Progression of Knowledge & Skills

History

National Curriculum Knowledge Progression

Key Stage 1

Knowledge / understanding of: **British history**	Knowledge / understanding of: **The wider world history**	The ability / disposition to:
• Changes within living memory - used, where appropriate, to reveal changes in national life • Within wider world history • Local history • Significant historical events, people and places in their own locality	• Events from beyond living memory that are significant nationally or globally • 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	• Be aware of the past, using common words & phrases relating to time • Fit people/events into chronological framework • Identify similarities / differences between periods • Use wide vocabulary of everyday historical terms • Ask and answer questions • Choose and use from stories and other sources to show understanding • Understand some ways we find out about the past • Identify different ways in which past is represented

National Curriculum Knowledge Progression

Key Stage 2

Knowledge / understanding of: **British history**	Knowledge / understanding of: **The wider world history**	The ability / disposition to:
• 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 • Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor • An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 Local history • Local History	• The achievements of the earliest civilizations; depth study of one of: Sumer, Indus Valley, Egypt, Shang Dynasty • Ancient Greece – life, achievements, influence • Non-European society that contrasts with British history. One of: early Islamic civilizations inc study of Baghdad c 900AD, Mayan civilization c. 900 AD, Benin (west Africa) c. 900-1300	• Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information • Understand that different versions of the past may exist, giving some reasons for this

The National Curriculum for history (2014) 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.

Skills Progression

Developing historical perspective through:

- Wider, more detailed and chronologically secure knowledge
- Sharper methods of enquiry and communication
- Deeper understanding of more complex issues and of abstract ideas
- Closer integration of history's key concepts
- Greater independence in applying all these qualities

	EYFS	Key Stage 1	Key Stage 2	Key Stage 3
Chronological knowledge / understanding (including characteristic features of periods)	Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
Abstract Historically Terms	Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms	Use historical terms and concepts in increasingly sophisticated ways
Historical enquiry - Using evidence /Communicating ideas	Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain	Ask and answer questions * Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information	Pursue historically valid enquiries * including some they have framed Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts
Interpretations of history		Identify different ways in which the past is represented	Understand that different versions of the past may exist, giving some reasons for this	Discern how and why contrasting arguments and interpretations of the past have been constructed

*Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:				
5a. Continuity and change in and between periods	Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time	Identify similarities / differences between ways of life at different time	Describe / make links between main events, situations and changes within and across different periods/societies	Identify and explain change and continuity within and across periods
5b. Cause and consequences	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes	Analyse / explain reasons for, and results of, historical events, situations, changes
5c. Similarity / Difference within a period/situation (diversity)	Know about similarities and differences between themselves and others, and among families, communities and traditions	Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
5d. Significance of events / people	Recognise and describe special times or events for family or friends	Talk about who was important e.g. in a simple historical account	Identify historically significant people and events in situations	Consider/explain the significance of events, people and developments in their context and in the present