



Progression of Knowledge, Skills and Vocabulary: History

Early History Progression: Understanding the EYFS to KS1 Readiness to Progress

Organisation of Knowledge	Using Language Associated with the Past	Remembering and Discussing their own Lives	Talking About Things they have done with People who are Special to them	Recognising Chronology withing Stories
Relevant ELG	<p>ELG: Past and present</p> <ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<p>ELG: People, culture and communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. <p>ELG: Being imaginative and expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher <p>ELG: Past and present</p> <ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<p>ELG: Listening</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher. <p>ELG: Past and present</p> <ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<p>ELG: Past and present</p> <ul style="list-style-type: none"> - Understand the past through settings, characters and events encountered in books read in class and storytelling
KS1 Readiness Objective	<ul style="list-style-type: none"> - Use words associated with the past including yesterday, last week, last year - Use past tense when speaking about things that happened in the past 	<ul style="list-style-type: none"> - Share their memories of significant events in their own lives. - Talk about things that have changed. - Begin to put these events in order 	<ul style="list-style-type: none"> - Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. - Begin to put events in order. 	<ul style="list-style-type: none"> - Talk about the order of events in a range of familiar stories. - Recognise language in stories that shows the story happened in the past.

History Progression: National Curriculum Programme of Study

Purpose of study

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 different groups, as well as their own identity and the challenges of their time.

Aims of the National Curriculum

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

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

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

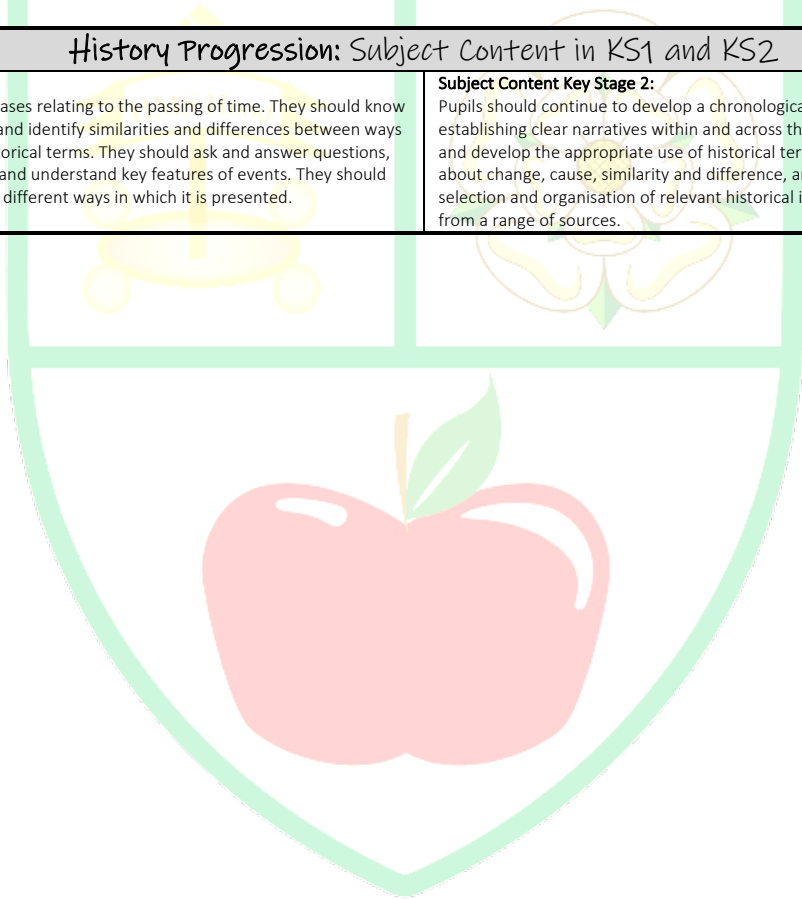
History Progression: Subject Content in KS1 and KS2

Subject Content 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 every day 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 presented.

Subject Content 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.



History Progression: Cause and Consequence

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cause and Consequence	Core Knowledge	<ul style="list-style-type: none"> - That a consequence is something that can be caused by an event or a person 	<ul style="list-style-type: none"> - That certain events and individuals have had major consequences in history – Emmeline Pankhurst, and these are still relevant today 	<ul style="list-style-type: none"> - That events from history are so significant that they are remembered each year – Remembrance and Bonfire Night - That consequences of an event can be local, national or even global, understanding what these terms mean 	<ul style="list-style-type: none"> - That the nomadic, hunter-gatherer way of life ended as Stone Age people began to use farming techniques and that this led to the establishment of communities - That the consequence in different periods, ie Northallerton High Street today, can sometimes be attributed to many different causes 	<ul style="list-style-type: none"> - That an event can have more than one cause, ie the developing use of iron at the end of the Bronze Age - That an event can have far reaching or lasting consequences, ie the Roman invasion of Britain 	<ul style="list-style-type: none"> - That there can be a negative or positive consequence of a period of history on contemporary society - That one event or person's actions may have multiple consequences on society, how people live or what people believe, ie Ancient Greek advancements and how they are utilised today 	<ul style="list-style-type: none"> - That there can be a negative or positive consequence of a period of history on contemporary society - That one event or person's actions may have multiple and far reaching consequences locally, nationally or globally on society, how people live or what people believe, ie Ancient Greek advancements and how they are utilised today
	Skills	<ul style="list-style-type: none"> - Identifying that certain choices have a consequence to them – building a marvellous machine using tools/wearing safety glasses will protect your eyes 	<ul style="list-style-type: none"> - Identifying that certain individuals and events can result in consequences, discussing these in simple terms in relation to the events or person studied - Identifying that history can affect the local area, as well as nationally and globally – James Cook and the consequences of his exploration and journeys. 	<ul style="list-style-type: none"> - Identifying that certain events and individuals have had major consequences in history ie The Great Fire of London and the resulting rebuilding of the city - Identifying specific causes and consequences from different periods and beginning to establish links between them ie Jasmine Harrison and James Cook and how their achievements have influenced others, including themselves 	<ul style="list-style-type: none"> - Identifying the major causes of advancement ie from Stone to Bronze to Iron and how these impacted globally, nationally and locally - Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life - Identifying the causes and consequences of the changes on the high street in Northallerton (Heritage Week) 	<ul style="list-style-type: none"> - Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations - Identifying the importance of something, ie the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations) and the consequences, ie when the Nile dried up 	<ul style="list-style-type: none"> - Identifying the causes and consequences of ie Benin advancement – changes in housing, religion, language - Identifying the effects and influence of Ancient Greek achievements on the Western world – democracy, philosophy, medicine, language - Identifying that one event can have multiple consequences ie Shackleton's journey and its consequence 	<ul style="list-style-type: none"> - Identifying why the consequence of some punishments caused change in the legal system - Identifying the effect of ie Mayan advancements on today's world as either positive or negative- astronomy, calendar systems, and hieroglyphic writing. - Identifying the cause and effect of Spanish explorers on the Maya – positive or negative?
	Vocabulary			<ul style="list-style-type: none"> cause battle death defeat divorce event marriage victory war position power 	<ul style="list-style-type: none"> consequence explain role society status wealth 	<ul style="list-style-type: none"> affect effect impact hillfort civilisation destruction development power Norman Conquest Domesday Book Pict Offa's Dyk Withdrawal wealth Romanisation boundary Celt Hadrian's wall 	<ul style="list-style-type: none"> trend defence invasion motte and bailey castle Norman Norseman displacement retaliation devotion high priest pharaoh permanent temporary absolute power dictator 	<ul style="list-style-type: none"> disaster voyage collision survive expedition

History Progression: Change, Continuity and Development

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Change, Continuity and Development	Core Knowledge	<ul style="list-style-type: none"> - That change is when something is different and this can be a good thing or a bad thing 	<ul style="list-style-type: none"> - That there are reasons for continuity, development and changes that they may or may not agree with - That changes have happened in history that can impact on what is used today ie changes in toys, materials used 	<ul style="list-style-type: none"> - That some changes over time have been necessary, ie due to safety reasons, and some have been to do with new inventions, ie plastic toys, hazards identified in children's toys and games - That changes are happening all the time although some things stay the same 	<ul style="list-style-type: none"> - That some aspects of society have changed, some have stayed the same and some have developed for a variety of reasons, over different eras. 	<ul style="list-style-type: none"> - That some aspects of society have changed, some have stayed the same and some have developed for a variety of reasons, over different eras and that these can be a good or bad thing for the people living there at the time 	<ul style="list-style-type: none"> - Link events and periods studied to changes and developments in contemporary society- ie crime and punishment and how or why changes have happened linked to changing attitudes 	<ul style="list-style-type: none"> - Link events and periods studied to changes and developments in contemporary society- ie crime and punishment and how or why changes have happened linked to changing attitudes. - Understanding that change, continuity and development will depend on the era and event studied
	Skills	<ul style="list-style-type: none"> - Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers / classrooms etc. 	<ul style="list-style-type: none"> - Identifying the changes that have happened in living memory that can impact on what they know today ie changes in toys, materials used - Identifying in simple terms that continuity or change can be a good thing or a bad thing 	<ul style="list-style-type: none"> - Identifying that there have been changes throughout history ie in the development of toys over time, changes in childhood from the 1950s- present day - Identifying WHY some things have stayed the same throughout history , ie emotional links to toys, halts in the use of certain materials, attitudes in recent years towards plastic and packaging 	<ul style="list-style-type: none"> - Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparing: housing, society, food, trade, settlements, beliefs - Identifying the continuity, changes and developments to the local area in terms of housing, population, the high street, transport, our school ie during Heritage Week 	<ul style="list-style-type: none"> - Identifying the continuity and changes throughout different eras, ie the Stone, Bronze and Iron Ages by comparing: housing, society, food, trade, settlements, beliefs, including comparison with the Roman settlement of Britain 	<ul style="list-style-type: none"> - Identifying the continuities, changes and developments in a non-European society, ie Ancient Greek achievements and inventions from then to now ie in democracy, society, entertainment, beliefs 	<ul style="list-style-type: none"> - Identifying the continuity and change in crime and punishment throughout British history from Roman times to the present day, providing reasons for, and outcomes of the main events and changes, showing factual knowledge of aspects of Britain and the wider world

	Vocabulary	<p>different now similar then present change develop modern changes over time yesterday community describe answer</p>	<p>important opinion different similar in the past power packaging design electronic toys</p>	<p>changes to now stayed the same comparison feudal system parliament British Empire</p>	<p>retaliation continuity settlements invaders invasion conquered hunter-gatherer nomad danegeld afterlife defence Anglo Saxon settlement trade hieroglyph numerical system treaty fortress prehistory Doggerland extinct roundhouse leisure shrine culture</p>	<p>empire emperor migration conquest cause rebellion displacement concept fortified analyse monastery bronze ceremony citadel cuneiform surrender territory transition influence social hierarchy short term long term generation legacy</p>	<p>democratic connection challenge wergild Twelve tablets CCTV severe sever justice deter jury juror abolish custody unarmed</p>	<p>imperialism incriminate prevention detection rehabilitation</p>
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History Progression: Diversity and Historical Significance

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Diversity and Historical Significance	Core Knowledge	<ul style="list-style-type: none"> - That being significant means to be important and that this can relate to people or events 	<ul style="list-style-type: none"> - That some people or events are significant and that we remember or learn about these because of their impact locally, nationally or globally - That diversity is when someone or something is significant because they are different in some way 	<ul style="list-style-type: none"> - That some people or events are significant and that we remember or learn about these because of their impact locally, nationally or globally - That diversity is when someone or something is significant because they are different in some way 	<ul style="list-style-type: none"> - That some people or events are significant historically and that we remember or learn about these because of their impact locally, nationally or globally - That some people or events are significant because of their diversity in some way and that this can increase their historical significance for a variety of reasons 	<ul style="list-style-type: none"> - That some people or events are so significant that they have impacted in more than one way on our lives and thinking over time - That diversity can increase historical significance for a variety of reasons 	<ul style="list-style-type: none"> - That a significant person or event can influence change or opinions over time, and that these changes can continue to impact opinions and values locally, nationally or globally in the present day - That the term 'diversity' has changed over time and understand that this may impact on the historical significance of a person or event - That their own personal opinions about what is termed 'historically significant' may differ from that of another person. - That the term 'diverse' can be used to describe people and events over time in different ways 	<ul style="list-style-type: none"> - That a significant person or event can influence change or opinions over time, and that these changes can continue to impact opinions and values locally, nationally or globally in the present day - That the term 'diversity' has changed over time and understand that this may impact on the historical significance of a person or event. - That their own personal opinion about what can be termed 'historically significant' may differ from that of another person - That the term 'diverse' can be used to describe people and events over time in different ways, developing their own understanding of the term, supported by facts
	Skills	<ul style="list-style-type: none"> - Understanding that some events and people from history are important because they have achieved something or had an effect 	<ul style="list-style-type: none"> - Identifying why certain people/events are significant in history – achievements, impact etc. - Identifying why some individuals are significant both locally and nationally – Captain James Cook, Jasmine Harrison, Helen Sharman - Begin to understand what makes someone or something significant ie Prince George of Cambridge 	<ul style="list-style-type: none"> - Identifying why certain people/events are significant in simple terms in the wider context of history ie Captain Cook's voyages and their impact on understanding about the world we live in today and at the time - Identifying that certain individuals and events have had an impact locally, nationally and globally 	<ul style="list-style-type: none"> - Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain that we know today - Explain how a significant historical figure often influenced change ie Boudicca - Identifying how an historical figure or event can be seen as diverse, understanding what the term means 	<ul style="list-style-type: none"> - Identify why some people or an event, ie Boudicca is such a significant individual for both British and Romano- British history - Explain how significant historical figures contributed to national or international achievements in a variety of eras and often influenced change - To explain the diversity of a person or event and how this has impacted locally, nationally or globally 	<ul style="list-style-type: none"> - Identify why interpretations of historical significance can change in light of new evidence or changes in thinking ie understanding gender roles in Ancient Greece - Describe how a significant individual or movement has influenced the nation or the wider world, bringing in their personal opinion 	<ul style="list-style-type: none"> - Identify why interpretations of historical significance can change in light of new evidence or changes in thinking ie understanding gender roles in Ancient Greece - Identifying the significance of punishments and the crime committed and what this tells us about attitudes of the time - Interpret the achievements of the Greeks and make a judgement on their significance – which achievements were more impressive? - Describe how their own lives have been influenced by a significant individual or movement

	Vocabulary	<p>Sir David Attenborough castle crown king prince queen princess royal royalty explorer Amelia Earhart</p>	<p>order sort table debate negative positive Queen Victoria Queen Elizabeth I Prince George of Cambridge monarch significant explorer remember statue famous important event Great Fire of London Guy Fawkes King Charles III</p>	<p>commemorate local locality plaque monument diamond ranking rank achievement activist Captain James Cook Jasmine Harrison Rosa Parks Emmeline Pankhurst reign ruler sovereign majestic founder inventor legacy</p>	<p>diversity diverse impact barbarian civilised afterlife Cheddar Man Skara Brae Star Carr Beaker people prehistory Amesbury Archer discovery effect Pompeii volcanic eruption local history study national culture global local King Tutankhamun Alfred the Great Bede Edward the Confessor Harald Hardrada William the Conqueror Julius Caesar Emperor Claudius Boudicca</p>	<p>wealthy displacement power retaliation biased human remains interpretation reliability Vindolanda tablets Ivory Bangle Lady Howard Carter Sargon the Great King Athelstan St Augustine</p>	<p>way of life discern HMS Titanic Ernest Shackleton Captain Oates Parthenon Hippocratic Oath Temple of Athena, Pythagoras Hypocrites</p>	<p>multicultural prosperity societies</p>
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History Progression: Chronological Understanding

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Core Knowledge	<ul style="list-style-type: none"> - That events have happened within their life that can be placed on a timeline, to show the order in which they happened 	<ul style="list-style-type: none"> - That events and people from the past may have occurred across a greater period of time than just themselves, (e.g. beyond living memory) - That events can be placed in the order that they happened 	<ul style="list-style-type: none"> - To use a simple timeline to sequence events or people, understanding that a timeline shows us the order in which these things happened. - That timelines can be added to and can represent any event where time passes - That some dates are important to remember (e.g. The Great Fire of London, and that this happened before other events) 	<ul style="list-style-type: none"> - That the past can be divided up into different time periods and that these can be compared with each other, over similar eras - That events, artefacts and historical figures can be placed on a timeline showing the passing of time - That some dates are significant and can be recalled (e.g. Roman invasion of Britain in AD 43) 	<ul style="list-style-type: none"> - That civilisations occurred at similar times (e.g. Mayan civilisation and the Anglo-Saxons) and that these can be compared with each other, over similar eras - That events, artefacts and historical figures can be placed on a timeline showing the passing of time - That some dates are significant and can be recalled (e.g. Roman invasion of Britain in AD 43) and that significant events occurred before and after this date 	<ul style="list-style-type: none"> - That current study can be placed on a timeline in relation to other eras previously studied - That comparisons can be made between different times in history - That there were/ are concurrent civilisations around the world that can be placed in wider context on a timeline 	<ul style="list-style-type: none"> - That current study can be placed on a timeline in relation to other eras previously studied - That comparisons can be made between different times in history - That there were/ are concurrent civilisations around the world that can be placed in wider context on a timeline
	Skills	<ul style="list-style-type: none"> - Identifying that things have happened in the past, relating to themselves and within living memory - Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents 	<ul style="list-style-type: none"> - Sequence events, artefacts or pictures in chronological order (e.g. from different time periods) within their life - Order information on a simple timeline - Identifying that events and changes have happened in order – ie changes and development of machines or toys 	<ul style="list-style-type: none"> - Sequence a collection of artefacts, pictures and events from a period in history studied and begin to recall dates of important festivals or celebrations - Order chronologically on a simple timeline - Identifying and comparing people from different periods of time – Neil Armstrong and James Cook, Elizabeth I and Queen Victoria - Placing Victorian/ Edwardian Britain (when the school was built) into chronological context 	<ul style="list-style-type: none"> - Use dates related to the passing of time - Place events, artefacts and historical figures on a timeline using dates. - Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and other eras - Developing an understanding of concurrence of civilisations around the world during these times - Placing previously learnt periods into context and identifying their impact – Rosa Parks and Emmeline Pankhurst - Placing Victorian/ Edwardian Britain (when the school was built) into chronological context 	<ul style="list-style-type: none"> - Place events from a period studied on a time line - Remember key historical facts and some dates from a period studied - Place early civilisations into chronological context – Stone Age, Ancient Egypt, the Roman invasion of Britain in AD43 and understand that civilisations occurred at similar times, ie Mayan civilisation and the Anglo-Saxons 	<ul style="list-style-type: none"> - Place current study on a timeline in relation to other studies - Know and sequence key events of time studied - Make comparisons between different times in history - Independently place historical events or change on a timeline, to outline different information remembering key facts from a period of history studied- Anglo-Saxons and Vikings, Romans after AD43 - Placing the Ancient Greeks into the wider context of historical chronology - Understanding that there were/ are concurrent civilisations around the world that can be placed in wider context 	<ul style="list-style-type: none"> - Place current study on time line in relation to other studies, making links between key historical civilisations, events and people in world history and use relevant dates and terms - Use relevant dates and terms - Placing early civilisations into context – Romans, Celts - Placing the Ancient Greeks into the wider context of historical chronology - Understanding that there were/ are concurrent civilisations around the world that can be placed in wider context, explaining what this could be

	Vocabulary	<p>past before now then next old new ago timeline yesterday antique historian old story tomorrow future remember parent grandparent great-grandparent history</p>	<p>long ago Before I was born,... When I was little,... A long time ago,... A year ago,... Last month,... Last week,... Last year,... Many years ago,... present day famous celebrate sequence recent chronological historical after When Mummy/ Daddy were little,... after living memory beyond living memory generation older 1950s, 1980s, 1990s clue evidence childhood life event family tree parent grandparent school history</p>	<p>period rich poor local national earlier later stayed the same When my grandparents were young,... chronological order succession chronological order era reign Hundreds of years ago, ... About a hundred years ago, ... century decade AD (anno domini) historical period century</p>	<p>BC/AD ancient prehistory Palaeolithic Mesolithic Neolithic millennium Thousands of years ago, ... Over the years, ... Over many years, ... connection contrast trend duration lasting Stone Age Bronze Age Iron Age prehistory Ancient Egypt Ancient Sumer</p>	<p>era recent history time difference previously BCE/CE Two thousand years ago, ... Many hundreds of years ago, ... circa</p>	<p>sequence legacy key events Classical period Dark Ages</p>	<p>aspect duration contemporary Minoan civilisation Hellenistic period Archaic period Mycenaean civilisation</p>
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History Progression: Evidence and Interpretation

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Change, Continuity and Development	Core Knowledge	<ul style="list-style-type: none"> - That items can tell us or give us clues about people or events in the past - That we use evidence or artefacts to help us understand the past 	<ul style="list-style-type: none"> - That there is often more historical evidence the closer to the present day they study - That artefacts and evidence can give us clues about the past 	<ul style="list-style-type: none"> - That there are different kinds of sources that can be used, called primary and interpretations (previously termed 'secondary sources') - That primary sources tell us information at the time and sometimes this may not be accurate - That we can use evidence, artefacts and sources to help us decide what we think about events at the time 	<ul style="list-style-type: none"> - To understand that evidence and sources are limited the further back in time you go - That we have to use what was found by others in prehistory to help us interpret the past - That sources can be primary or secondary and can include artefacts, photographs, the internet 	<ul style="list-style-type: none"> - To understand that evidence and sources are limited the further back in time you go - That we have to use what was found by others in prehistory to help us interpret the past, and that this may not be accurate - That sources can be primary or secondary and what these can include 	<ul style="list-style-type: none"> - That sources can be used in different ways to interpret the past and that sometimes bias has impacted on these interpretations - That viewpoints may differ and that our viewpoint is valid - That primary sources can be limited in different periods of history, why this is so and what can be used to formulate viewpoints and interpretations - That evidence can be chosen to justify or support interpretations 	<ul style="list-style-type: none"> - That sources can be used in different ways to interpret the past and that sometimes bias has impacted on these interpretations - That viewpoints may differ and that our viewpoint is valid, even though this may also be biased - That primary sources can be limited in different periods of history, why this is so and what can be used to formulate viewpoints and interpretations - That evidence can be chosen to justify or support interpretations, and the selection of this evidence can be used to support independent arguments or opinions
	Skills	<ul style="list-style-type: none"> - Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event - Start to ask simple questions about people or events from within living memory 	<ul style="list-style-type: none"> - Understanding why we know more about Queen Victoria than Queen Elizabeth I, due to availability of evidence - Analyse a variety of artefacts/objects to infer about an individual or event – how do we know about Captain James Cook? - Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – how can we place the school rocking horse on our timeline? 	<ul style="list-style-type: none"> - Use evidence from the time to explain Captain Cook's biggest achievement - Making semi-independent decisions and using evidence provided to justify their thinking - Understanding the difference between primary and interpretations (previously termed 'secondary sources') - Make reasoned interpretations about individuals and events by using a small selection of focused sources- how do we know about the bells of All Saint's Church? Are the achievements of Jasmine Harrison as significant as James Cook? 	<ul style="list-style-type: none"> - Independent enquiry using primary and interpretations (previously termed 'secondary sources')- what can we learn about life in the Stone Age using the flints found at Star Carr in Scarborough? - Begin to make independent decisions and use evidence to justify their thinking- what can we learn about the Bronze Age from the grave of the Amesbury Archer? - Identifying primary and interpretations (previously termed 'secondary sources')- artefacts, books, internet i.e. what do the letters from HMS Hood sailors tell us about life on the ship in 1939? - Identifying why sources are limited for the Stone, Bronze and Iron Ages 	<ul style="list-style-type: none"> - Independent enquiry using a range of primary (e.g. using the writing of Tacitus) and secondary - Make independent decisions and using evidence to justify their thinking - Questioning the validity of sources and contradictions – Boudicca - Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence 	<ul style="list-style-type: none"> - Independent enquiry on the impact of the Greeks on western civilisation - Making independent decisions using a range of evidence to justify their reasoning - Using sources to interpret viewpoints, including bias – Pythagoras and his impact on our world today - Identify why viewpoints differ and why bias might skew these viewpoints - Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings 	<ul style="list-style-type: none"> - Independently identifying important achievements from different eras – critical thinking, reasoning, research and debate - Independent selection of sources, arguments and evidence to justify opinion- crime and punishment through the ages, using sources as evidence in a debate - Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate - Identify the effectiveness of sources as evidence - Use sources of evidence as the basis for an opinion - Begin to make references to evidence as justification

	Vocabulary	<p>photograph video clip antique historian exhibit costume museum old story pinafore pram petticoat shawl</p>	<p>event explain source predict evidence same different role play story writing record clue artefact object</p>	<p>primary and interpretations (previously termed 'secondary sources') eye-witness account locality important significant research impact evidence investigate experts letters newspapers websites textbooks Dawson's model discuss impact observation curator interpret</p>	<p>archaeologists excavate first-hand evidence second-hand evidence document recorded historical report relevant respond for and against reveal accurate belief respond suggest verbal</p>	<p>accurate version historical argument point of view reliable summary verbal deduction analyse aspect evaluate biased context conclusion reflection reference articulate amend adapt express interpretation</p>	<p>context global comparison values influence His sources suggest that... deduction deduce compilation glossary usefulness critical thinking first-hand account empathy decipher origin validity proof artist's impression</p>	<p>summarise hypothesis causes in history major influence persuade propaganda His sources don't suggest that... eye-witness biased motive different experiences anonymous perspective verify abstract term weigh evidence sift arguments intended audience cross reference</p>
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History Progression: Similarity and Difference

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Similarity and Difference	Core Knowledge	<ul style="list-style-type: none"> - That to be similar is the same and that different is not the same 	<ul style="list-style-type: none"> - That some things are the same over time but that some things have changed and are now different. 	<ul style="list-style-type: none"> - That people, objects and events can be similar or different - That by comparing similarities and differences, we can learn how things have changed over time or stayed the same 	<ul style="list-style-type: none"> - That people, objects and events can be similar or different and this can be for many different reasons - That we can describe these similarities and differences using evidence, interpretation of experts and technical vocabulary - That by comparing similarities and differences, we can learn how things have changed over time or stayed the same 	<ul style="list-style-type: none"> - That people, objects and events can be similar or different and this can be for many different reasons and that interpretations may vary - That we can describe these similarities and differences using evidence, interpretation of experts, technical vocabulary and our own simple interpretation - That by comparing similarities and differences, we can learn how things have changed over time or stayed the same 	<ul style="list-style-type: none"> - That people, objects and events can be similar or different and that we can make connections using different interpretations - That by comparing similarities and differences, we can learn how things have changed over time or stayed the same, developing our own historical viewpoints and perspective 	<ul style="list-style-type: none"> - That people, objects and events can be similar or different and that we can make connections using different interpretations and the evidence available - That by comparing similarities and differences, we can learn how things have changed over time or stayed the same, developing our own historical viewpoints and perspective, understanding that this may involve bias
	Skills	<ul style="list-style-type: none"> - Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> - Begin to describe similarities and differences between historical artefacts and pictures (e.g. changes in toys) - Describe how their own life is different from past generations of their own family 	<ul style="list-style-type: none"> - Give a simple description of similarities and differences between historical artefacts and pictures (e.g. how are playground games in the 1980s similar to present day?) - Begin to describe similarities and differences in individuals (e.g. Queen Victoria and Queen Elizabeth I) - Describe how their own life is different or similar from past generations of their own family 	<ul style="list-style-type: none"> - Describe how their own life is different or similar from past generations of their own family - Describe how different peoples or eras are different or similar, (e.g. everyday life in the Stone Ages and Bronze Age) 	<ul style="list-style-type: none"> - Describe how their own life is different or similar from past generations of their own family, stating similarities and giving reasons - Compare two concurrent periods of history, identifying differences or similarities between them, (e.g. the Anglo-Saxons and the Vikings) 	<ul style="list-style-type: none"> - Make connections between two periods of history (e.g. the Ancient Greeks and the Mayans) - To begin to develop historical perspective, understanding the social, cultural, intellectual and emotional similarities and differences that shaped people's lives and actions in the past- ancient Greeks 	<ul style="list-style-type: none"> - Make connections, draw contrasts and identify trends in two or more concurrent periods of world history, to further historical perspective, ie Ancient Greek everyday life and life in Britain at the time - To be able to use developed historical vocabulary to explain the similarities and differences in two concurrent civilisations, ie the Benin and Mayan civilisations
	Vocabulary	<p style="text-align: center;">past compare difference old-fashioned old older oldest</p>	<p style="text-align: center;">similar shop job present future entertainment leader kingdom peasant</p>	<p style="text-align: center;">reason status wealth feudal system absolute power class</p>	<p style="text-align: center;">affect effect impact achievement develop culture population equal status community settlement</p>	<p style="text-align: center;">I can infer that... My conclusion is that... legacy suggest infrastructure language parliament analyse observe enquiry investigation evaluate trend social hierarchy social structure</p>	<p style="text-align: center;">concurrent compared to aristocracy dynasty political system city states</p>	<p style="text-align: center;">This source does not suggest that..., tyrant, corruption, rebellion, expansion, middle class, upper class, oppression</p>

What will our pupils go on to learn?

History Progression: Programme of Study KS3

Purpose of study

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 different groups, as well as their own identity and the challenges of their time.

Aims of the National Curriculum

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
- 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.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

History Progression: Subject Content KS3

Key stage 3

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- the development of Church, state and society in Medieval Britain 1066-1509

Examples (non-statutory)

- society, economy and culture: for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature
- the Black Death and its social and economic impact
- the Peasants' Revolt
- the Hundred Years War
- the Wars of the Roses; Henry VII and attempts to restore stability

- the development of Church, state and society in Britain 1509-1745

Examples (non-statutory)

This could include:

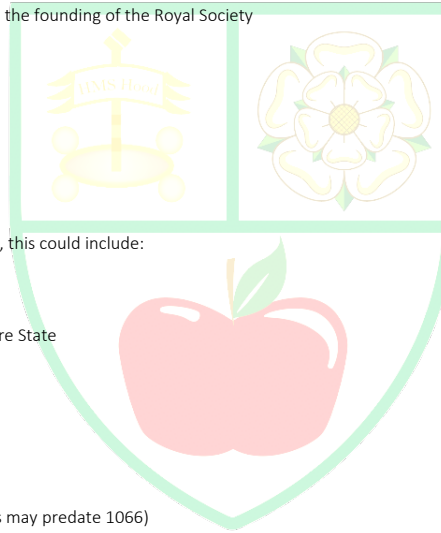
- Renaissance and Reformation in Europe
- the English Reformation and Counter Reformation (Henry VIII to Mary I)
- the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)
- the first colony in America and first contact with India
- the causes and events of the civil wars throughout Britain
- the Interregnum (including Cromwell in Ireland)
- the Restoration, 'Glorious Revolution' and power of Parliament
- the Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745
- society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature

- ideas, political power, industry and empire: Britain, 1745-1901

Examples (non-statutory)

This could include:

- the Enlightenment in Europe and Britain, with links back to 17th-Century thinkers and scientists and the founding of the Royal Society
- Britain's transatlantic slave trade: its effects and its eventual abolition
- the Seven Years War and The American War of Independence
- the French Revolutionary wars
- Britain as the first industrial nation – the impact on society
- party politics, extension of the franchise and social reform
- the development of the British Empire with a depth study (for example, of India)
- Ireland and Home Rule
- Darwin's 'On The Origin of Species'



challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include:

- women's suffrage
- the First World War and the Peace Settlement
- the inter-war years: the Great Depression and the rise of dictators
- the Second World War and the wartime leadership of Winston Churchill § the creation of the Welfare State
- Indian independence and end of Empire
- social, cultural and technological change in post-war British society
- Britain's place in the world since 1945

a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066)
- a study of an aspect or site in local history dating from a period before 1066