

# History Progression



# Historical Knowledge and Skills

## Chronology & Causation: Disciplinary Knowledge

- To ensure the pupils have a coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped Britain and how Britain has influenced and been influenced by the wider world.

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> <li>• To appreciate the difference between old and dirty or worn</li> <li>• To know the difference between old and new</li> <li>• To know the difference between long ago and now</li> <li>• To be able to compare old and new objects/ artefacts be able to put up to two artefacts or events in order</li> <li>• To begin to appreciate that their life is different to the lives of people in the past</li> <li>• To understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>• Use words like yesterday, last week, old and new</li> </ul>	<ul style="list-style-type: none"> <li>• To appreciate the difference between long ago and very long ago</li> <li>• Create a simple timeline to capture recent events</li> <li>• Remember parts of stories they have read or have had read to them which involve memories about the past</li> <li>• Recognise that familiar objects we have today would have been different in the past, i.e., telephone</li> <li>• Begin to appreciate what a timeline is by looking at a time line over the past 10 years</li> <li>• Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past</li> <li>▪ Describe memories and changes that have happened in their own lives</li> <li>▪ Begin to appreciate the difference between long ago and very long ago</li> <li>▪ Point out a few similarities and differences between ways of life at different times</li> <li>▪ Order a few events and artefacts from the recent past</li> <li>▪ Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</li> </ul>

# Historical Knowledge and Skills

## Chronology & Causation: Disciplinary Knowledge: 2

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>▪ Begin to understand that the past is divided into different named periods of time</li> <li>▪ Able to use dates to explain British, local and world history</li> <li>▪ Start using a timeline that identifies different centuries</li> <li>▪ Use appropriate dates and chronological conventions, e.g., BC, BCE and AD</li> <li>▪ Put artefacts or information in chronological order from a long time ago</li> <li>▪ Understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore</li> </ul>	<ul style="list-style-type: none"> <li>• Able to place events, people and changes of British, local and world history on a timeline</li> <li>• Accurately set out different events onto a timeline</li> <li>• Appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation</li> <li>• Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart</li> <li>• Use a timeline in relation to the unit being studied.</li> <li>• Use words and phrases: century, decade</li> <li>• Appreciate that some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a secure understanding of a British timeline that extends from the Stone Age to the present day</li> <li>• Show a chronologically secure knowledge and understanding of local, national and global history</li> <li>• Tell the story of events within and across the time periods studied</li> <li>• Describe connections, contrasts and trends over short and longer time periods</li> <li>• Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>• Accurately use dates and terms to describe historical events;</li> <li>• Know and describe in some detail the main changes to an aspect in a period of history being studied</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world</li> <li>• Identify specific changes within and across different periods over a long period of history</li> <li>• Use timelines to place events, periods and cultural movements from around the world.</li> <li>• Use timelines to demonstrate changes and developments in culture, technology, religion and society.</li> <li>• Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</li> <li>• Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> <li>• Know date of any significant event studied from past and place it correctly on a timeline</li> </ul>

# Historical Knowledge and Skills

## Historical Enquiry: Disciplinary Knowledge

EYFS	Year 1	Year 2
<ul style="list-style-type: none"><li>• Ask questions or make remarks about illustrations in a book they are reading which may be set in the past</li><li>• Begin to recognise that characters in a book they know acted as they did because it was a long time ago</li></ul>	<ul style="list-style-type: none"><li>• Respond to simple questions about the past</li><li>• Observe and handle artefacts and ask simple questions about the past</li><li>• Offer an opinion as to why something may have happened in the past and why they know</li></ul>	<ul style="list-style-type: none"><li>• Look carefully at pictures and objects to find information.</li><li>• Find answers and respond to simple questions about the past.</li><li>• Choose and select evidence and say how it can be used to find out about the past</li><li>• Understand some ways we find out about the past</li><li>• Recognise the importance of basing ideas on evidence</li><li>• Develop the idea of presenting an idea and raising questions about the past</li></ul>

# Historical Knowledge and Skills

## Historical Enquiry: Disciplinary Knowledge: 2

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>• Use a variety of sources to collect information about the past</li><li>• Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past</li><li>• Explain that there are different types of evidence and sources that can be used to help represent the past</li></ul>	<ul style="list-style-type: none"><li>• Appreciate the difference between primary and secondary sources of evidence</li><li>• Use a range of sources to collect information about the past</li><li>• Construct informed responses about one aspect of life</li></ul>	<ul style="list-style-type: none"><li>• Recognise when they are using primary and secondary sources of information to investigate the past</li><li>• Select relevant sections of information to address historically valid questions and construct detailed, informed responses</li><li>• Use a wide range of different evidence to collect evidence about the past</li><li>• Devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context</li></ul>	<ul style="list-style-type: none"><li>• Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</li><li>• Investigate own lines of enquiry by posing historically valid questions to answer</li><li>• Understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time</li></ul>

# Historical Knowledge and Skills

## Historical Significance & Interpretation: Disciplinary Knowledge

EYFS	Year 1	Year 2
<ul style="list-style-type: none"><li>• Give a reason for why something has changed between now and the past</li><li>• Look at or touch objects from the past and comment on appearance</li><li>• Recognise that the past is different from today</li></ul>	<ul style="list-style-type: none"><li>• Begin to recognise that some of the events we talk about from the past are open to different interpretations according to who wrote about it.</li><li>• Begin to identify and recount historic details from the past from sources e.g. pictures/stories</li><li>• Begin to understand that an invention can sometime have a positive impact on an artefact we use everyday, for example, television</li><li>• Able to talk about some people and events that they have studied and give reasons for their actions</li><li>• Consider the differences between 'long ago' and 'now'</li></ul>	<ul style="list-style-type: none"><li>• Know that information about past events that have been passed down by word of mouth can be unreliable.</li><li>• Know that written events about events from the past may not always be highly accurate.</li><li>• Start to recognise what is a reliable piece of information and what is not, e.g., photograph or word of mouth.</li><li>• Appreciate the people in the past who have contributed to national and international achievements</li><li>• Recount historic details from eye-witness accounts, photos and artefacts</li><li>• Begin to reflect on the significance of what has been learnt from the past</li><li>• Develop an awareness of the past and comment on how they found out</li></ul>

# Historical Knowledge and Skills

## Historical Significance and Interpretation: Disciplinary Knowledge: 2

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Know that much of what is presented as historical fact is based on limited information</li> <li>• Recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied</li> <li>• Start to compare two versions of a past event</li> <li>• Observe and use pictures, photographs and artefacts to find out about the past</li> <li>• Start to use stories or accounts to distinguish between fact and fiction</li> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the impact that bias has on historical events</li> <li>• Know that historical recounts are prone to exaggeration</li> <li>• Look at more than two versions of the same event or story in history and identifies differences</li> <li>• Investigate different accounts of historical events and explain some of the reasons why the accounts may be different</li> <li>• Begin to talk about the impact of a past action on our lives today</li> <li>• Talk about similarities and differences between different times in the past according to the periods of history studied</li> </ul>	<ul style="list-style-type: none"> <li>• Show an awareness of the concept of propaganda and censorship</li> <li>• Find and analyse a wide range of evidence about the past</li> <li>• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>• Consider different ways of checking the accuracy of interpretations of the past;</li> <li>• Realise that there is often not a single answer to historical questions</li> <li>• Discuss trends over time</li> <li>• See the relationship between different periods and the legacy or impacts for people today</li> </ul>	<ul style="list-style-type: none"> <li>• Find and analyse a wide range of evidence about the past</li> <li>• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>• Consider different ways of checking the accuracy of interpretations of the past</li> <li>• Start to know the difference between primary and secondary evidence and the impact of this on reliability</li> <li>• Understand the importance of propaganda and censorship and that they are sometimes necessary</li> <li>• Appreciate that people in the past represent events or ideas in a way that may be to persuade others</li> <li>• Begin to evaluate the usefulness of different sources</li> <li>• Form own opinions about historical events from a range of sources</li> </ul>

# Historical Substantive Knowledge

	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
<b>Within Living Memory</b>	<b>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</b>		<b>British Chronology</b>	<b>Changes in Britain from the Stone Age to 1066, to include the Stone Age to the end of the Iron Age; The Roman Empire and its impact on Britain; Britain's settlement by Anglo-Saxons and Scots; The Vikings and Anglo-Saxon struggle for the kingdom of England</b>			
	<ul style="list-style-type: none"> <li>Know that the toys their grandparents played with were different to their own</li> <li>Organise a number of artefacts by age</li> <li>Know what a number of older objects were used for</li> <li>Know the main differences between their school days and that of their grandparents</li> </ul>	<ul style="list-style-type: none"> <li>Know and describe changes in transport over time and suggest reasons for why these changes happened</li> <li>Order modes of transport by age</li> </ul>		<ul style="list-style-type: none"> <li>Know how Britain changed between the beginning of the stone age and the iron age</li> <li>Sources: artefacts (tools), cave paintings, pictures, buildings</li> <li>Know what is meant by hunter gatherers.</li> </ul>	<ul style="list-style-type: none"> <li>Know how Britain changed between the end of the Iron Age and the end of the Roman occupation</li> <li>Sources: maps, artefacts, paintings, buildings.</li> </ul>	<ul style="list-style-type: none"> <li>Know about how the Anglo Saxons attempted to bring law and order to the country</li> <li>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today (See Geography document for list of key locations)</li> </ul>	
<b>Beyond Living Memory</b>	<b>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]</b>		<b>British Chronology</b>				
		<ul style="list-style-type: none"> <li>Know about an event or events that happened long ago, even before their grandparents were born</li> <li>Know what we use today instead of a number of older given artefacts</li> <li>Know that children's lives today are different to those of children a long time ago</li> </ul>				<ul style="list-style-type: none"> <li>Know where the Vikings originated from and can show this on a map</li> <li>Know that the Vikings and Anglo Saxons were often in conflict</li> <li>Know why the Vikings frequently won battles against the Anglo Saxons</li> <li>Know what the Norman conquest was and how it began in 1066</li> <li>Know that when people invade they often change an area through the things they leave behind</li> </ul>	



# Historical Knowledge and Skills

Substantive Knowledge							
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
			<b>Beyond 1066</b>	<b>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</b>			
						<ul style="list-style-type: none"> <li>Recognise the importance of the civil war I British history</li> <li>Know why the civil war happened</li> <li>Recognise the potential impact the civil war had on Britain today.</li> </ul>	<ul style="list-style-type: none"> <li>Know how Victorian Britain changed during the Industrial Revolution</li> <li>Describe prehistoric and Victorian inventions</li> <li>Recognise how Britain changed after the formation of the British Empire</li> </ul>
<b>Significant People or events</b>	<b>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</b>		<b>Beyond 1066</b>				
	<ul style="list-style-type: none"> <li>Name a famous person from the past and explain why they are famous, e.g., Mary Seacole or Mary Prince</li> </ul>	<ul style="list-style-type: none"> <li>Know about a famous person from outside the UK and explain why they are famous.</li> </ul>					

# Historical Knowledge and Skills

## Substantive Knowledge: Example for Bristol schools

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Local History</b>	<b>significant historical events, people and places in their own locality</b>					
	<ul style="list-style-type: none"> <li>Know the name of a famous person, or a famous place, close to where they live – Marcus Rashford</li> </ul>	<ul style="list-style-type: none"> <li>Know how the local area is different to the way it used to be a long time ago</li> <li>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.</li> <li>Know about a famous person from Manchester and can explain why they were famous.</li> <li>Know some of differences between Victorian and Manchester.</li> </ul>	<ul style="list-style-type: none"> <li>Know about the history of exploration and can talk about a number of explorers from different historical periods: Ibn Battuta, Matthew Henson, John Richard Archer. Know about a local period of history: Tudor explorer John Cabot.</li> <li>Describe John Cabot's journey to America and give reasons for his voyage. (See Geography document for list of key locations)</li> <li>Know that historically people recorded information about their lives through songs</li> </ul>	<ul style="list-style-type: none"> <li>History of Manchester</li> <li>I can discuss evidence for these time periods in the local area</li> </ul>	<ul style="list-style-type: none"> <li>Make connections, contrast and describe trends in the history of trade in Manchester.</li> <li>Construct a timeline of trade in Manchester.</li> <li>Discuss the chronology of trade in Manchester.</li> <li>Find evidence for trade in Manchester from a range of sources: maps, artefacts, buildings, paintings.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about a local person who has made a significant contribution to medicine or saving lives.</li> <li>Need to find local BME representative</li> </ul>

# Historical Knowledge and Skills

Substantive Knowledge				
Year 3		Year 4	Year 5	Year 6
<b>Ancient Civilizations</b>	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p>	<p><b>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</b></p>	<p><b>A non-European society that provides contrasts with British history – one in depth study chosen from: early Islamic civilization, including a study of Mayan civilization c. AD 900</b></p>	
	<ul style="list-style-type: none"> <li>• Know who/what/when and where the ancient Greeks were</li> <li>• Know the main characteristics of the Athenians and the Spartans</li> <li>• Know about and can talk about the struggle between the Athenians and the Spartans</li> <li>• Know about the influence the gods had on ancient Greece</li> <li>• Understand the importance of 'debate' in Greek society</li> <li>• Talk about the legacy of democracy left by ancient Greece</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there were some advanced civilizations in the world 3,000 years ago and know that Britain was not one of them.</li> <li>• An in-depth study of one civilization: the Indus Valley/Ancient Sumer /Shang Dynasty/Ancient Egypt. Indus Valley is particularly relevant for learners with Pakistani Heritage.</li> </ul>	<p><b>Mayan Example</b></p> <ul style="list-style-type: none"> <li>• Know who/what/when and where the Mayans were</li> <li>• Know the Mayan belief system was rooted in nature and they had many gods.</li> <li>• Know that Pottery/Clay work: clay tiles from both the Maya has been found and give us evidence of their beliefs.</li> <li>• Know about the impact that an ancient society, the Mayan civilization, had on the world.</li> <li>• Know why they were considered an advanced society in relation to that period of time in Europe</li> </ul>	