

Progression of Knowledge in: History

National Curriculum Aims: The national curriculum for history 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
- History – key stages 1 and 2 2 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.

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 [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

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.

Pupils should be taught about:

- 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

Year group:	Y1	Y2	Y3	Y4	Y5	Y6
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Units:	1. Are all our histories the same? 1950-2020 <i>Own timeline and photos, compare with teacher or parent or grandparent. Toy Museum trip.</i> 2. How has Olga changed over time? 1874-2024 <i>Ragged school museum trip, use timeline in corridor, old photos.</i> 3. Who has explored the world and beyond? <i>Felicity Aston (skied Antarctica) 2012</i> <i>Neil Armstrong (Moon) 1969</i> <i>Ibn Bhattuta (world) 1304</i> <i>Matthew Henson(North Pole) 1909</i>	1. How has London changed since The Victorian Era? 1800s <i>Transport</i> <i>Shopping</i> <i>Jobs</i> 2. How have individuals made change throughout history? <i>Dr Barnardos</i> <i>Mary Seacole</i> <i>Sheikh Mujibur Rahman</i> 3. What did the Great Fire do to London? 1666 <i>Houses/conditions before</i> <i>Rebuilt after.</i>	1. In what ways did Britain change after WWII? ? Empire, WW2 Jobs, rebuild Britain 1400-2000s 2. How did humans survive the Stone Age in Britain? <i>Developing tools and weapons, farming.</i> <i>Changes from Stone Age to Iron Age.</i> 10,000BCE 3. What did the Ancient Egyptians achieve? <i>Building, medicine, Nile, literacy</i> 3000 BCE	1. How are we influenced by the Ancient Greeks? <i>Comparing schools, language, buildings, government, Olympics</i> 800 BCE 2. How did people react to the Roman Empire in Britain? <i>Resistance, progress, change.</i> <i>Roman Empire and impact on Britain.</i> 60CE 3. How did power in England swing between Anglo-Saxons and Vikings from 793 to 1066? 500 CE <i>Invasians, reasons, settlements, kingdoms, place names.</i>	1. What led to the Battle of Hastings? 1066 CE <i>Battle for power between Vikings, Saxons and Normans.</i> 2. If objects could speak, what story would they tell? Benin 1000-1500CE <i>Bronzes (British Museum), European visitors, differences between Norman Britain.</i> 3. Why is The Tower of London significant? <i>Built in 1070, attacks, restoration, Blitz, famous prisoners, monarchs.</i>	1. How have Brits fought for their rights over time? 1900-present <i>Women's suffrage</i> <i>Environmental activism</i> 2. How have Brits fought for their rights over time? 1900-present <i>Miners' strike</i> <i>LGBTQ+ rights</i> 3. How have Brits fought for their rights over time? <i>Bristol Bus Boycott</i> <i>Black Lives Matter Movement</i>
	changes within living memory (1) events beyond living memory that are significant nationally or globally (3) the lives of significant individuals in the past who have contributed to national and international achievements (3) significant historical events, people and places in their own locality. (2)	significant historical events, people and places in their own locality (3) events beyond living memory that are significant nationally or globally (1) the lives of significant individuals in the past who have contributed to national and international (2)	changes in Britain from the Stone Age to the Iron Age (2) a local history study (1) a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (1) 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 (3)	the Roman Empire and its impact on Britain (2) Ancient Greece – a study of Greek life and achievements and their influence on the western world (1) Britain's settlement by Anglo-Saxons and Scots (3)	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (3) the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (1) 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 900-130 (2)	a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Underpinning questions and links with concepts:						

		 Community and culture		How have peoples' everyday lives changed over time?					
		 Technology and progress		What big changes have happened in history?					
		 Power and Conflict		How did people in the past treat each other?					
 Democracy and rights		Who helped make the world a better and fairer place?							
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Substantive Knowledge	Concepts developed Community & Culture  Technology & Progress  Democracy & Rights  Power & Conflict 	Community & Culture (1,2)  Technology & Progress (3) 	Community & Culture (1)  Technology & Progress (3)  Democracy & Rights (2) 	Community & Culture (1, 2)  Technology & Progress (1, 2, 3)  Democracy & Rights (1)  Power & Conflict (1) 	Community & Culture (1, 2, 3)  Technology & Progress (1,2, 3)  Democracy & Rights (1, 2)  Power & Conflict (2) 	Community & Culture (2)  Technology & Progress (2, 3)  Power & Conflict(1, 3) 	Community & Culture  Democracy & Rights 		
	Chronology	Use the language of time to talk about the past. Order three events or objects chronologically. Understand that some things happened much	Use dates to talk about the past. sequence events about the life of a famous person or of an event. Try to work out how long ago an event happened	Know the meaning of, and use, the terms BC/AD and BCE/CE. Place the period studied on a timeline. use a timeline within a	Use terms related to the time period and begin to date events. Recognise world events/periods which occurred at the same time.	Name significant national events/periods that happened during the timeline of a building. Identify world events/periods which occurred at the same	Use decades and known events to order other historical figures and events		

		longer ago and some more recently.		specific time in history Use mathematical knowledge to work out scale/time	Recognise that some events or periods lasted for much longer than others.	time.	
	Historical communication (to be in every history book to use during discussions) (topic-specific vocab is on MTP and should be displayed for the duration of the topic)	remember same/different When I was younger A long time ago Before I was born then/now Before after When mummy and daddy were little In those days even longer ago When they were growing up... Once they were older... ___ was different when ___ recent sequence ___ happened first, then ___, then _____. lifetime historical event This meant that... evidence I think ___ is from the past because ____ I wonder why/ how/ when...	past/Present chronological order earlier later When my grandparents were young London in 1666... America in 1950... I think this happened ____ years ago because ____ Timeline historical event Similarities differences This looked different in ____ because ____ local Research artefact evidence If it wasn't for _____, then today _____	BC/AD & BCE/CE Prehistoric Millenia Century Decade generation colony period After the war ____ During the war ____ ancient This time period came before/after ____ Within this period ____ happened. Even today, after thousands of years, ____ still occurs. Advances Cultural changes ancestors descendants empire settlement historian archaeologists excavate evidence Historical knowledge I notice that ____ This evidence suggests that ____ happened but that evidence suggests that ____ happened. As a consequence of _____, _____ happened. These developments or changes led to ____.	This was happening at a similar time to I notice that ____ and this might suggest ____ There are several pieces of evidence which suggest ____. Why are there two different versions of the same event? How do they compare/differ? point of view Influence legacy A reason for this happening was...	Simultaneously This recent event dates back to when ____ Throughout history This happened because _____, ____ and ____ This happened in ____ but the effect today is ____ In _____, this was the case (rights, etc) but now _____ Implications Social context Historical context Restoration There are two different versions of this event because ____ This information is the most relevant to our inquiry because... Power This may not be a useful piece of evidence because... From what I know already, I can infer that...	Trends The social/political climate at the time Turning point Posthumously _____ had a significant impact on _____ because ____ The progress/changes in _____ are as follows: The consequences of this we feel today are ____ The role of the media/government _____ leads me to think that the evidence is inaccurate. This is not a reliable piece of evidence because ____ People might have thought _____ because _____ This evidence is more accurate/reliable than ___, because ____ Propaganda

		<i>I learned from the _____ that _____</i>					
		1	2	3	4	5	6
Disciplinary Knowledge	Cause and Consequence	Identify how buildings, people and objects have changed over time. Name people who have achieved something that has shaped our world or our understanding of the world.	Describe reasons why things changed. Describe how people have achieved things that have shaped our world or our understanding of the world.	Describe how humans made advances in technology in order to survive and thrive. Identify how one historical event leads to another.	Describes reasons why humans moved, invaded and settled. Describe how settlers and invaders can change a society.	Describe 3 or more causes for an event or change. Identify the impact of wider world exploration. Describe how and why buildings change and adapt over long periods of time according to the social/historical context.	Explain how a concept has changed over time and how this links to the wider historical context. Explore how causes can build up over time and lead to a consequence.
	Similarities and Differences	Give examples of things that are different/same in their life from that of their grandparents when they were young To say what is the same or different about a building. Recognise that people's experiences might have been different depending on when they were living.	Give examples of things that are different in their life from that of a long time ago in a specific period of history explain how their local area was different in the past Describe how a society/settlement is different after an event.	Explain how something is the same/different after an historical event Identify something that is still the same/similar to thousands of years ago	Describe and explain 3 or more things that were the same/different after an historical event Identify 3 or more things that are still the same/similar to thousands of years ago	Compare two different societies living at the same time	To compare specific events to other similar events from another time.
	Sources and Evidence	Suggest a way they can find out about the past. Find up to 3 facts about a person/event or an event from a text or a picture	Say at least 3 ways they can find out about the past Find facts about a person/event from two different pieces of evidence .	Know the difference between primary and secondary evidence. Understand that only objects can be used as primary sources when studying some time periods (stone age). Understand the role of an archaeologist.	Use more than one type of evidence to research an idea Explore how historians use objects to find out about the past.	Use a range of evidence to research an idea Use knowledge of the period to explore an object. Consider the usefulness of a piece of evidence.	Suggest which evidence would be useful to their research. Select the relevant information from a source. Explain why they have chosen one piece of evidence over another considering reliability and bias
	Historical Interpretation	Ask and answer what and when questions about an object or photograph.	Ask and answer what, when, how, why questions about an object or photograph.	Justify interpretations of a source using general knowledge. Notice that there may be different versions/interpretations of an event	Justify interpretations of a source using historical knowledge. Describe the differences between two versions/interpretations of an event.	Understand the concept of propaganda Give reasons why there may be two versions/interpretations of an event.	Assess the usefulness and limitations of propaganda. Discuss the role the media plays in relaying events.

					To know how archaeologists piece together evidence to make conclusions		
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