

---

# HISTORY SKILLS AND PROGRESSION

---

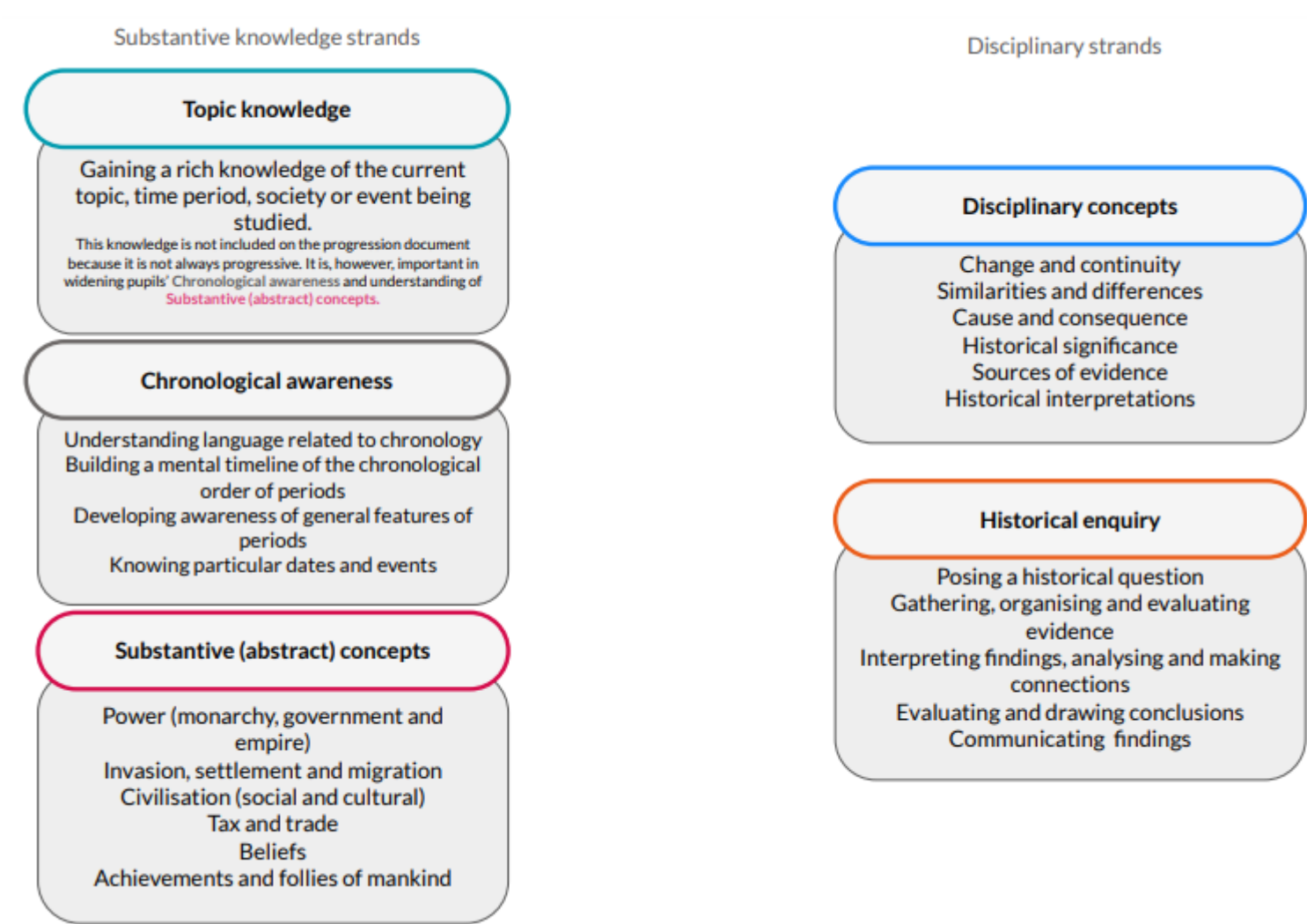


Curriculum Expectations:

Level Expected at the End of EYFS	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
We have selected the Early Learning Goals that link most closely to the History National Curriculum to ensure progression of skills: <ul style="list-style-type: none"><li><b>Understanding the World (Past and Present)</b> Talk about the lives of 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.</li><li>Know that familiar events occur in a particular order. Know that things happened before they were born.</li><li>Name the members of their family. Know some key events in their own families’ history.</li><li>Know that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc</li><li>Through books know why some people from the past are still remembered and talked about today</li><li>Know about the past and present through their own experience and storytelling. Know how to comment on images of familiar situations in the past.</li></ul>	Pupils should be taught about: <ul style="list-style-type: none"><li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li><li>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]</li><li>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]</li><li>significant historical events, people and places in their own locality.</li></ul>	Pupils should be taught about: <ul style="list-style-type: none"><li>changes in Britain from the Stone Age to the Iron Age</li><li>the Roman Empire and its impact on Britain</li><li>Britain’s settlement by Anglo-Saxons and Scots</li><li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li><li>a local history study</li><li>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li><li>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</li><li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li><li>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.</li></ul>

	Autumn	Spring	Summer
Foundation	Rhyme time	Peek into the past (transport)	Adventures through time (growing)
Year 1	How am I making History?	How have toys changed?	How have explorers changed the world?
Year 2	How has London changed since the Great Fire? (24 /25)  How was school different in the past?	How did we learn to Fly?	What is a Monarch?
Year 3	Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	Why did the Romans settle in Britain?	What did the Ancient Egyptians believe?
Year 4	Why did the Romans settle in Britain? (24/25)  How have children’s lives changed?	How hard was it to invade and settle in Britain?	What did the Ancient Egyptians believe? (24/25)  How did the achievements of the Maya Civilisation influence their society and beyond?
Year 5	Were the Vikings raiders, traders or something else?	What was life like in Tudor England?	What did the Greeks ever do for us?
Year 6	What does the census tell us about our local area? (Link to old mining unit??)	What was the impact of World War 2 on the people of Britain?	Who should go on the bank note or Sikh Empire

Types of Knowledge in History



Chronological awareness- progression of knowledge				
EYFS	Year 1	Year 2	Lower key stage 2	Upper key stage 2
Introduce the idea of timelines.	To know that a timeline shows the order events in the past happened.	To know a decade is ten years. To know that beyond living memory is more than 100 years ago.	To know that history is divided into periods of history e.g. ancient times, middle ages and modern.	To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century)
Name the members of their family. Know some key events in their own families’ history.	To know that we start by looking at ‘now’ on a timeline then look back.	To know that events in history may last different amounts of time.	To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.	To know relevant dates and relevant terms for the period and period labels  e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians.
Know that familiar events occur in a particular order. Know that things happened before they were born.	To know that ‘the past’ is events that have already happened.  To know that ‘the present’ is time happening now.  To know that within living memory is 100 years.		To know that BC means before Christ and is used to show years before the year 0.  To know that AD means Anno Domini and can be used to show years from the year 1AD.  To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.  To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.  To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.  To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.  To know that the Victorian period is the period 1833-1901 and roughly	

			coincides with the years that Queen Victoria ruled.	
--	--	--	---	--

Chronological awareness- progression of skills				
EYFS	Year 1	Year 2	Lower key stage 2	Upper key stage 2
Beginning to sequence events when describing them (e.g. daily routines, events in a story.	Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).	Sequencing six artefacts on a timeline.	Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.	Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.
Recognising that some stories are set a long time ago.	Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).	Sequencing up to six photographs, focusing on the intervals between events.	Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.	Understanding the term “century” and how dating by centuries works.
Recognising significant dates for them (birthday).	Sequencing three or four artefacts/photographs from different periods of time.	Placing events on a timeline, building on times studied in Year 1.	Using dates to work out the interval between periods of time and the duration of historical events or periods.	Putting dates in the correct century.
Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”)	Placing events on a simple timeline.	Beginning to recognise how long each event lasted.	Using BC/AD/Century.	Using the terms AD and BC in their work.
Recounting activities that happened in their past using photos as a prompt.	Recording on a timeline a sequence of historical stories heard orally.	Placing events on a timeline, building on times studied in Year 1.	Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.	Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians
		Knowing where people/events studied fit into a chronological framework.	Sequencing eight to ten artefacts, historical pictures or events.	Developing a chronologically secure understanding of British, local and world history across the periods studied.
			Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.	Placing the time, period of history and context on a timeline.
			Placing the time studied on a timeline.	Relating current study on timeline to other periods of history studied.
			Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.	Comparing and making connections between different contexts in the past.
			Noticing connections over a period of time.	Sequencing 10 events on a timeline.
			Making a simple individual timeline.	

Substantive (abstract) concepts- progression of knowledge					
Sub strand	EYFS	Year 1	Year 2	Lower key stage 2	Upper key stage 2
Achievements and follies of mankind	To recognise some interests and achievements from their own lives and the lives of their families and friends.	<p>To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.)</p> <p>To know some achievements and discoveries of significant individuals (e.g. explorers).</p>	<p>To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel).</p> <p>To know the legacy and contribution of some inventions (e.g. flight).</p> <p>To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).</p>	<p>To be able to identify achievements and inventions that still influence our lives today from Roman times.</p> <p>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</p> <p>To be aware of the achievements of the Ancient Egyptians.</p>	<p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop.</p> <p>To understand the impact of war on local communities.</p> <p>To know some of the impacts of war on daily lives.</p> <p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop.</p>
Power (monarchy, government and empire)	To know that in fairytales kings/queens are usually important, powerful people who rule over others.		<p>To know that a monarch in the UK is a king or queen.</p> <p>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p> <p>To know that Britain was organised into kingdoms and these were governed by monarchs.</p>	<p>To understand the development of groups, kingdom and monarchy in Britain.</p> <p>To know who became the first ruler of the whole of England. To understand the expansion of empires and how they were controlled across a large empire.</p> <p>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p>To understand some reasons why empires fall/collapse.</p>	<p>To understand how the monarchy exercised absolute power.</p> <p>To understand the process of democracy and parliament in Britain.</p> <p>To understand that different empires have different reasons for their expansion.</p> <p>To understand that there are changes in the nature of society.</p> <p>To know that there are different reasons for the decline of different empires.</p>
Invasion, settlement and migration				<p>To know that there were different reasons for invading Britain.</p> <p>To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain. To know that settlements changed over time.</p>	<p>To understand there are increasingly complex reasons for migrants coming to Britain.</p> <p>To understand that migrants come from different parts of the world.</p> <p>To know about the diverse experiences of the different groups coming to Britain over time.</p>
Civilisation (social and cultural)				To understand how invaders and settlers influence the culture of the existing population.	To understand the changes and reasons for the organisation of society in Britain.

				<p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that education existed in some cultures, times and groups.</p>	<p>To understand how society is organised in different cultures, times and groups.</p> <p>To be able to compare development and role of education in societies.</p> <p>To be able to compare education in different cultures, times and groups.</p> <p>To understand the changing role of women and men in Britain.</p> <p>To understand that there are differences between early and later civilisations.</p>
Trade				<p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that trade began as the exchange of goods.</p> <p>To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.</p> <p>To understand that the Roman invasion led to a great increase in British trade with the outside world.</p> <p>To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.</p> <p>To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society</p>	<p>To know that trade routes from Britain expanded across the world.</p> <p>To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals.</p> <p>To understand that the expansion of trade routes increased the variety of goods available.</p> <p>To understand that the methods of trading developed from in person to boats, trains and planes.</p> <p>To understand the development of global trade.</p>
Beliefs				<p>To be able to identify achievements and inventions that still influence our lives today from Roman times.</p> <p>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</p> <p>To be aware of the achievements of the Ancient Egyptians.</p>	<p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop.</p> <p>To understand the impact of war on local communities.</p> <p>To know some of the impacts of war on daily lives.</p> <p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop</p>



Disciplinary concepts - progression of knowledge					
Sub strand	EYFS	Year 1	Year 2	Lower key stage 2	Upper key stage 2
Change and continuity	To know that the environment around us changes as time passes.	<p>To know that people change as they grow older.</p> <p>To know that throughout someone’s lifetime, some things will change and some things will stay the same.</p> <p>To know that everyday objects have changed over time.</p>	To know that daily life has changed over time but that there are some similarities to life today.	<p>To know that change can be brought about by advancements in transport and travel.</p> <p>To know that change can be brought about by advancements in materials.</p> <p>To know that change can be brought about by advancements in trade.</p>	<p>To know that change can be brought about by conflict.</p> <p>To know that change can be traced using the census.</p>
Cause and consequence		To know that everyday objects have changed as new materials have been invented.	To know that changes may come about because of improvements in technology.	<p>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</p> <p>To know that advancements in science and technology can be the cause of change.</p>	To know that members of society standing up for their rights can be the cause of change.
Similarities and differences		<p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know some similarities and differences between the past and their own lives.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p>	To know that there are explanations for similarities and differences between children’s lives now and in the past.		
Historical significance	To know the names of people that are significant to their own lives.	To know that some people and events are considered more ‘special’ or significant than others.	<p>To know that some events are more significant than others.</p> <p>To know the impact of a historical event on society.</p>	<p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come.</p>	To know how historians select criteria for significance and that this changes.

			To know that ‘historically significant’ people are those who changed many people’s lives.		
<b>Sources of evidence</b>	To know that stories and books can tell us about the past.	<p>To know that photographs can tell us about the past.</p> <p>To know that we can find out about the past by asking people who were there.</p> <p>To know that artefacts can tell us about the past.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p>	<p>To know that we can find out about how places have changed by looking at maps.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>	<p>To know that archaeological evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p>	<p>To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date.</p> <p>To understand the types of information that can be extracted from the census.</p> <p>To understand that inventories are useful sources of evidence to find out about people from the past.</p> <p>To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.</p> <p>To understand how to compare different census extracts by analysing the entries in individual columns.</p> <p>To know that the most reliable sources are primary sources which were created for official purposes.</p>
<b>Historical interpretations</b>	To begin to understand that the past can be represented in photographs and drawings.	To know that the past can be represented in photographs.	To know that the past is represented in different ways.	<p>To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p>	<p>To know that we must consider a source’s audience, purpose, creator and accuracy to determine if it is a reliable source.</p> <p>To understand that there are different interpretations of historical figures and events.</p>

Disciplinary concepts - progression of skills					
Sub strand	EYFS	Year 1	Year 2	Lower key stage 2	Upper key stage 2
<b>Change and continuity</b>	<p>Being aware of changes that happen throughout the year (e.g. seasons, nature)</p>	<p>Beginning to look for similarities and differences over time in their own lives.</p> <p>Describing simple changes and ideas/objects that remain the same.</p> <p>Understanding that some things change while other items remain the same and some are new.</p>	<p>Identifying similarities and difference between ways of life at different times.</p> <p>Identifying simple reasons for changes.</p>	<p>Identifying reasons for change and reasons for continuities.</p> <p>Identifying what the situation was like before the change occurred.</p> <p>Comparing different periods of history and identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</p> <p>Identifying the links between different societies.</p>	<p>Making links between events and changes within and across different time periods / societies.</p> <p>Identifying the reasons for changes and continuity.</p> <p>Describing the links between main events, similarities and changes within and across different periods/studied.</p> <p>Describing the links between different societies.</p> <p>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</p> <p>Analysing and presenting the reasons for changes and continuity.</p>
<b>Cause and consequence</b>	Experiencing cause and effect in play.	Asking why things happen and beginning to explain why with support	Asking questions about why people did things, why events happened and what	<p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</p>	<p>Giving reasons for historical events, the results of historical events, situations and changes.</p> <p>Starting to analyse and explain the reasons for, and results of historical events, situations and change</p>



			happened as a result.  Recognising why people did things, why events happened and what happened as a result.		
<b>Similarities and differences</b>	Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day.	Being aware that some things have changed and some have stayed the same in their own lives.	Knowing some things which have changed / stayed the same as the past.  Finding out about people, events and beliefs in society.  Making comparisons with their own lives.	Identifying similarities and differences between periods of history.  Explaining similarities and differences between daily lives of people in the past and today.  Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.  Making links with different time periods studied.  Describing change throughout time.
<b>Historical significance</b>	Recalling special people in their own lives.	Recalling special events in their own lives.	Discussing who was important in a historical event.	Recalling some important people and events. Identifying who is important in historical sources and accounts.	Identifying significant people and events across different time periods.  Comparing significant people and events across different time periods.  Explain the significance of events, people and developments.
<b>Sources of evidence</b>	Using photographs and stories to compare the past with the present day.  Using stories and non-fiction books to find out about life in the past.	Using artefacts, photographs and visits to museums to answer simple questions about the past.  Finding answers to simple questions about the past using sources (e.g. artefacts).  Sorting artefacts from then and now.	Using artefacts, photographs and visits to museums to ask and answer questions about the past.  Making simple observations about a source or artefact.  Using sources to show an understanding of historical concepts (see above).  Identifying a primary source.	Using a range of sources to find out about a period.  Using evidence to build up a picture of a past event.  Observing the small details when using artefacts and pictures.  Identifying sources which are influenced by the personal beliefs of the author.	Recognising primary and secondary sources.  Using a range of sources to find out about a particular aspect of the past.  Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.  Describing how secondary sources are influenced by the beliefs, cultures and time of the author.
<b>Historical interpretations</b>	Recognising that different members of the class may notice different things in photographs from the past.	Beginning to identify different ways to represent the past (e.g. photos, stories).  Developing their own interpretations from historical artefacts.	Recognising different ways in which the past is represented (including eye-witness accounts).  Comparing pictures or photographs of people or events in the past. Developing their	Identifying and giving reasons for different ways in which the past is represented.  Identifying the differences between different sources and giving reasons for the ways in which the past is represented.  Exploring different representations from the period e.g. archaeological	Comparing accounts of events from different sources.  Suggesting explanations for different versions of events.  Evaluating the usefulness of historical sources.  Identifying how conclusions have been arrived at by linking sources.

			own interpretations from photographs and written sources.	evidence, museum evidence, cartoons and books.	Developing strategies for checking the accuracy of evidence.
				Evaluating the usefulness of different sources.	Addressing and devising historically valid questions.
				Independently using textbooks to gain historical knowledge.	Understanding that different evidence creates different conclusions.
					Evaluating the interpretations made by historians.

Historical enquiry- progression of skills					
Sub strand	EYFS	Year 1	Year 2	Lower key stage 2	Upper key stage 2
Interpreting findings, analysing and making connections	Making simple observations about the past from photographs and images.	Interpreting evidence by making simple deductions .	Making links and connections across a unit of study.	Understanding that there are different ways to interpret evidence.	Interpreting evidence in different ways using evidence to substantiate statements.
		Making simple inferences and deductions from sources of evidence.	Selecting and using sections of sources to illustrate and support answers.	Interpreting evidence in different ways.	Making increasingly complex interpretations using more than one source of evidence.
		Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).		Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.	Challenging existing interpretations of the past using interpretations of evidence.
				Making links and connections across a period of time, cultures or groups.	Making connections, drawing contrasts and analysing within a period and across time.
Posing historical questions	Asking questions about the differences they can see in photographs or images (in stories) that represent the past.	Asking how and why questions based on stories, events and people.	Asking a range of questions about stories, events and people.	Understanding how historical enquiry questions are structured.	Planning a historical enquiry.
			Understanding the importance of historically-valid questions.	Creating historically-valid questions across a range of time periods, cultures and groups of people.	Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research.
		Asking questions about sources of evidence (e.g. artefacts).		Asking questions about the main features of everyday life in periods studied, e.g. how did people live.	Asking historical questions of increasing difficulty e.g. who governed, how and with what results?
				Creating questions for different types of historical enquiry.	Creating a hypothesis to base an enquiry on.
Gathering, organising and evaluating evidence	Making simple observations about the past from photographs and images.	Using sources of information, such as artefacts, to answer questions.	Understanding how we use books and sources to find out about the past.	Using a range of sources to construct knowledge of the past.	Using different sources to make and substantiate historical claims.
			Using a source to answer questions about the past.	Defining the terms ‘source’ and ‘evidence’. Extracting the appropriate information from a historical source.	Developing an awareness of the variety of historical evidence in different periods of time.
		Making simple observations	Evaluating the usefulness of	Selecting and recording relevant information from a range of sources to answer a question.	Distinguishing between fact and opinion. Recognising ‘gaps’ in evidence.
					Identifying how sources with different perspectives can be used in a historical enquiry.

		about the past from a source.	sources to a historical enquiry.  Selecting information from a source to answer a question. Identifying a primary source.	Identifying primary and secondary sources.  Identifying the bias of a source.  Comparing and contrasting different historical sources.	Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.  Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
<b>Evaluating and drawing conclusions</b>	Deciding whether photographs or images (e.g. from stories) depict the past.	Drawing simple conclusions to answer a question.	Making simple conclusions about a question using evidence to support.	Understanding that there may be multiple conclusions to a historical enquiry question.  Reaching conclusions that are substantiated by historical evidence.  Recognising similarities and differences between past events and today.	Reaching conclusions which are increasingly complex and substantiated by a range of sources.  Evaluating conclusions and identifying ways to improve conclusions.
<b>Communicating findings</b>	Communicating findings by pointing to images and using simple language to explain their thoughts.	Communicating findings through discussion and timelines with physical objects/pictures.  Using vocabulary such as - old, new, long time ago.  Discussing and writing about past events or stories in narrative or dramatic forms.  Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)	Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).  Using relevant vocabulary in answers.  Describing past events and people by drawing or writing.  Expressing a personal response to a historical story or event through discussion, drawing or writing.	Communicating knowledge and understanding through discussion, debates, drama, art and writing.  Constructing answers using evidence to substantiate findings.  Identifying weaknesses in historical accounts and arguments.  Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.  Creating a structured response or narrative to answer a historical enquiry.  Describing past events orally or in writing, recognising similarities and differences with today.	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.  Showing written and oral evidence of continuity and change as well as indicting simple causation.  Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.  Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.  Constructing explanations for past events using cause and effect.  Using evidence to support and illustrate claims.

Below shows when vocabulary is introduced in our History curriculum across the disciplinary concepts, Historical enquiry, Chronological awareness and Topic knowledge strands. Much of this vocabulary will be important in helping our children to develop their understanding of the substantive concepts. Words, which are identified as especially important for pupils to understand to develop an understanding of the substantive concepts, are highlighted.

Disciplinary concepts- Historical enquiry- progression of vocabulary				
EYFS	Year 1	Year 2	Lower key stage 2	Upper key stage 2
recognise	ask	sources	YEAR 3	YEAR 5
compare	investigate	primary source	secondary source	census
describe	explain	evidence	remains	reliable
order	question	contrast	certainty	audience
achievements	artefacts	historic	possibility	purpose
	object	historically significant	confirm	accuracy
	sort		prove	creator
	group	eye witness account	informed guess	representation
	compare/ comparison	eye witness	archaeological evidence	council chamber records
			reconstruction	official record
	interview		informed guess	justify
	photograph		continuity	opinion
	similar/similarity		historical significance	historical investigation
	different/ difference		criteria	link
	change		interpretation	interpretation
	same		inference	will
	event		observation	inventory
	remember		deduction	value
	memory		legacy	transcribe
	celebration			prediction
	special		YEAR 4	YEAR 6
			observation	
			inference	church records
			deduction	court records
			life expectancy	records from places of work
			significant	factory records
			propaganda	enumeration books
			evaluate	trustworthy
			rank	death records
			bias	reliability
			one-sided	criteria
			balanced	significance
			viewpoint	
			perspective	
			cause	
			consequence	
			events	
			impact	
			conclusion	
			enquiry	
			supporting evidence	
			credibility	

Disciplinary concepts- Chronological awareness- progression of vocabulary				
EYFS	Year 1	Year 2	Lower key stage 2	Upper key stage 2
history	morning	Decade	<b>YEAR 3</b>	<b>YEAR 5</b>
old	afternoon	Anglo-Saxon	AD- Anno Domini	Mycenaean Period - The period Dark Ages
now	evening		BC- Before Christ	Archaic Period
new	order		period	Classical Golden Period
present	now		prehistory	Hellenistic Period
	present		prehistoric	
	past		Palaeolithic	<b>YEAR 6</b>
	recent		Mesolithic	Minoan Civilisation
	timeline		Neolithic	
	lifetime		Stone Age	
	future		Bronze Age	
	date		Iron Age	
	before		duration	
	today		Old Kingdom	
	tomorrow		Middle Kingdom	
	last		New Kingdom	
	week/month/year/day		Late period	
	memory		Ptolemaic period	
	within living memory		Chronology	
	beyond living memory			
	old		<b>YEAR 4</b>	
	new		Tudor period (1485-1603)	
	sequence		Victorian period	
	modern		(1837-1901)	
	after		Anglo-Saxons (410 - 1066)	
	long ago		Vikings (800 to 1066)	

Topic knowledge- progression of vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Peek into the past</b>	<b>How am I making history?</b>	<b>How was school different in the past?</b>	<b>British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b>	<b>How have children’s lives changed?</b>	<b>What was life like in Tudor times?</b>	<b>British history 6: What was the impact of World War II on the people of Britain?</b>
adult	siblings	school log book	Skara Brae, Orkney Islands	apprentice/ apprenticeship	House of Lancaster	
a long time ago	parent	textbook	hearth	master	House of York	appeasement
baby	grand parent	blackboard	settlement	occupation	Battle of Bosworth	Treaty of Versailles
change	great grandparent	abacus	flint	politicians	tyrant	reparations
child	childhood	slate	roundhouse	parliament	execute	allies
different	time capsule	chalk	chief	poverty	Tower of London	disarm
grown		pen and ink	metalwork -copper, bronze, gold, tin	ragged schools	heir	debt
history	<b>What were toys like in the past?</b>	stove	mining	life expectancy	Royal Progress	unrest
historian	toy	<b>How did we learn to fly?</b>	trade (a job requiring manual skills)	plague	nobles	prosperity
new	wooden	inventor	arrowheads	living conditions	litter	RAF
now	plastic			sanitation	dunghill	Luftwaffe
old	metal	flight	import	working conditions	mace	sorties
past	mohair			working hours	procession	Operation Sea lion
present						

		What is a monarch?	export	factory owners	trading laws	bomb aimer
	How have explorers changed the world?	monarch	trade (buying and selling goods/services)	chaffing wheat	court	scramble
	explorer	power		oath	town clerk	The Blitz
	exploration	ruler	exchange	mine/miner/ mining	pageant	air raid shelter
	achievement	absolute monarchy	goods	trapper	courtiers	Anderson shelter
	discovery	anointing	barter	bird scarer	noblemen	blackout
	transport	armed forces		hurrier	valuation	evacuation
	equipment	attack	British history 2: Why did the Romans settle in Britain?	servant	parchment	Women’s Auxiliary Air Force (WAAF)
	yacht	bailey	Briton	housemaid	quill pen	Women’s Royal Naval Service (WRNS)
	voyage	battle	Romans	wealthy	parlour	Air Transport Auxiliary (ATA)
	solo	battlements	Celts	wages	chamber	Auxiliary Territorial Service (ATS)
	North Pole	Bayeux Tapestry	enslaved	textile mill	buttery	Special Operations Executive (SEO)
	resilience	ceremony	tin	bill	merchant	Women’s Land Army
	determination	concentric castle	togas	pass (pass a bill)	pewter	Women’s Liberation Movement
	qualities	constitutional monarchy	settlers	reform	free	
	coat of arms	conquer	Picts	act	enslaved	
		coronation	pilum	The Factory Act	tournament	
		crowning	galea	The Coal Mines Act	shilling	
		defend	armour	The Chimney Sweepers Act		
		earl	scutum		What does the census tell us about our local area?	Unheard histories: Who should go on the banknote?
		fortified manor house	caligae	British history 2: How hard was it to invade and settle in Britain?	head of the household	issuing bank
		gatehouse	gladius	Angles	title	remarkable
		government	tunic	Saxons	scholar	remembered
		head of state	legionary	Jutes	enumerator	watermark
		invade	legion	Picts	condition	
		investing	legatus	invasion	cotton mill worker	How did the Maya civilisation compare to the Anglo-Saxons?
		keep	cohort	Britons	overlooked	abandon
			century	Romans	joiner	Classic period
			centurion	empire	can-hooker	decline
			formation	longships	carding	deforestation
			testudo	wattle and daub	piecer	drought
			wedge	Wessex	flax	hieroglyphics
			tablet	claimants	yarn	pyramid
			aqueduct	kingdom	linen	rainforest
			state	Northumbria	nobbins	slash and burn
			legal system	Mercia	severance pay	tropical rainforest
			What did the Egyptians believe?	Wessex	compensation	
			civilisation	East Anglia	income	
			Delta	Kent	workhouse	
			Egypt	villages	suffragette	
			Lower Egypt	thatch	governess	
			Upper Egypt	straw		
			River Nile	hut	What did the Greeks ever do for us?	
			Delta	cauldron	Mediterranean Sea	
			Atum	Battle of Edington	Aegean Sea	
			creation story	Danelaw	Ionian Sea	
			Horus	leadership qualities	Mount Olympus	
			Isis			



			Nun	Sutton Hoo	Zeus	
			Osiris	burial mound	Hera	
			Ankh	Christianity	Aphrodite	
			Anubis	missionaries	Poseidon	
			Book of the Dead	Pope	Demeter	
			hieroglyphs	Peasants	Athena	
			Osiris		Apollo	
			papyrus	Were the Vikings	Artemis	
			weighing of the heart	raiders, traders or	Hephaestus	
			Skemet	settlers?	Hermes	
			Ra	trader	Dionysus	
			Casing stones	engineer	democracy	
			Pharaoh	raider	oligarchy	
			foundations	Anglo-Saxon chronicle	location	
			limestone blocks	ballast	city-state	
			pulley	hull	Athens	
			pyramid	keel	Sparta	
			quarrying	mast	landlocked	
			ramps	longboat	assembly	
			amulet	oars	direct democracy	
			canopic jars	Rudder	representative	
			embalmer	garnet	democracy	
			immortal	Hedeby	philosophy	
			linen	Jorvik	formula	
			natron	quernstone	ethics	
			preserve	Danelaw	logic	
			resin	paganism	legacy	
			sarcophagus	sacred	impact	