



## HISTORY SKILLS AND PROGRESSION

### EYFS

#### KNOWLEDGE OF THE WORLD

*Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.*

#### ELGs:

- *Talk about members of their immediate family and community.*
- *Begin to make sense of their own life-story and family's history.*
- *Compare and contrast characters from stories, including figures from the past.*
- *Comment on images of familiar situations in the past (transport)*

Key Stage 1 Pupils should be taught to:

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.

Pupils should be taught about:

- 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

## HISTORY SKILLS & PROGRESSION

YEAR 1	YEAR 2
Place events in chronological order	Place events and objects in chronological order
Use different sources of information to find out about the past	Ask and answer questions about the past Identify different ways in which the past is represented
Find out about the lives of significant people and events from the past and present	Recognise why people did things and why events happened
Make a personal link to the past by exploring artefacts and images	Observe and handle a range of sources of information to find out about the past
Use common words and phrases related to the passing of time	Use a wide vocabulary of everyday historical terms

Key Stage 2 Pupils should be taught 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.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- 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 local history study
- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
- 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
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

## HISTORY SKILLS & PROGRESSION

YEAR 3	YEAR 4
Use dates and vocabulary relating to the passing of time and sequence events	Place events, people and changes into correct periods of time on a timeline
Develop their understanding that the past can be divided into different periods of time	Use dates and vocabulary relating to the passing of time, including AD/BC
Identify different ways in which the past is represented	Identify different ways in which the past is represented and interpreted and recognise how history is preserved
Explore the different ways we can find out about the past and how to understand the evidence	Identify how significant events, developments or individuals and groups have influenced the world in the recent and distant past
Recognise similarities and differences between people’s lives during different periods of time	Identify the impact of the movement and settlement of people in different periods of history
Use sources of information including ICT to find out about events, people and changes	Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted
Begin to give reasons for and results of the main events and changes	Communicate knowledge and understanding in a variety of ways
Sequence several events or artefacts	Ask and answer a variety of perceptive historical questions

## HISTORY SKILLS & PROGRESSION

YEAR 5	YEAR 6
Devise historically valid questions about change, similarity and difference and investigate to find possible answers	Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers
Recognise primary and secondary sources Investigate events in the past using primary and secondary sources	Select and combine information from different sources
Place events, people and changes into correct periods of time Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade	Recognise and understand the broad chronology of major events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied
Investigate the characteristic features of, and changes within, periods of history	Recognise social, cultural, religious and ethnic diversity of societies
Identify and describe the effects of some economic, technological and scientific developments	Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them
Interpret historical evidence	Suggest possible omissions and the means of finding out
Select and organise relevant historical information, making appropriate use of dates and terms	Select and combine information from different sources

Progression of History Vocabulary (for topic specific see MTP)

FS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>• now</li> <li>• next</li> <li>• old</li> <li>• new</li> <li>• ago</li> <li>• past</li> </ul>	<ul style="list-style-type: none"> <li>• When I was little</li> <li>• A long time ago</li> <li>• Before I was born</li> <li>• then/now</li> <li>• event</li> <li>• explain</li> <li>• source</li> <li>• predict</li> <li>• evidence</li> <li>• famous</li> <li>• celebrate</li> <li>• sequence</li> <li>• recent</li> <li>• remember</li> <li>• same/different</li> </ul>	<ul style="list-style-type: none"> <li>• When I was younger</li> <li>• past/Present</li> <li>• chronological order</li> <li>• earlier</li> <li>• later</li> <li>• local area</li> <li>• When my grandparents were young</li> <li>• research</li> <li>• timeline</li> <li>• historical event</li> <li>• artefact</li> <li>• similarities</li> <li>• differences</li> </ul>	<ul style="list-style-type: none"> <li>• BC/AD</li> <li>• decade</li> <li>• ancient</li> <li>• century</li> <li>• period</li> <li>• Brits</li> <li>• settlers</li> <li>• settlement</li> <li>• invaders/invasion</li> <li>• conquer(ed)</li> <li>• combat</li> <li>• archaeologists</li> <li>• excavate</li> <li>• evidence</li> <li>• information</li> <li>• finding skills</li> <li>• Historian</li> <li>• historical</li> </ul>	<ul style="list-style-type: none"> <li>• recent history</li> <li>• time difference</li> <li>• shape our lives</li> <li>• religious differences</li> <li>• wealthy / poor</li> <li>• items</li> <li>• accurate picture of the past</li> <li>• version</li> <li>• historical argument</li> <li>• point of view</li> </ul>	<ul style="list-style-type: none"> <li>• comparison</li> <li>• role of Britain</li> <li>• Christian values</li> <li>• crime</li> <li>• punishment</li> <li>• hypothesis</li> <li>• influence</li> </ul>	<ul style="list-style-type: none"> <li>• societies</li> <li>• summarise</li> <li>• major influence</li> <li>• world history</li> <li>• civilizations</li> <li>• changes/continuity</li> <li>• persuade</li> <li>• viewpoint</li> <li>• propaganda</li> <li>• significant</li> <li>• interpretations</li> </ul>
<b>Challenging Vocab - Greater Depth</b>						
Y1 words	<ul style="list-style-type: none"> <li>• chronological</li> <li>• historical event</li> <li>• When mummy and daddy were little</li> <li>• Before/after</li> </ul>	<ul style="list-style-type: none"> <li>• eye witness account</li> <li>• locality</li> <li>• democracy</li> <li>• Historian</li> <li>• Succeed/succession</li> </ul>	<ul style="list-style-type: none"> <li>• bloodshed</li> <li>• distress</li> <li>• war</li> </ul>	<ul style="list-style-type: none"> <li>• way of life</li> <li>• dictated</li> <li>• inventions</li> <li>• impact</li> <li>• aspect</li> </ul>	<ul style="list-style-type: none"> <li>• specific features of a time period (e.g. weaponry/medicine)</li> <li>• plague</li> <li>• healthcare</li> </ul>	<ul style="list-style-type: none"> <li>• advancements</li> <li>• causes in history</li> <li>• British Empire</li> <li>• relationships</li> <li>• mono-cultural/multicultural society</li> </ul>