

# Skills & Knowledge Progression: History

## National Curriculum aims & 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 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. 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 (the Battle of Britain).

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 learning in 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.

### Links to other subjects / curriculum areas:

- Art - exploring art from the period of history being studied / famous artists from this time and using this to inspire own work
- RE - the history of major religions, the link between their spread / change and global events (eg. the spread of Christianity in the Roman Empire), religious beliefs of ancient peoples (eg. Egyptians & Mayans).
- DT - constructing models and replicas of buildings, vehicles or armour from the past.
- Science - the lives and impact of famous scientists.
- English - reading for research, particularly original documents & writing to present and share findings.
- Understanding the history of countries will almost always link to their human and physical geography - eg. rivers topic in Y3 links to learning about Ancient Egypt when considering the importance of the Nile

### Experiences every child should have:

- Visit significant national museums and National Trust Homes (eg. Truro Museum, Lanhydrock).
- Meets and talk to people who have lived through important moments in history
- Explore local museums to develop a stronger link to topics being studied ('settlements found near 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
- Meet professional historians and talk to them about how they piece together clues to form a more complete picture of the past.

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## Opportunities to develop and use Learning Powers in our curriculum

Curiosity	<ul style="list-style-type: none"><li>• Asking topic related questions and using different types of enquiry to answer them</li><li>• Looking at historical evidence and using it to support or refute ideas and deepen understanding</li><li>• Using investigations to try out ideas, adapting plans and thinking when things go wrong</li><li>• Closely observing artefacts and drawing conclusions from them</li><li>• Challenging the accuracy of information found and recognise why different sources may have different answers</li></ul>
Independence	<ul style="list-style-type: none"><li>• Developing basic enquiry and research skills so that children can undertake investigations with increasing independence</li><li>• Planning investigations and lines of enquiry</li><li>• Choosing which resource or source is best to use to find out specific information</li><li>• Deciding how to report and present findings from enquiries, both in oral and written forms</li><li>• Making predictions and drawing conclusions</li></ul>
Empathy	<ul style="list-style-type: none"><li>• Understanding what it would have been like to live and grow-up at different points in the past</li><li>• Imagining what it would be like to be 'in the shoes' of historical figures, and considering whether or not you would have made the same decisions and taken the same actions as them</li><li>• Recognising why some events or outcomes may have greater significance for certain people, and beginning to consider why some people may feel differently about particular events in the past.</li></ul>
Perseverance	<ul style="list-style-type: none"><li>• Persevering when exploring complex historical texts, images or artefacts, and recognising that it isn't always easy or straightforward to build-up an image of life in the past</li><li>• Coping with setbacks, especially when carrying out investigations</li><li>• Maintaining attention and clarifying information when being introduced to new and complex ideas</li><li>• Showing commitment to finding out answers</li></ul>
Reflectiveness	<ul style="list-style-type: none"><li>• Using findings from enquiries, investigations, fieldwork or artefact analysis to draw simple conclusions</li><li>• Suggesting improvements for completed tasks and raising further questions in light of new evidence</li><li>• Discussing and debating issues, events and conclusions</li><li>• Considering the evidence provided by the work of other historians and evaluating its value</li><li>• Taking feedback from others into account and using this to consider next steps</li></ul>
Cooperation	<ul style="list-style-type: none"><li>• Planning and carrying out enquiries as a team, working collaboratively and sharing roles fairly</li><li>• Presenting and sharing work with others, both written and oral</li><li>• Working collaboratively and patiently when handling equipment and resources which must be shared by the whole class</li><li>• Contributing to whole class discussions and sharing observations and ideas to suggest answers to questions</li><li>• Exploring the history of other cultures and treating this with respect</li></ul>

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Year group	Construct and 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>

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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> </ul> <p>Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt.</p>	<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. 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>