Cause and effect	Significance and interpretation	Plan and carry out an enquiry	Use sources as evidence
Year 4	<ul style="list-style-type: none"> <li>Position a growing range of eras and events on a timeline (eg. Ancient Egypt, Anglo-Saxons, Romans, Iron Age, Guy Fawkes).</li> <li>Separate out timeline of Britain from global events and recognise that some events are more globally important than others.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about changes, similarities and differences.</li> <li>Begin to have an understanding of broader trends / themes over time.</li> <li>Explore differences between different people living at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>Independently question the reasons behind historical events and changes.</li> <li>Give increasingly historically accurate answers to these questions.</li> <li>Describe how events/people being studied have had an impact on the modern world.</li> </ul>	<ul style="list-style-type: none"> <li>Can ask and answer questions about how and why events/people are significant.</li> <li>Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt.</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between <i>primary</i> and <i>secondary</i> sources.</li> <li>Use historical terms correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that historical knowledge comes from a range of sources.</li> <li>Look at two versions of the same events identifying how they are similar/different.</li> <li>Question the accuracy of modern depictions of historical events.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 &amp; KS2).</li> <li>Place world history events on a timeline using the correct dates and labels.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss changes, similarities and differences.</li> <li>Deepen understanding of trends/themes over time.</li> <li>Describe what life was like for people living at the same point (rich/poor, military/civilians etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer clear and accurate questions about what happened.</li> <li>Ask 'why' questions to further historical understanding.</li> <li>Debate and discuss different opinions about historical causes and effects.</li> </ul>	<ul style="list-style-type: none"> <li>Deepen their understanding that historical knowledge comes from a range of sources,</li> <li>Understand that there can be many versions of the same events in history, giving reasons why these may exist.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question.</li> <li>Draw conclusions on what happened based on study a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Accept, reject and comment on how useful sources are when carrying out research.</li> <li>Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 &amp; KS2).</li> <li>Comment on trends that happen over time.</li> <li>Annotate a timeline with historical terms and facts, showing a sense of historical scale.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about changes, similarities and differences and challenge responses.</li> <li>Discuss and debate trends and themes over time.</li> <li>Describe changes across an historical period (considering social, political, cultural and technological changes).</li> </ul>	<ul style="list-style-type: none"> <li>Independently ask and answer clear and accurate questions about the past.</li> <li>Discuss and compare a range of plausible causes and effects.</li> <li>Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that some events and people are more significant than others, and use evidence to back-up responses.</li> <li>Understand that historical knowledge comes from a range of sources,</li> <li>Make links between historical events, changes and cultures across a range of periods studied.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question.</li> <li>Reach conclusions on what happened based on the study of a range of sources.</li> <li>Reflect on enquiries and identify ways in which they could be improved or extended.</li> </ul>	<ul style="list-style-type: none"> <li>Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate.</li> <li>Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.</li> </ul>

## Knowledge progression

### Key stage 1

Key stage 1			
Year 1	<b><u>Marvellous me (What is my past?)</u></b>	<b><u>Were Victorians inventors?</u></b>	<b><u>Could you be an explorer?</u></b>
	<p>I know What the past is</p> <p>I know what a timeline is</p> <p>I know and can explain what a historian is</p> <p>I can place myself and family on a timeline</p> <p>I know that my family make up my history</p> <p>I know how to build a family tree</p>	<p>I know Who Queen Victoria was</p> <p>I can explain why she was a good Queen</p> <p>I can place where the Victorians are on a timeline</p> <p>I know when the Victorians happened</p> <p>I know why that part of history is called 'The Victorians'</p> <p>I know what the British Empire was and identify some of the countries on a map</p> <p>I know that the Victorians were inventors and can give some examples</p> <p>I can explain what the bathing machine was and how it impacted the people of the Victorians</p> <p>I know and can give examples of some Victorian influences still around today</p> <p>I know who George Stephenson was and why he was significant</p> <p>I know that the railways were important and explain why it helped the Victorians</p> <p>I can explain how toys have changed since the Victorians</p>	<p>I know what famous and significant means</p> <p>I know that Christopher Columbus was an Explorer</p> <p>I can place Christopher Columbus on a timeline with my prior knowledge</p> <p>I know and can describe who Christopher Columbus was and why he was famous</p> <p>I know that Neil Armstrong was an astronaut in the past</p> <p>I can place the moon walk on a timeline with my prior knowledge</p> <p>I can explain why Neil Armstrong was significant</p> <p>I know that there are similarities and differences between the two significant historical figures and can give some examples</p> <p>I know that we can find out about the past from evidence (film/ diary recounts/ historical maps/ ship log entries)</p> <p>I can look at historical maps and begin to give ideas about how they were created</p>
Year 2	<b><u>Who are the famous nurses from the past?</u></b>	<b><u>Why did London Burn?</u></b>	<b><u>Which bridge and why?</u></b>
	<p>I know that Florence Nightingale was a significant nurse in our past</p> <p>I know where FN sits on a timeline drawing on prior knowledge from Y1</p> <p>I know that FN was significant and explain some reasons</p> <p>I know that hospitals have changed because of FN and give examples</p> <p>I know that Mary Seacole and Edith Cavill were significant figures in our past</p> <p>I can explain why they were significant</p> <p>I know that evidence from the past tells us about history</p> <p>I can give examples of evidence we have about our 3 significant figures</p>	<p>I know that GFoL was a significant historical event</p> <p>I know when the GFoL happened in History and can place it on a timeline alongside prior knowledge</p> <p>I know when the GFoN was and can place it on a timeline</p> <p>I know the historical narrative of how the fire started and can create a timeline of the event</p> <p>I know and can explain how fire-fighting has changed and improved through history since GFoL</p> <p>I know about historical events using evidence</p> <p>I know who Samuel Pepys was and can say why he is significant to us knowing about the GFoL</p> <p>Local History:</p> <p>I know that there was a significant fire in Newport I can compare the two fires and explain why they are similar/different</p>	<p><b>(Local history – DT/ science)</b></p> <p>I know that bridges in the local area have changed through the past</p> <p>I know about Ironbridge and why it is significant</p> <p>I can place the local aqueducts and bridges on a timeline (picture timeline) and describe how they have changed</p> <p>I know who Abraham Darby III was and why he is famous in our locality</p>

**Key Stage 2**

		<b>Key Stage 2</b>	
		<b>What has Pre-history taught us?</b>	<b>Who were the Ancient Egyptians?</b>
<b>Year 3</b>		I know what chronology means	I know that the Ancient Egyptians were around in a similar era to the Bronze age/ Iron age
		I know what era means	I can place Ancient Egypt on a dated timeline alongside prior knowledge
		I know that history is split into BC(BCE) and AD and explain what they mean	I know that periods of history overlap around the world and show this on a timeline
		I know when pre-history 'began' and ended?	I know that the Ancient Egyptians were significant and can give some examples of significance
		I know why cave paintings are important to historians	I know that the River Nile was important as a key physical feature of where the Ancient Egyptians lived
		I know that the Stone age is made up of 3 eras – palaeolithic/ Mesolithic/ neolithic	I can explain the changes in rulers over in Ancient Egypt
		I know what was happening in the UK in the 3 eras	I know that trade was important to the Ancient Egyptians and explain how we know
		I know that there is evidence from the eras and can say what I think it tells us	I know about the society pyramid and who the most important people were
		I know that prehistory means before the written record and that we have to put evidence together	I know and can recall some famous rulers and pharaohs
		I know that there were different eras and periods within prehistoric era and ca place them on a dated timeline	I know some of the significant pieces of evidence that tell us about the Ancient Egyptians
		I know that neolithic people were the first farmers	I know that Ancient Egyptians were skilled farmers and builders and can give examples of how we know
		I know that the Bronze and iron age changed life in Britain and give some examples	I know how to compare the evidence left behind and can explain what I think is the lasting legacy of the Ancient Egyptians
		I know that farming and food changed significantly through the eras and can give reasons for this	I can compare leaders and rulers from the past and can explain who may have been the most significant (Cleopatra or Queen Victoria)
		I know that the Beaker people came to settle in Britain and brought change including trade and settlement to the UK	
		I know how settlement changed through to the Iron age and can give reasons for the changes	
		I know that the Bronze age and Iron age people settled in Shropshire and can use evidence and artefacts to explain this (Local study – Oswestry/ Wrekin hillforts)	
	I know that the Roman invasion of Britain brought the end to the Iron age and prehistory		

	<p><b><u>Romans – Would you survive as a Roman soldier?</u></b></p> <p>I know when the Roman invasion of Britain began and can place this on a timeline  I know where the Romans settled in Britain  I know that the Romans left a legacy of roads and architecture and can give examples  I know that there is evidence from the Romans being in Britain  I know about the Roman rulers that led the invasion  I can use a timeline to identify when Roman rule ended</p>	<p><b><u>Anglo-Saxons and Vikings – Were they travellers or Settlers?</u></b></p> <p>I know when the Anglo-Saxons came to Britain and can place this on a timeline alongside prior learning  I know what other civilisations were happening around the world and show these on an overlapping timeline  I know that the Vikings invaded and can place this on a timeline  I can use evidence to explain what we know about the Vikings and Anglo-Saxons  I know about the mystery of the empty Saxon grave  I know about Alfred the Great  I know that the Vikings and Anglo-Saxons battled for power and land  I know why the Saxons invaded  Where did the early Anglo-Saxons settle and how do we know?  I know that place names tell us about the Viking settlement  I know about the Bayeux tapestry</p>	<p><b><u>What was life like for a Street Child?</u></b></p> <p>I know when the Street child was based and can place this on a timeline  I know how life has changed for women and children since the Victorian times  How do we know about the lives of a Victorian child?  I know that children’s rights have changed and can explain how  I know some of the inventions that helped the lives of Victorian children  I know what the Child work force was  I know what Newport looked like in the Victorian times and explain how it has changed  I know that Britain’s trade was supported by Victorian children</p>
	<p><b><u>How did the Aztecs and Mayans compare?</u></b></p> <p>I know when the Mayans civilisation was in history  I know where the Mayans were in the world and can explain geographically  I know that there were similarities between Aztecs, Mayans and Egyptians and can give examples  I know who the Aztecs were  Who were the Aztecs?  I know how the Mayans traded and why it was important  I know how society was structured for the Mayan civilisation  I know some of the evidence that tells us about the Mayans  I can explain about the Mayans beliefs</p>	<p><b><u>How did the Industrial revolution impact our local area?</u></b></p> <p>I know the key dates of the Industrial revolution and can place these on a timeline  I know how the Industrial Revolution began  I know significant figures from the Industrial revolution  I know how the Industrial Revolution impacted Telford and Shropshire  I know that Ironbridge was built during the Industrial revolution and who made it  I know and can name some of the ways life changed during the Industrial revolution</p>	<p><b><u>Who were the Ancient Greeks?</u></b></p> <p>I know when the Ancient Greeks civilisation was in history  I know where in the world Greece is and can identify some of the key physical features that were present in that era  I know that other civilisations were happening at the same time around the world  I know about the Ancient Greeks beliefs  <i>I can explore and discuss some of the artefacts and evidence we have now that tells us about the Ancient Greeks</i>  I know that the Rosetta stone was first scribed in Ancient Greek writing  I know and can recall the Greek legacy  I know that Ancient Greece had different rulers and can name them</p>

			<p>I can compare different leaders and rulers from my prior learning</p> <p>I know that the Olympics originated from the Ancient Greeks</p> <p>I know that the Greeks impacted modern day world through architecture, life styles and writing</p>
	<b><u>How have key historical events impacted us today?</u></b>	<b><u>Does the punishment fit the crime?</u></b>	<b><u>How did WWII change Britain?</u></b>
Year 6	<p>I know how the railways have changed and developed</p> <p>I know that the railways were important to our locality and how the old railway line was used</p> <p>I can identify the changes on a timeline and know how this ties into prior knowledge about the industrial revolution and other historical moments</p> <p>I know about the Suffragette movement</p> <p>I know how rights of women and gender have changed over time</p> <p>I know about some of the experiences women had in the past</p> <p>I know about slavery in the past and modern day slavery</p> <p>I know when the abolition of slavery in Britain took place</p> <p>I know about the NHS history and how this has impacted our society today</p>	<p><i>Romans, Anglo Saxons and Vikings, Medieval and Tudor Times, Early Modern Period (Gunpowder Plot, poachers, smugglers and highwaymen), Victorian Period, Twentieth and Twenty-first Centuries</i></p> <p>I know that crime and punishment has changed through history</p> <p>I know and can explain some of the changes in punishment through periods of history learnt in previous years</p> <p>I know that sources about crime and punishment could tell us a different picture</p> <p>I know that each period of history left a legacy on rule, law, crime and punishment</p>	<p>I know when the WWII began and ended and place this on a timeline</p> <p>I know about the significant events in WWII in Britain and order these</p> <p>I know why WWII began and can recall the reasons with evidence</p> <p>I know that Dunkirk was a place of significance and can explain why</p> <p>I know that women were a vital part of the home front</p> <p>I know why and how children were evacuated in WWII</p> <p>I know about some significant artefacts and evidence from WWII</p> <p>I know about the Blitz and recall the impact this had on life in Britain</p> <p>I know about propaganda and how this impacted the war</p>