

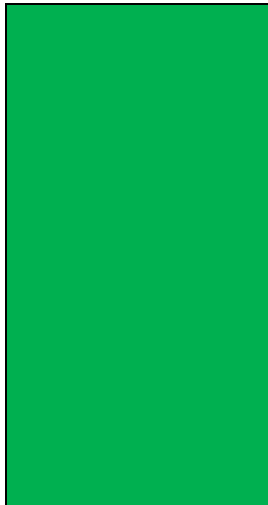
History Progression of knowledge and skills

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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.

EYFS	<p>Understanding the World</p> <p>ELG: Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CHRONOLOGICAL UNDERSTANDING	<ul style="list-style-type: none"> Recognise the distinction between past and present. Understand how to put a few events or objects in order of when they happened. 	<ul style="list-style-type: none"> Recognise the distinction between past and present, looking at their own lives and the lives of people in the past Understand how to put people, events 	<ul style="list-style-type: none"> Recognise the distinction between past and present, looking at periods in relation to Victorians and Vikings. Aware that time can be divided into 	<ul style="list-style-type: none"> Recognise the distinction between different periods of time currently and previously studied including the Stone Age 	<ul style="list-style-type: none"> Recognise the distinction between different periods of time currently and previously studied Name the date of any significant event from the past that I have 	<ul style="list-style-type: none"> Recognise the distinction between different periods of time and be able to analyse links, compare and contrast Use a time line to demonstrate changes

	<ul style="list-style-type: none"> Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, when my parents/carers were young. 	<p>and objects in order of when they happened.</p> <ul style="list-style-type: none"> Use words and phrases such as: recently, decades, and centuries. 	<p>different historical terms and dates e.g. Romans and century</p> <ul style="list-style-type: none"> Use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. 	<ul style="list-style-type: none"> Name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line. Use words and phrases such as era, period, social, cultural, political, decade, AD, during to describe the passing of time. 	<p>studied and place it in the right place on a time line.</p> <ul style="list-style-type: none"> Use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, social, cultural, political and during to describe the passing of time. 	<p>and developments in culture, technology, religion and society</p> <ul style="list-style-type: none"> Describe the main changes in a period of history using words such as 'social', 'religious', 'political', 'technological' and 'cultural'
KNOWLEDGE AND UNDERSTANDING OF PAST EVENTS, PEOPLE AND CHANGES IN THE PAST	<ul style="list-style-type: none"> Demonstrate awareness of the lives of significant individuals in the past and remember facts Recount historical events Describe some changes within their living memory 	<ul style="list-style-type: none"> Demonstrate awareness of the lives of significant individuals in the past and explain reasons why people in the past may have acted in the way they did. Recount historical events and changes Demonstrate knowledge of aspects of history significant in their locality 	<ul style="list-style-type: none"> Demonstrate awareness of the lives of significant individuals in the past and give evidence Identify historically significant people and events in different situations Recount the impact of historical events and changes Demonstrate knowledge of aspects of history significant in their locality and how they are different now 	<ul style="list-style-type: none"> Demonstrate awareness of the lives of significant individuals in the past and give evidence. Identify and understand historically significant people and events in different situations Recount and understand the impact of historical events and changes Demonstrate knowledge of events and people in history significant in their locality 	<ul style="list-style-type: none"> Demonstrate awareness of the lives of significant individuals in the past and choose reliable sources of evidence to support my ideas Understand historically significant people and events in different situations and make links, comparisons and how they affect life today. Describe the impact of historical events and changes Demonstrate knowledge of the characteristic features and achievements of the earliest civilisations and a non-European society 	<ul style="list-style-type: none"> Demonstrate awareness of the lives of significant individuals and be able to analyse links, compare and contrast Describe and analyse historically significant people and events in different situations Recognise that some events, people and changes are judged as more significant than others Demonstrate knowledge of and analyse the characteristic features and achievements of the earliest civilisations, which is also a non-European society
HISTORICAL ENQUIRY	<ul style="list-style-type: none"> Use sources to answer simple questions about the past 	<ul style="list-style-type: none"> Ask and answer simple questions about the past through observing 	<ul style="list-style-type: none"> Use sources to address their own historical questions 	<ul style="list-style-type: none"> Use sources to address historically valid questions 	<ul style="list-style-type: none"> Use a wide range of sources as a basis for research to answer questions 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions and

	<ul style="list-style-type: none"> • Identify some of the basic ways in which the past can be represented • Choose parts of stories and other sources to show what they know about the past • Ask questions about artefacts. 	<p>and handling a range of sources</p> <ul style="list-style-type: none"> • Consider why things may change over time • Choose parts of stories and other sources to show what they know about significant people and events 	<ul style="list-style-type: none"> • Recognise that different versions of past events may exist • Suggest different sources of evidence to help answer questions. 	<ul style="list-style-type: none"> • Recognise that different versions of past events may exist and evaluate these in sources Recognise why some events happened and what happened as a result • Choose relevant sources of evidence to support particular lines of enquiry 	<ul style="list-style-type: none"> • Recognise that different versions of past events may exist and give some reasons for contrasting interpretations of the past • Choose relevant sources of evidence and understand that there is often not a single answer to historical questions. 	<p>hypotheses from a range of sources</p> <ul style="list-style-type: none"> • Recognise that different versions of past events may exist and why our knowledge of the past is constructed from a range of sources • Evaluate sources of information and identify those that are useful for particular tasks. Explain why a source is reliable or not.