



History: Progression and Skill in History

Knowledge, Skills and Understanding breakdown for History

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Chronological understanding	Knowledge and interpretation	Historical enquiry
<p>Year 1</p> <p>To put up to three objects in chronological order (recent history). To use words and phrases like: old, new and a long time ago. To tell me about things that happened when they were little. To recognise that a story that is read to them may have happened a long time ago. To know that some objects belonged to the past. To retell a familiar story set in the past. To explain how they have changed since they were born.</p>	<p>To appreciate that some famous people have helped our lives be better today. To recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. To understand that we have a queen who rules us and that Britain has had a king or queen for many years. To begin to identify the main differences between old and new objects. To identify objects from the past, such as vinyl records.</p>	<p>To ask and answer questions about old and new objects. To spot old and new things in a picture. To answer questions using an artefact/ photograph provided. To give a plausible explanation about what an object was used for in the past.</p>
<p>Year 1 (Challenging)</p> <p>To put up to five objects/events in chronological order (recent history). To use words and phrases like: very old, when mummy and daddy were little. To use the words before and after correctly. To say why they think a story was set in the past.</p>	<p>To explain why certain objects were different in the past, e.g. iron, music systems, televisions. To tell us about an important historical event that happened in the past. To explain differences between past and present in their life and that of other children from a different time in history. To know who will succeed the queen and how the succession works.</p>	<p>To answer questions using a range of artefacts/ photographs provided. To find out more about a famous person from the past and carry out some research on him or her.</p>
<p>Year 2</p> <p>To use words and phrases like: before I was born, when I was younger. To use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. To use the words 'past' and 'present' accurately. To use a range of appropriate words and phrases to describe the past. To sequence a set of events in chronological order and give reasons for their order.</p>	<p>To recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. To explain how their local area was different in the past. To recount some interesting facts from an historical event, such as where the 'Fire of London' started. To give examples of things that are different in their life from that of their grandparents when they were young. To explain why Britain has a special history by naming some famous events and some famous people. To explain what is meant by a parliament.</p>	<p>To find out something about the past by talking to an older person. To answer questions by using a specific source, such as an information book. To research the life of a famous Briton from the past using different resources to help them. To research about a famous event that happens in Britain and why it has been happening for some time. To research the life of someone who used to live in their area using the Internet and other sources to find out about them.</p>
<p>Year 2 (Challenging)</p> <p>To sequence a set of objects in chronological order and give reasons for their order. To sequence events about their own life. To sequence events about the life of a famous person. To try to work out how long ago an event happened.</p>	<p>To give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times. To explain why someone in the past acted in the way they did. To explain why their locality (as wide as it needs to be) is associated with a special historical event. To explain what is meant by a democracy and why it is a good thing.</p>	<p>To say at least two ways they can find out about the past, for example using books and the internet. To explain why eye-witness accounts may vary. To research about a famous event that happens somewhere else in the world and why it has been happening for some time.</p>
<p>Year 3</p> <p>To describe events and periods using the words: BC, AD and decade. To describe events from the past using dates when things happened. To describe events and periods using the words: ancient and century. To use a timeline within a specific time in history to set out the order things may have happened. To use their mathematical knowledge to work out how long ago events would have happened.</p>	<p>To appreciate that the early Brits would not have communicated as we do or have eaten as we do. To begin to picture what life would have been like for the early settlers. To recognise that Britain has been invaded by several different groups over time. To realise that invaders in the past would have fought fiercely, using hand to hand combat. To suggest why certain events happened as they did in history. To suggest why certain people acted as they did in history.</p>	<p>To recognise the part that archaeologists have had in helping us understand more about what happened in the past. To use various sources of evidence to answer questions. To use various sources to piece together information about a period in history. To research a specific event from the past. To use their 'information finding' skills in writing to help them write about historical information. To, through research, identify similarities and differences between given periods in history.</p>
<p>Year 3 (Challenging)</p> <p>.To set out on a timeline, within a given period, what special events took place. .To begin to recognise and quantify the different time periods that exists between different groups that invaded Britain.</p>	<p>.To begin to appreciate why Britain would have been an important country to have invaded and conquered. .To appreciate that war/s would inevitably have brought much distress and bloodshed. To have an appreciation that wars start for specific reasons and can last for a very long time. To appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'.</p>	<p>.To begin to use more than one source of information to bring together a conclusion about an historical event. .To use specific search engines on the Internet to help them find information more rapidly.</p>



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<p>Year 4</p> <p>To plot recent history on a timeline using centuries. To place periods of history on a timeline showing periods of time. To use their mathematical skills to round up time differences into centuries and decades.</p>	<p>To explain how events from the past have helped shape our lives. To appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences. To know that people who lived in the past cooked and travelled differently and used different weapons from ours. To recognise that the lives of wealthy people were very different from those of poor people. To appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p>	<p>To research two versions of an event and say how they differ. To research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. To give more than one reason to support an historical argument. To communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p>
<p>Year 4 (Challenging)</p> <p>To use their mathematical skills to help them work out the time differences between certain major events in history. To begin to build up a picture of what main events happened in Britain/ the world during different centuries.</p>	<p>To recognise that people's way of life in the past was dictated by the work they did. To appreciate that the food people ate was different because of the availability of different sources of food. To appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period. To appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education.</p>	<p>To independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so.</p>
<p>Year 5</p> <p>To use dates and historical language in their work. To draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.. To use their mathematical skills to work out exact time scales and differences as need be.</p>	<p>To describe historical events from the different period/s they are studying/have studied. To make comparisons between historical periods; explaining things that have changed and things which have stayed the same. To explain the role that Britain has had in spreading Christian values across the world. To begin to appreciate that how we make decisions has been through a Parliament for some time. To appreciate that significant events in history have helped shape the country we have today. To have a good understanding as to how crime and punishment has changed over the years.</p>	<p>To test out a hypothesis in order to answer a question. To appreciate how historical artefacts have helped us understand more about British lives in the present and past.</p>
<p>Year 5 (Challenging)</p> <p>To create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p>	<p>To appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed.</p>	<p>To research the life of one person who has had an influence on the way Great Britain is divided into four separate countries.</p>
<p>Year 6</p> <p>To say where a period of history fits on a timeline. To place a specific event on a timeline by decade. To place features of historical events and people from past societies and periods in a chronological framework.</p>	<p>To summarise the main events from a specific period in history, explaining the order in which key events happened. To summarise how Britain has had a major influence on world history. To summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. To describe features of historical events and people from past societies and periods they have studied. To recognise and describe differences and similarities/ changes and continuity between different periods of history.</p>	<p>To look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. To identify and explain their understanding of propaganda. To describe a key event from Britain's past using a range of evidence from different sources.</p>
<p>Year 6 (Challenging)</p> <p>To appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.</p>	<p>To suggest relationships between causes in history. To appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today. To trace the main events that define Britain's journey from a mono to a multi-cultural society.</p>	<p>To suggest why there may be different interpretations of events. To suggest why certain events, people and changes might be seen as more significant than others. To pose and answer their own historical questions.</p>

	Autumn
	Spring
	Summer



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National Curriculum Requirements of History at Key Stage 1

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.

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** (e.g. 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** (e.g. 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.**

National Curriculum Requirements of History at Key Stage 2

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 and that different versions of past events may exist, giving some reasons for this. 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:

Changes in Britain from the Stone Age to the Iron Age

This could include:

- late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae
- Bronze Age religion, technology and travel, e.g. Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

The Roman Empire and its impact on Britain

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, e.g. Boudica
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Britain's settlement by Anglo-Saxons and Scots

This could include:

- 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

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

- Viking 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

A local history study

For example:

- 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

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

For example:

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, e.g. the first railways or the Battle of Britain



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