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# HISTORY SKILLS AND PROGRESSION

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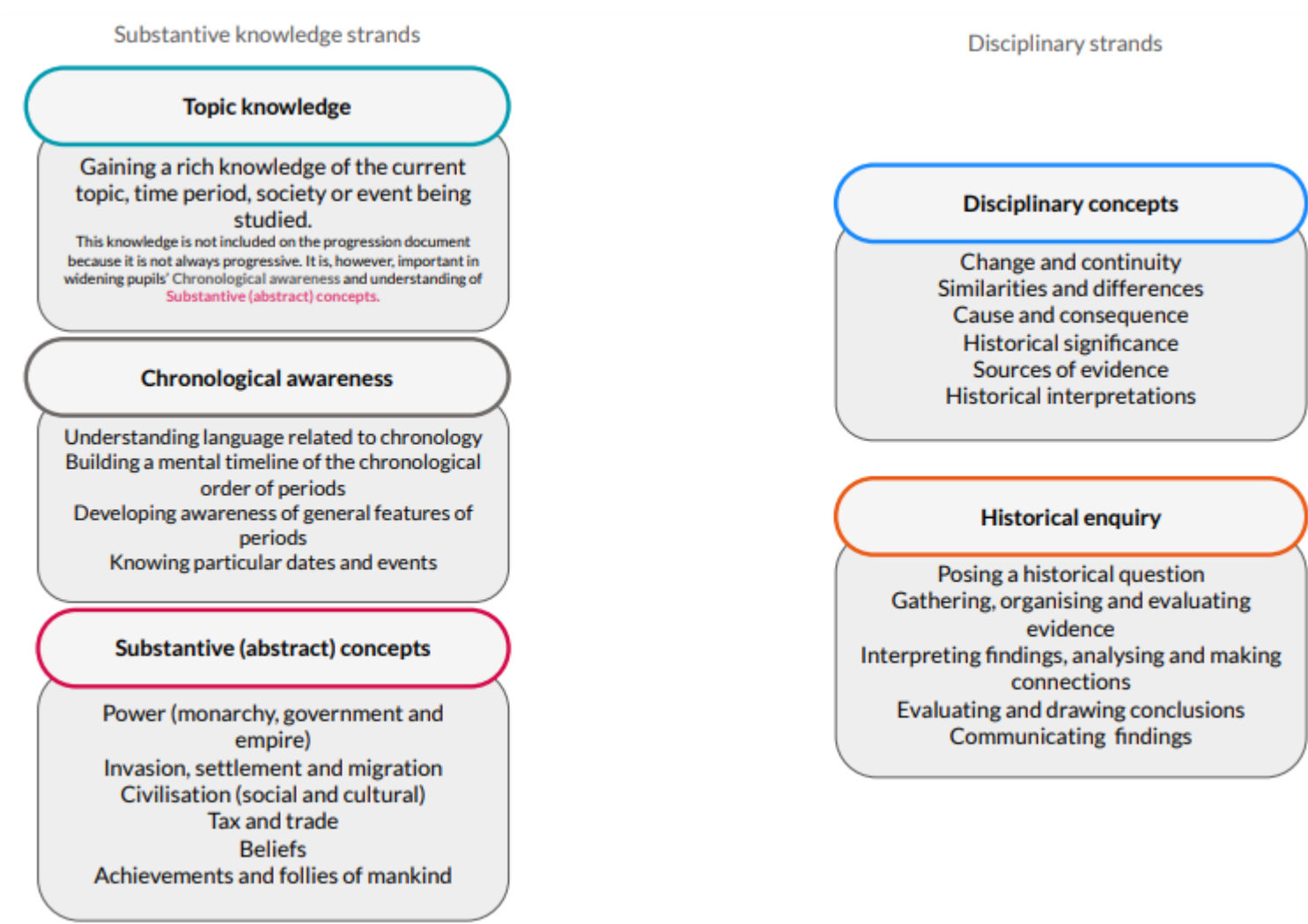


## Curriculum Expectations:

| Level Expected at the End of EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Key Stage 1 National Curriculum Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Key Stage 2 National Curriculum Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>We have selected the Early Learning Goals that link most closely to the History National Curriculum to ensure progression of skills:</p> <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 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> | <p>Pupils should be taught about:</p> <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> | <p>Pupils should be taught about:</p> <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 (1)                                                                                                                                                                                                                                                                      | Spring (2)                                                                                                                                                                                                                                                                                                                    | Summer (3)                                                                                                                                                                                                                                              |
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| <b>Foundation</b> | <u>Peek into the past</u><br>Past and present – tell me a story (A2)<br>Toybox - (ongoing family box)<br><br><u>Adventures through time</u><br>Family box - (weekly family box session)<br>My achievements - (weekly family box session)<br>Wearing the crown - (A1) rhyme time | <u>Peek into the past</u><br>Toybox - (ongoing family box)<br>Spot the difference - (Sp1)<br><br><u>Adventures through time</u><br>Family box - (weekly family box session)<br>My achievements - (weekly family box session)<br>Picture detective - (Sp1) past and present<br>Transport through time - (Sp1) past and present | <u>Peek into the past</u><br>Can you guess who? - (Su2)<br>My life timeline - (Su2)<br>Toybox - (ongoing family box)<br><br><u>Adventures through time</u><br>Family box - (weekly family box session)<br>My achievements - (weekly family box session) |
| <b>Year 1</b>     | How Am I Making History? A2                                                                                                                                                                                                                                                     | How Have Toys Changed? Sp1                                                                                                                                                                                                                                                                                                    | How have Explorers Changed the World? Su1                                                                                                                                                                                                               |
| <b>Year 2</b>     | How Did We Learn To Fly? A1                                                                                                                                                                                                                                                     | How Was School Different in the Past? Sp1                                                                                                                                                                                                                                                                                     | What is a Monarch? Su1                                                                                                                                                                                                                                  |
| <b>Year 3</b>     | Would you prefer to live in the Stone Age, Bronze Age or Iron Age? A1                                                                                                                                                                                                           | Why did the Romans Invade and Settle in Britain? Sp1                                                                                                                                                                                                                                                                          | What Was Important to Ancient Egyptians? Su1                                                                                                                                                                                                            |
| <b>Year 4</b>     | How have Children's Lives Changed? A2<br>(4)                                                                                                                                                                                                                                    | What Changed in Britain after the Anglo-Saxon Invasion? Sp2<br>(5)                                                                                                                                                                                                                                                            | How did the Achievements of the Ancient Maya Impact their Society and Beyond? Su2<br>(6)                                                                                                                                                                |
| <b>Year 5</b>     | Were the Vikings Raiders, Traders or Something Else? A1<br>(1)                                                                                                                                                                                                                  | What was life like in Tudor England? Sp2<br>(2)                                                                                                                                                                                                                                                                               | What is the Legacy of the Ancient Greek Civilisation? Su2<br>(3)                                                                                                                                                                                        |
| <b>Year 6</b>     | What was the Impact of World War II on the People of Britain? A1/2<br>(4)                                                                                                                                                                                                       | Kingdom of the Benin<br>(5)                                                                                                                                                                                                                                                                                                   | Mining – Calverton<br>(6)                                                                                                                                                                                                                               |

Types of Knowledge in History



| Chronological awareness- progression of knowledge                         |                                                                                                                                                                                         |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| EYFS                                                                      | Year 1                                                                                                                                                                                  | Year 2                                                                                                                                                                                          | Lower key stage 2                                                                                                                                                                                                                                                                                                                                                                           | Upper key stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| To know that some photographs and drawings represent the past (1)(2)(3)   | To know that a timeline shows the order events in the past happened (1)(3)                                                                                                              | To know a decade is ten years (2)<br>To know that beyond living memory is more than 100 years ago (1)(2)(3)                                                                                     | To know that history is divided into periods of history e.g. ancient times, middle ages and modern (1)(2)(6)<br>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods (1)(2)                                                                                                                                      | To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century)(3)                                                                                                                                                                                                                                                                                                                                                                                             |
| To know they started as a baby but have since grown and changed (1)(2)(3) | To know that we start by looking at ‘now’ on a timeline then look back (1)(3)                                                                                                           | To know that events in history may last different amounts of time (3)                                                                                                                           | To know that BC means before Christ and is the term used to date the years before Jesus was born (1)(2)                                                                                                                                                                                                                                                                                     | 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.(2)(3)                                                                                                                                                                                                                                                                                                              |
| To know someones age is the time since they were born (3)                 | To know that ‘the past’ is events that have already happened (1)(3)<br>To know that ‘the present’ is time happening now (1)(3)<br>To know that within living memory is 100 years (1)(3) | To know that a timeline shows the order events in the past happened (1)<br>To know that we start by looking at ‘now’ on a timeline then look back (1)<br>To know that ‘the past’ is events that | To know that Anno Domini (AD) is Latin for ‘in the Year of the Lord,’ and is the term used to date the years after Jesus was born (1)(2)(3)<br>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43 (1)(2)<br>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age (1)(6) | To find out where the Kingdom of Benin was and about time period we will be exploring (5)<br>To find out where the Kingdom of Benin was and about time period we will be exploring (5)<br>To find out about the leaders of The Kingdom of Benin (5)<br>To find out about the the lives of the people of the Kingdom of Benin. (5)<br>To find out about the trade network of the Benin Empire. (5)<br>To find out about the Benin Empire’s Golden Age (5)<br>To find out about the decline of the Benin Empire (5) |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>have already happened (1)</p> <p>To know that ‘the present’ is time happening now (1)</p> <p>To know that within living memory is 100 years (1)</p> <p>To know that some events are more significant than others (1)(3)</p>                                                                                                                                                                                                                                                         | <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools (1)</p> <p>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 (4)</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled (4)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Chronological awareness- progression of skills                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Lower key stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Upper key stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Recognising significant dates for them (birthday) (3)</p> <p>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...”)</p> <p>To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (1)(2)(3)</p> <p>Recounting activities that happened in their past using photos as a prompt (3)</p> | <p>Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1) (1)</p> <p>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after) (1) (2) (3)</p> <p>Sequencing three or four artefacts/photographs from different periods of time (1) (2)</p> <p>Placing events on a simple timeline (1) (3)</p> <p>Recording on a timeline a sequence of historical stories heard orally (3)</p> | <p>Sequencing six artefacts on a timeline (1)</p> <p>Sequencing up to six photographs, focusing on the intervals between events (1)(2)(3)</p> <p>Placing events on a timeline, building on times studied in Year 1.</p> <p>Beginning to recognise how long each event lasted (1)</p> <p>Knowing where people/events studied fit into a chronological framework (2) (3)</p> <p>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after) (1)</p> | <p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in (1)(3) (5) (6)</p> <p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern (1)(3) (4) (5) (6)</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods (3)(4)(5)</p> <p>Using BC/AD/Century (1)(2)(3)(5)(6)</p> <p>Sequencing eight to ten artefacts, historical pictures or events (3) (4) (6)</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied (1)(2)(3)(4)(5)(6)</p> <p>Placing the time studied on a timeline (1)(2)(3) (4) (5) (6)</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient (1) (2) (3) (4) (5) (6)</p> <p>Noticing connections over a period of time (1) (2) (3) (4) (5) (6)</p> <p>Making a simple individual timeline (2) (3) (4) (5) (6)</p> | <p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups (2)(3)(4)</p> <p>Understanding the term “century” and how dating by centuries works.</p> <p>Putting dates in the correct century (1) (2)</p> <p>Using the terms AD and BC in their work (1) (2) (3)</p> <p>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 (1) (3)</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied (1) (2) (3) (4)</p> <p>Placing the time, period of history and context on a timeline (1) (2) (3) (4)</p> <p>Relating current study on timeline to other periods of history studied (1) (2) (3)</p> <p>Comparing and making connections between different contexts in the past. (2) (3) (4)</p> <p>Sequencing 10 events on a timeline.</p> <p>To understand how to create their own timeline selecting significant events (1) (4)</p> <p>To understand how to represent a scale on a timeline (1) (3) (4)</p> <p>Order an increasing number of significant events and dates on a timeline using dates accurately (6)</p> |

| Substantive (abstract) concepts- progression of knowledge |      |                                                                                                                                                |                                                                                                                           |                                                                                                              |                                                                                                                  |
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| Sub strand                                                | EYFS | Year 1                                                                                                                                         | Year 2                                                                                                                    | Lower key stage 2                                                                                            | Upper key stage 2                                                                                                |
| Achievements and follies of mankind                       |      | To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) (2) (3) | To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel) (1)    | To be able to identify achievements and inventions that still influence our lives today from Roman times (2) | To understand that people in the past were as inventive and sophisticated in thinking as people today (2)(3) (4) |
|                                                           |      | To know some achievements and discoveries of significant individuals (e.g. explorers) (3)                                                      | To know the legacy and contribution of some inventions (e.g. flight) (1)                                                  | To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain (5)             | To know that new and sophisticated technologies were advanced which allowed cities to develop.                   |
|                                                           |      |                                                                                                                                                | To be aware of the achievements of significant individuals (e.g. those involved with the history of flight) (1)(3)        | To be aware of the achievements of the Ancient Egyptians.                                                    | To understand the impact of war on local communities.                                                            |
|                                                           |      |                                                                                                                                                | Beginning to look for similarities and differences over time in their own lives (1)                                       |                                                                                                              | To know some of the impacts of war on daily lives (1)                                                            |
| Power (monarchy, government and empire)                   |      |                                                                                                                                                | To know that a monarch in the UK is a king or queen (3)                                                                   | To understand the development of groups, kingdom and monarchy in Britain (1)(5)                              | To understand how the monarchy exercised absolute power. (2)                                                     |
|                                                           |      |                                                                                                                                                | To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy (3) | To know who became the first ruler of the whole of England (5)                                               | To understand the process of democracy and parliament in Britain (3)(4)                                          |
|                                                           |      |                                                                                                                                                | To know that in the past monarchs had absolute power (3)                                                                  | To understand the expansion of empires and how they were controlled across a large empire (2)                | To understand that different empires have different reasons for their expansion (1)(3)                           |
|                                                           |      |                                                                                                                                                |                                                                                                                           | To understand that societal hierarchies and structures existed including aristocracy and peasantry (2)(3)(5) | To understand that there are changes in the nature of society (1)(3)(4)                                          |
| Invasion, settlement and migration                        |      |                                                                                                                                                |                                                                                                                           | To understand some reasons why empires fall/collapse (2)                                                     | To know that there are different reasons for the decline of different empires (1)(3)(4)                          |
|                                                           |      |                                                                                                                                                |                                                                                                                           | To know that there were different reasons for invading Britain (2) (5)                                       | To understand there are increasingly complex reasons for migrants coming to Britain (1)(2)(4)                    |
|                                                           |      |                                                                                                                                                |                                                                                                                           | To understand that there are varied reasons for coming to Britain (1)(2)(5)                                  | To understand that migrants come from different parts of the world (1)(4)                                        |

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|                                    |  |  |  | <p>To know that there are different reasons for migration (5)</p> <p>To know that settlement created tensions and problems (1)(2)(5)</p> <p>To understand the impact of settlers on the existing population (1)(2)(5)</p> <p>To understand the earliest settlements in Britain (1)(2)(5)</p> <p>To know that settlements changed over time (1)(5)(6)</p>                                                                                                                                                                                                                                                             | <p>To know about the diverse experiences of the different groups coming to Britain over time (1)(4)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Civilisation (social and cultural) |  |  |  | <p>To understand how invaders and settlers influence the culture of the existing population (1)(2)(5)</p> <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 (1)(2)(3)(4)(5)(6)</p> <p>To know that education existed in some cultures, times and groups (4)(6)</p>                                                                                                                                                                                                                                 | <p>To understand the changes and reasons for the organisation of society in Britain (1)(2)(4)</p> <p>To understand how society is organised in different cultures, times and groups (2)(3)(4)</p> <p>To be able to compare development and role of education in societies. (3)</p> <p>To be able to compare education in different cultures, times and groups. (3)</p> <p>To understand the changing role of women and men in Britain (4)</p> <p>To understand that there are differences between early and later civilisations.(3)</p>                                                                                                    |
| Trade                              |  |  |  | <p>To know that communities traded with each other and over the English Channel in the Prehistoric Period (1)(2)(5)</p> <p>To understand that trade began as the exchange of goods (1)(2)(6)</p> <p>To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times (1)</p> <p>To understand that the Roman invasion led to a great increase in British trade with the outside world (2)</p> <p>To understand that trade develops in different times and ways in different civilisations (1)(2)</p> <p>To understand that the traders were the rich members of society (1)(2)</p> | <p>To know that trade routes from Britain expanded across the world (1)(2)</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 (2)(3)</p> <p>To understand that the expansion of trade routes increased the variety of goods available (1)</p> <p>To understand that the methods of trading developed from in person to boats, trains and planes (1)</p> <p>To understand the development of global trade (1)</p> <p>To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain (1)</p> |
| Beliefs                            |  |  |  | <p>To be able to identify achievements and inventions that still influence our lives today from Roman times.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>To understand that people in the past were as inventive and sophisticated in thinking as people today (1)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|  |  |  |  | <p>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain (5)</p> <p>To be aware of the achievements of the Ancient Egyptians.</p> <p>To understand that there are different beliefs in different cultures, times and groups (2)(3)(5)</p> <p>To know about paganism and and the introduction of Christianity in Britain (2)(5)</p> <p>To know how Christianity spread (5)</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 (1) (4)</p> <p>To know some of the impacts of war on daily lives (4)</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 (4)</p> |
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| Disciplinary concepts - progression of knowledge |      |                                                                                                                                                                                                                                              |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sub strand                                       | EYFS | Year 1                                                                                                                                                                                                                                       | Year 2                                                                                                                                                                                    | Lower key stage 2                                                                                                                                                                                                                                                                                                                             | Upper key stage 2                                                                                                                                                                                                                                                                                                          |
| Change and continuity                            |      | <p>To know that people change as they grow older(1)</p> <p>To know that throughout someone’s lifetime, some things will change and some things will stay the same (1)(2)</p> <p>To know that everyday objects have changed over time (2)</p> | <p>To know that daily life has changed over time but that there are some similarities to life today (2)</p> <p>Knowing some things which have changed/stayed the same as the past.(3)</p> | <p>To know that change can be brought about by advancements in transport and travel (1)</p> <p>To know that change can be brought about by advancements in materials (1)(2)(6)</p> <p>To know that change can be brought about by advancements in trade (1)(3)(6)</p>                                                                         | <p>To know that change can be brought about by conflict (1)(4)</p> <p>To know that change can be traced using the census.</p>                                                                                                                                                                                              |
| Cause and consequence                            |      | <p>To know that everyday objects have changed as new materials have been invented. (2)</p>                                                                                                                                                   | <p>To know that changes may come about because of improvements in technology (1)(2)</p> <p>To know the impact of a historical event on society (1)(3)</p>                                 | <p>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury) (2)(4)(6)</p> <p>To know that advancements in science and technology can be the cause of change (4)(6)</p> <p>To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science (3)(6)</p> | <p>To know that members of society standing up for their rights can be the cause of change (3)(4)</p> <p>To be able to identify the achievements of civilisations and explain why these achievements were so important (1) (3)</p> <p>To be able to compare the achievements of different civilisations and groups (3)</p> |
| Similarities and differences                     |      | <p>To know that there are similarities and differences between their lives today and their lives in the past (1)(3)</p>                                                                                                                      | <p>To know that there are explanations for similarities and differences between children’s lives now and in the past (2)</p>                                                              |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                            |

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|                            |  | <p>To know some similarities and differences between the past and their own lives (1)(2)(3)</p> <p>To know that people celebrate special events in different ways (1)</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past. (2)</p>                      |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Historical significance    |  | <p>To know that some people and events are considered more 'special' or significant than others (1)(3)</p>                                                                                                                                                                                                                  | <p>To know that 'historically significant' people are those who changed many people's lives (1)(3)</p>                                                                                                                                                             | <p>To know that significant archaeological findings are those which change how we see the past (1)(3)(5)(6)</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 (2)(4)(5)(6)</p> | <p>To know how historians select criteria for significance and that this changes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Sources of evidence        |  | <p>To know that photographs can tell us about the past (1)(3)</p> <p>To know that we can find out about the past by asking people who were there (1)(2)</p> <p>To know that artefacts can tell us about the past (2)</p> <p>To know that we remember some (but not all) of the events that we have lived through (1)(2)</p> | <p>To know that we can find out about how places have changed by looking at maps (2)</p> <p>To know that historians use evidence from sources to find out more about the past (1)(2)(3)</p> <p>Asking questions about sources of evidence (e.g. artefacts) (1)</p> | <p>To know that archaeological evidence can be used to find out about the past (1)(2)(3)(6)</p> <p>To know that we can make inferences and deductions using images from the past (1)(2)(3)(4)(5)(6)</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 (2)</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 (2)</p> |
| Historical interpretations |  | <p>To know that the past can be represented in photographs (1)(2)(3)</p>                                                                                                                                                                                                                                                    | <p>To know that the past is represented in different ways (1)(3)</p> <p>Interpreting evidence by making simple deductions (1)</p> <p>Describing the main features of concrete evidence of the past or</p>                                                          | <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 (1)(3)(6)</p> <p>To know that assumptions made by historians can change in the light of new evidence (1)(3)(4)(6)</p>   | <p>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source (1)(2)(3)(4)</p> <p>To understand that there are different interpretations of historical figures and events. (2)(3)(4)</p> <p>Reach informed conclusions about historical events (6)</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |

|  |  |  |                                                                  |  |                                                                                                                                                                                     |
|--|--|--|------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  | historical evidence (e.g. pictures, artefacts and buildings) (1) |  | Select relevant sections of information to address historically valid questions (6)<br><br>Investigate my own lines of enquiry by posing historically valid questions to answer (6) |
|--|--|--|------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Disciplinary concepts - progression of skills |                                                                                          |                                                                                                    |                                                                                                                                                                                                     |                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sub strand                                    | EYFS                                                                                     | Year 1                                                                                             | Year 2                                                                                                                                                                                              | Lower key stage 2                                                                                                                                                                                | Upper key stage 2                                                                                                                                                                                                                                                                                |
| Change and continuity                         | Being aware of changes that happen throughout the year (e.g. seasons, nature) (3)        | Beginning to look for similarities and differences over time in their own lives (1) (2)            | Identifying similarities and difference between ways of life at different times (1) (2)(3)                                                                                                          | Identifying reasons for change and reasons for continuities (1)(3)(4)(5)<br><br>Identifying what the situation was like before the change occurred (1)(2)(3)(4)(5)(6)                            | Making links between events and changes within and across different time periods / societies (1)(2)(3)(4)<br><br>To understand that historical periods have characteristics that distinguish them (1)(2)(3)(4)<br><br>Identifying the reasons for changes and continuity(2)(4)                   |
|                                               |                                                                                          | Describing simple changes and ideas/objects that remain the same (1) (2)(3)                        | Identifying simple reasons for changes (1) (2)(3)                                                                                                                                                   | Comparing different periods of history and identifying changes and continuity (1)(2)(3)(4)(5)(6)                                                                                                 | Describing the links between main events, similarities and changes within and across different periods/studied(2)(3)(4)                                                                                                                                                                          |
|                                               |                                                                                          | Understanding that some things change while other items remain the same and some are new (1)(2)(3) |                                                                                                                                                                                                     | Describing the changes and continuity between different periods of history (1)(2)(3)(4)(5)(6)                                                                                                    | To understand how to work out durations of periods and events (2)(3)(4)<br><br>Describing the links between different societies(2)(3)                                                                                                                                                            |
|                                               |                                                                                          |                                                                                                    |                                                                                                                                                                                                     | Identifying the links between different societies (1)(2)(3)(5)(6)                                                                                                                                | Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well (2)(3)(4)<br><br>To be aware of how different societies practise and demonstrate their beliefs (1)(2)(3)<br><br>Analysing and presenting the reasons for changes and continuity.(2)(3)(4) |
| Cause and consequence                         |                                                                                          | Asking why things happen and beginning to explain why with support (2)(3)                          | Asking questions about why people did things, why events happened and what happened as a result (3)<br><br>Recognising why people did things, why events happened and what happened as a result (3) | Identifying the consequences of events and the actions of people (2)(3)(4)(5)(6)<br><br>Identifying reasons for historical events, situations and changes (1)(2)(3)(4)(5)(6)                     | Giving reasons for historical events, the results of historical events, situations and changes. (3)(4)<br><br>Starting to analyse and explain the reasons for, and results of historical events, situations and change(2)(3)(4)                                                                  |
|                                               |                                                                                          |                                                                                                    |                                                                                                                                                                                                     |                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                  |
| Similarities and differences                  | Beginning to recognise similarities and differences between the past and today (1)(2)(3) | Being aware that some things have changed and some have stayed the same in their own lives (2)     | Recognise some things which have changed / stayed the same as the past (1) (2)                                                                                                                      | Identifying similarities and differences between periods of history (1)(2)(4)(6)<br><br>Explaining similarities and differences between daily lives of people in the past and today (1)(2)(4)(6) | Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world (1)(2)(3)(4)<br><br>To understand the changing nature of religion in Britain and its impact (2)                                                                  |
|                                               | Using photographs and stories to compare the past with the present day (1)(2)(3)         |                                                                                                    | Finding out about people, events and beliefs in society (2).(3)                                                                                                                                     | Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world (1)(2)(6)                                                       | Making links with different time periods studied. (2)(3)(4)<br><br>To be aware of the different beliefs that different cultures, times and groups hold (2)(3)<br><br>Describing change throughout time.(2)(3)(4)                                                                                 |

|                            |                                                                                                                    |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            |                                                                                                                    |                                                                                                                                                                                                                                                         | Making comparisons with their own lives<br>(1)(2)                                                                                                                                                                                                                                                                   | To understand that there are different beliefs in different cultures, times and groups (2) (6)<br><br>To compare the beliefs in different cultures, times and groups (3)(5)(6)                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Historical significance    |                                                                                                                    | Recalling special events in their own lives (1) (2)                                                                                                                                                                                                     | Discussing who was important in a historical event (1) (3)                                                                                                                                                                                                                                                          | Recalling some important people and events (2)(4)(5)(6)<br>Identifying who is important in historical sources and accounts (2)(4)(5)                                                                                                                                                                                                                                                                                                                                                                                 | Identifying significant people and events across different time periods. (2)(3)(4)<br><br>Identify the impact of beliefs on society (1)(2)(3)<br><br>Comparing significant people and events across different time periods (1)(3)(4)<br><br>Explain the significance of events, people and developments.(3)(4)                                                                                                                                                                                                                                                                         |
| Sources of evidence        | Using photographs and images to make simple observations about the past (1) (2)(3)                                 | Using artefacts, photographs and visits to museums to answer simple questions about the past (1) (2)(3)<br><br>Finding answers to simple questions about the past using sources (e.g. artefacts) (2) (3)<br><br>Sorting artefacts from then and now (2) | Using artefacts, photographs and visits to museums to ask and answer questions about the past (1) (2)(3)<br><br>Making simple observations about a source or artefact (1) (2)(3)<br><br>Using sources to show an understanding of historical concepts (see above) (1)(2)(3)<br><br>Identifying a primary source (1) | Using a range of sources to find out about a period (1)(2)(3)(4)(5)(6)<br><br>Using evidence to build up a picture of a past event (1)(2)(3)(4)(5)(6)<br><br>Observing the small details when using artefacts and pictures (1)(2)(3)(4)(5)(6)<br><br>Identifying sources which are influenced by the personal beliefs of the author (4)                                                                                                                                                                              | Recognising primary and secondary sources (1)(2)(3)(4)<br><br>Using a range of sources to find out about a particular aspect of the past (1)(2)(3)(4)<br><br>Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources (1)(2)(4)<br><br>Describing how secondary sources are influenced by the beliefs, cultures and time of the author.(3)                                                                                                                                                                           |
| Historical interpretations | Recognising that different members of the class may notice different things in photographs from the past (1)(2)(3) | Beginning to identify different ways to represent the past (e.g. photos, stories) (1) (2) (3)<br><br>Developing their own interpretations from historical artefacts.                                                                                    | Recognising different ways in which the past is represented (including eye-witness accounts) (1)(2)(3)<br><br>Comparing pictures or photographs of people or events in the past (1)(2)(3)<br><br>Developing their own interpretations from photographs and written sources (1)                                      | Identifying and giving reasons for different ways in which the past is represented (4)(5)(6)<br><br>Identifying the differences between different sources and giving reasons for the ways in which the past is represented (2)(4)<br><br>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books (1)(2)(3)(5)(6)<br><br>Evaluating the usefulness of different sources (1)(2)(4)(5)<br><br>Independently using textbooks to gain historical knowledge. | Comparing accounts of events from different sources. (3)(4)<br><br>Suggesting explanations for different versions of events (1)(4)<br><br>Evaluating the usefulness of historical sources. (2)(3)(4)<br><br>Identifying how conclusions have been arrived at by linking sources (1)(4)<br><br>Developing strategies for checking the accuracy of evidence.(2)(4)<br><br>Addressing and devising historically valid questions. (3)(4)<br><br>Understanding that different evidence creates different conclusions (1)(3)(4)<br><br>Evaluating the interpretations made by historians.(3) |

| Sub strand                                                     | EYFS                                                                                                                        | Year 1                                                                                                                                                                                                                                                                                      | Year 2                                                                                                                                                                                                                                                        | Lower key stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Upper key stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Interpreting findings, analysing and making connections</b> | Making simple observations about the past from photographs and images<br>(1)(2)(3)                                          | Interpreting evidence by making simple deductions (1) (2)(3)<br><br>Making simple inferences and deductions from sources of evidence (2) (3)<br><br>Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings) (1)(2)(3) | Making links and connections across a unit of study (1)(2)(3)                                                                                                                                                                                                 | Understanding that there are different ways to interpret evidence (5)(6)<br><br>Interpreting evidence in different ways (1)(3)(6)<br><br>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts (1)(2)(3)(4)(5)(6)<br><br>Making links and connections across a period of time, cultures or groups (1)(2)(3)(4)(5)(6)<br><br>Asking the question “How do we know?” (1)(2)(3)(4)(5)(6)                                           | Interpreting evidence in different ways using evidence to substantiate statements (1)(4)<br><br>Making increasingly complex interpretations using more than one source of evidence (1)(3)(4)<br><br>Challenging existing interpretations of the past using interpretations of evidence (1)<br><br>Making connections, drawing contrasts and analysing within a period and across time (1)(2)(4)<br><br>Beginning to interpret simple statistical sources.<br><br>Know that people in the past represent events or ideas in a way that may be to persuade others (6)<br><br>Show an awareness of Propaganda (6)<br><br>Summarise reasons why there are different accounts of history (6)<br><br>Know how to evaluate evidence to determine which the most reliable source is (6) |
| <b>Posing historical questions</b>                             | Asking questions about the differences they can see in photographs or images (in stories) that represent the past (1)(2)(3) | Asking how and why questions based on stories, events and people (1) (2)(3)<br><br>Asking questions about sources of evidence (e.g. artefacts) (2) (3)                                                                                                                                      | Asking a range of questions about stories, events and people (1)(2)(3)<br><br>Understanding the importance of historically-valid questions (2)(3)                                                                                                             | Understanding how historical enquiry questions are structured (1)(3)(4)(5)<br><br>Creating historically-valid questions across a range of time periods, cultures and groups of people (3)(4)(5)(6)<br><br>Asking questions about the main features of everyday life in periods studied, e.g. how did people live (1)(2)(3)(4)(5)(6)<br><br>Creating questions for different types of historical enquiry (1)(4)<br><br>Asking questions about the bias of historical evidence (2)(4)(5) | Planning a historical enquiry (1)<br><br>Suggesting the evidence needed to carry out the enquiry (1) (4)<br><br>Identifying methods to use to carry out the research (3)(4)<br><br>Asking historical questions of increasing difficulty e.g. who governed, how and with what results? (2)(3)(4)<br><br>Creating a hypothesis to base an enquiry on (1)(2)(4)<br><br>Asking questions about the interpretations, viewpoints and perspectives held by others (1)(4)                                                                                                                                                                                                                                                                                                               |
| <b>Gathering, organising and evaluating evidence</b>           |                                                                                                                             | Using sources of information, such as artefacts, to answer questions (2) (3)<br><br>Drawing out information from sources (2) (3)<br><br>Making simple observations about the past from a source (1) (2)(3)                                                                                  | Understanding how we use books and sources to find out about the past (2)(3)<br><br>Using a source to answer questions about the past (1) (2)(3)<br><br>Evaluating the usefulness of sources to a historical enquiry (2)(3)<br><br>Selecting information from | Using a range of sources to construct knowledge of the past (1)(2)(3)(4)(5)(6)<br><br>Defining the terms ‘source’ and ‘evidence’ (2)(3)(4)<br><br>Extracting the appropriate information from a historical source (1)(2)(3)(4)(5)(6)<br><br>Selecting and recording relevant information from a range of sources to answer a question (2)(3)(4)(6)                                                                                                                                     | Using different sources to make and substantiate historical claims (1)(2)(3)(4)<br><br>Developing an awareness of the variety of historical evidence in different periods of time. (2)(3)(4)<br><br>Distinguishing between fact and opinion(2)(3).<br><br>Recognising ‘gaps’ in evidence (1)(2)(3)(4)<br><br>Identifying how sources with different perspectives can be used in a historical enquiry (1)(2)(3)(4)<br><br>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others (1)(2)(4)<br><br>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.(2)(3)(4)                                                                               |

|                                           |                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           |                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                         | a source to answer a question (2)(3)                                                                                                                                                                                                                                                                                                                                                     | Identifying primary and secondary sources (1)(2)(4)(5)<br><br>Identifying the bias of a source (2)(4)(5)<br><br>Comparing and contrasting different historical sources (4)(5)(6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Evaluating and drawing conclusions</b> | Deciding whether photographs or images (e.g. from stories) depict the past (1)(2)(3)                       | Drawing simple conclusions to answer a question (2)(3)                                                                                                                                                                                                                                                                                                                                                                                                  | Making simple conclusions about a question using evidence to support (1)(2)(3)                                                                                                                                                                                                                                                                                                           | Understanding that there may be multiple conclusions to a historical enquiry question (3)(6)<br><br>Reaching conclusions that are substantiated by historical evidence (1)(2)(3)(6)<br><br>Explaining similarities and differences between daily lives of people in the past and today (1)(4)<br><br>Recognising similarities and differences between past events and today (1)(4)(6)                                                                                                                                                                                                                                                                     | Reaching conclusions which are increasingly complex and substantiated by a range of sources (1)(4)<br><br>Evaluating conclusions and identifying ways to improve conclusions (1)(4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Communicating findings</b>             | Communicating findings by pointing to images and using simple language to explain their thoughts (1)(2)(3) | Communicating findings through discussion and timelines with physical objects/pictures (1)(2)(3)<br><br>Using vocabulary such as - old, new, long time ago (1)(2)(3)<br><br>Discussing and writing about past events or stories in narrative or dramatic forms (3)<br><br>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.) (3) | Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount) (1)(2)(3)<br><br>Using relevant vocabulary in answers (1)(2)(3)<br><br>Describing past events and people by drawing or writing (1)(2)(3)<br><br>Expressing a personal response to a historical story or event through discussion, drawing or writing (1)(2) | Communicating knowledge and understanding through discussion, debates, drama, art and writing (2)(4)(6)<br><br>Constructing answers using evidence to substantiate findings (1)(2)(3)(4)(6)<br><br>Identifying weaknesses in historical accounts and arguments (1)(2)(6)<br><br>Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story (3)(6)<br><br>Creating a structured response or narrative to answer a historical enquiry (1)(2)(3)(4)(6)<br><br>Describing past events orally or in writing, recognising similarities and differences with today (1)(4)(6) | Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. (2)(4)<br><br>Showing written and oral evidence of continuity and change as well as indicting simple causation. (4)<br><br>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time (1)(2)(4)<br><br>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources (1)(2)(3)(4)<br><br>Constructing explanations for past events using cause and effect (3)(4)<br><br>Using evidence to support and illustrate claims (1)(3)(4)<br><br>Plan and present a self - directed project or research about the studied period (6)<br><br>Present, communicate and organise ideas about the past using detailed discussions and more detailed written narratives (6) |

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     |
|                                                                      | interview             |                          | reconstruction          | official record             |
|                                                                      | photograph            |                          | informed guess          | justify                     |
|                                                                      | similar/similarity    |                          | continuity              | opinion                     |
|                                                                      | different/ difference |                          | historical significance | historical investigation    |
|                                                                      | change                |                          | criteria                | link                        |
|                                                                      | same                  |                          | interpretation          | interpretation              |
|                                                                      | event                 |                          | inference               | will                        |
|                                                                      | remember              |                          | observation             | inventory                   |
|                                                                      | memory                |                          | deduction               | value                       |
|                                                                      | celebration           |                          | legacy                  | transcribe                  |
|                                                                      | special               |                          | YEAR 4                  | prediction                  |
|                                                                      |                       |                          | observation             | YEAR 6                      |
|                                                                      |                       |                          | 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                                     |                                              |                                                                                              | plague                                    | nobles                                    | prosperity                                                                              |
| new                                        | wooden                                  | <b>How did we learn to fly?</b>              |                                                                                              | living conditions                         | litter                                    | RAF                                                                                     |
| now                                        |                                         |                                              |                                                                                              |                                           |                                           |                                                                                         |

|         |                                       |                         |                                                          |                                                                     |                                                    |                                                            |
|---------|---------------------------------------|-------------------------|----------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------|
| old     | plastic                               | inventor                | trade (a job requiring manual skills)                    | sanitation                                                          | dunghill                                           | Luftwaffe                                                  |
| past    | metal                                 | flight                  |                                                          | working conditions                                                  | mace                                               | sorties                                                    |
| present | mohair                                |                         | arrowheads                                               | working hours                                                       | procession                                         | Operation Sea lion                                         |
|         |                                       | What is a monarch?      | import                                                   | factory owners                                                      | trading laws                                       | bomb aimer                                                 |
|         | How have explorers changed the world? | monarch                 | export                                                   | chaffing wheat                                                      | court                                              | scramble                                                   |
|         | explorer                              | power                   | trade (buying and selling goods/services)                | 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                  |                                                          | housemaid                                                           | quill pen                                          | Women’s Royal Naval Service (WRNS)                         |
|         | voyage                                | battle                  | Briton                                                   | wealthy                                                             | parlour                                            | Air Transport Auxiliary (ATA)                              |
|         | solo                                  | battlements             | Romans                                                   | wages                                                               | chamber                                            |                                                            |
|         | North Pole                            | Bayeux Tapestry         | Celts                                                    | textile mill                                                        | buttery                                            |                                                            |
|         | resilience                            | ceremony                | enslaved                                                 | bill                                                                | merchant                                           | Auxiliary Territorial Service (ATS)                        |
|         | determination                         | concentric castle       | tin                                                      | pass (pass a bill)                                                  | pewter                                             | Special Operations Executive (SEO)                         |
|         | qualities                             | constitutional monarchy | togas                                                    | reform                                                              | free                                               | Women’s Land Army                                          |
|         | coat of arms                          | conquer                 | settlers                                                 | act                                                                 | enslaved                                           | Women’s Liberation Movement                                |
|         |                                       | coronation              | Picts                                                    | The Factory Act                                                     | tournament                                         |                                                            |
|         |                                       | crowning                | pilum                                                    | The Coal Mines Act                                                  | shilling                                           |                                                            |
|         |                                       | defend                  | galea                                                    | The Chimney Sweepers Act                                            |                                                    | Unheard histories: Who should go on the banknote?          |
|         |                                       | earl                    | armour                                                   |                                                                     | What does the census tell us about our local area? | issuing bank                                               |
|         |                                       | fortified manor house   | scutum                                                   | British history 2: How hard was it to invade and settle in Britain? | head of the household                              | remarkable                                                 |
|         |                                       | gatehouse               | caligae                                                  |                                                                     | title                                              | remembered                                                 |
|         |                                       | government              | gladius                                                  | Angles                                                              | scholar                                            | watermark                                                  |
|         |                                       | head of state           | tunic                                                    | Saxons                                                              | enumerator                                         |                                                            |
|         |                                       | invade                  | legionary                                                | Jutes                                                               | condition                                          |                                                            |
|         |                                       | investing               | legion                                                   | Picts                                                               | cotton mill worker                                 | How did the Maya civilisation compare to the Anglo-Saxons? |
|         |                                       | keep                    | legatus                                                  | invasion                                                            | overlooked                                         | abandon                                                    |
|         |                                       |                         | cohort                                                   | Britons                                                             | joiner                                             | Classic period                                             |
|         |                                       |                         | century                                                  | Romans                                                              | can-hooker                                         | decline                                                    |
|         |                                       |                         | centurion                                                | empire                                                              | carding                                            | deforestation                                              |
|         |                                       |                         | formation                                                | longships                                                           | piecer                                             | drought                                                    |
|         |                                       |                         | testudo                                                  | wattle and daub                                                     | flax                                               | hieroglyphics                                              |
|         |                                       |                         | wedge                                                    | Wessex                                                              | yarn                                               | pyramid                                                    |
|         |                                       |                         | tablet                                                   | claimants                                                           | linen                                              | rainforest                                                 |
|         |                                       |                         | aqueduct                                                 | kingdom                                                             | nobbins                                            | slash and burn                                             |
|         |                                       |                         | state                                                    | Northumbria                                                         | severance pay                                      | tropical rainforest                                        |
|         |                                       |                         | legal system                                             | Mercia                                                              | compensation                                       |                                                            |
|         |                                       |                         | What did the Egyptians believe?                          | Wessex                                                              | income                                             |                                                            |
|         |                                       |                         | civilisation                                             | East Anglia                                                         | workhouse                                          |                                                            |
|         |                                       |                         | Delta                                                    | Kent                                                                | suffragette                                        |                                                            |
|         |                                       |                         | Egypt                                                    | villages                                                            |                                                    |                                                            |
|         |                                       |                         | Lower Egypt                                              | thatch                                                              |                                                    |                                                            |
|         |                                       |                         | Upper Egypt                                              | straw                                                               | What did the Greeks ever do for us?                |                                                            |
|         |                                       |                         | River Nile                                               | hut                                                                 |                                                    |                                                            |
|         |                                       |                         | Delta                                                    | cauldron                                                            | Mediterranean Sea                                  |                                                            |

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