



Knowledge and Skills Progression
Subject area: History

National Curriculum Statements

<p>Key Stage 1</p> <p>1.1. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>1.2 events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aero plane flight or events commemorated through festivals or anniversaries]</p> <p>1.3 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>	<p>Key Stage 2</p> <p>2.1 changes in Britain from the Stone Age to the Iron Age</p> <p>2.2 the Roman Empire and its impact on Britain</p> <p>2.3 Britain's settlement by Anglo-Saxons and Scots</p> <p>2.4. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>2.5 a local history study.</p> <p>2.6 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>2.7 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.</p> <p>2.8 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.</p>
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Knowledge	EYFS	KS1	LKS2	UKS2
	<p>All about me- the history of me.</p> <p>Life in the past- Wonderful West Kirby and Holidays.</p>	<p>Changes in living memory- Toys across the decades.</p> <p>Events beyond living memory- The Great Fire of London.</p> <p>Lives of significant individuals- Around the World- Mary Seacole, Christopher Columbus, Guy Fawkes.</p> <p>Significant historical events, people and places in their locality- Remembrance Day- Wilfred Owen Welcome to Wirral</p>	<p>Changes in Britain from the Stone Age to the Bronze Age.</p> <p>The achievements of the earliest civilisations- Ancient Greece- A local history study- West Kirby in WW2.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Tudors</p> <p>A non-European society that provides contrasts with British history- Mayans</p>	<p>The Roman Empire and it's impact on Britain- Where do we come from? The Romans</p> <p>Britain's settlement by Anglo Saxons- Anglo Saxons and Vikings.</p> <p>A local study- why choose Wirral?</p> <p>The achievements of the earliest civilizations- Ancient Egypt</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- WWI</p>
Historical Interpretations	Understanding the World Most children will:	Most children will: Start to compare two versions of a past	Most children will:	Most children will: Find and analyse a wide range of evidence

<p>Understanding ways in which we find out about the past and identify different ways in which it is represented using a range of sources.</p>	<p>Begin to make sense of their own life-story and family's history. Talk about members of their immediate family and community. Name and describe people who are familiar to them. (The History of Me) Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past</p> <p>Communication and Language Enjoy listening to longer stories and can remember much of what happens. Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Listen to and talk about stories to build familiarity and understanding. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p>	<p>event.</p> <p>Observe and use pictures, photographs, eye-witness accounts, building and visits and artefacts to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>Show a knowledge and understanding of aspects of living in the past beyond living memory, some of the main events and people they have studied.</p>	<p>Look at more than two versions of the same event or story in history and identify differences and be able to give reasons for why there may be different accounts of history.</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Identify changes within and across different periods.</p>	<p>about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Begin to evaluate the usefulness of different sources.</p>
<p>Historical Investigations Asking and answering questions, using other sources to show knowledge and understand key features of events.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Understanding the world- Past & Present ELG: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in</p>	<p>Most children will:</p> <p>Observe or handle evidence to ask simple questions about the past.</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p>	<p>Most children will:</p> <p>Use a range of primary and secondary sources to find out about the past.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>Regularly address and sometimes devise own questions to find answers about the past.</p> <p>Begin to undertake their own research.</p>	<p>Most children will:</p> <p>Recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>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.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p>
<p>Chronological Understanding Develop an awareness of the</p>	<p>Most children will:</p> <p>Sequence artefacts and events that are close together in time.</p>	<p>Most children will:</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes</p>	<p>Most children will:</p> <p>Order an increasing number of significant events, movements and dates on a timeline using</p>	<p>Most children will:</p> <p>Order an increasing number of significant events, movements and dates on a timeline using</p>

<p>past, using common words and phrases relating to the passing of time and understanding where the people and events they study fit within a chronological framework.</p> <p>Have secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.</p>	<p>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.</p> <p>Communication and Language - Listening, Attention & Understanding ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>Recount changes in own life over time and compare that to relatives from different eras.</p> <p>Order dates from earliest to latest on simple timelines.</p> <p>Sequence pictures from different periods.</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>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.</p>	<p>further apart, and terms related to the unit being studied and passing of time.</p> <p>Names and places dates of significant events from past on a Timeline.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>dates accurately.</p> <p>Sequence historical periods and identify changes within and across historical periods.</p> <p>Accurately use dates and terms to describe historical events.</p> <p>Understand and describe in some detail the main changes to an aspect in a period in history.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>
<p>Knowledge and Understanding of Events, People and Changes in the Past</p> <p>Identifying similarities and differences between ways of life in different periods.</p> <p>Choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Noting connections, contrasts and</p>		<p>Most children will:</p> <p>Recognise some similarities and differences between the past and the present.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Know and recount episodes from stories and significant events in history.</p> <p>Understand that there are reasons why people in the past acted as they did.</p> <p>Describe significant individuals from the past.</p>	<p>Most children will:</p> <p>Note key changes over a period of time and be able to give reasons for those changes.</p> <p>Find out about the everyday lives of people in time studied compared with our life today.</p> <p>Explain how people and events in the past have influenced life today.</p> <p>Identify key features, aspects and events of the time studied.</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>Most children will:</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p> <p>Examine causes and results of great events and the impact these had on people.</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. (Crime and Punishment)</p> <p>Describe how some changes affect life today. Makes links between some features of past societies.</p>

trends over time.			Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Use evidence and give reasons to describe changes in: houses and settlements culture and leisure activities, clothes, way of life and actions of people, buildings and their uses, people's beliefs and attitudes, things of importance to people. (Stone Age-Bronze Age)	
Presenting, Organising and Communicating Using a wide vocabulary of everyday historical terms and develop the appropriate use of historical terms.	Speaking ELG: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Most children will: Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance. Talk, write and draw about things from the past. Use historical vocabulary to retell simple stories about the past. Use drama/role play to communicate their knowledge about the past.	Most children will: Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms. (Ancient Greece) Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides. Start to present ideas based on their own research about a studied period.	Most children will: Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Plan and present a self-directed project or research about the studied period.

Vocabulary	EYFS / Key Stage 1		Key Stage 2			
			Lower KS2		Upper KS2	
	Old New First Next Before Now A long time ago Special time Family	Past Present Future Important Event Era Artefacts Time Order Timeline Evidence	Chronological Significant Power Development Compare Contrast Influence BC and AD Ancient Civilisation Secondary Evidence Primary Evidence Archaeology Iron Age	Innovation Legacy Conquer Consequence Invasion Monarchy Social Structure Execution Conquest Empire Nation Significance	Rise and Fall Hierarchy Bias Prejudice Empire Rebellion Retreat Ancient Egypt Legacy	Ideologies (Political, Religious and cultural) Cultural Context Birth right Advocate Democracy Interpretation Commemorate

	<i>After Changes Similar Different</i>	<i>Consequence</i>	<i>Bronze Age Decades</i>	<i>Gods/Goddesses Ancient Greece Mayans</i>		
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