



History Curriculum Progression



KS1 National Curriculum	KS2 National Curriculum
<p>Pupils should be taught to:</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none">♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	<p>Pupils should be taught to:</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none">♣ changes in Britain from the Stone Age to the Iron Age<ul style="list-style-type: none">Examples (non-statutory) This could include:<ul style="list-style-type: none">♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae♣ Bronze Age religion, technology and travel, for example, Stonehenge♣ Iron Age hill forts: tribal kingdoms, farming, art and culture♣ the Roman Empire and its impact on Britain<ul style="list-style-type: none">Examples (non-statutory) This could include:<ul style="list-style-type: none">♣ Julius Caesar's attempted invasion in 55-54 BC♣ the Roman Empire by AD 42 and the power of its army♣ successful invasion by Claudius and conquest, including Hadrian's Wall♣ British resistance, for example, Boudica♣ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity♣ Britain's settlement by Anglo-Saxons and Scots<ul style="list-style-type: none">Examples (non-statutory) This could include:<ul style="list-style-type: none">♣ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire

♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

♣ significant historical events, people and places in their own locality.

- ♣ Scots invasions from Ireland to north Britain (now Scotland)
- ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- ♣ Anglo-Saxon art and culture
- ♣ Christian conversion – Canterbury, Iona and Lindisfarne

♣ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)
This could include:

- ♣ Viking raids and invasion
- ♣ resistance by Alfred the Great and Athelstan, first king of England
- ♣ further Viking invasions and Danegeld
- ♣ Anglo-Saxon laws and justice
- ♣ Edward the Confessor and his death in 1066

♣ a local history study

Examples (non-statutory)

- ♣ a depth study linked to one of the British areas of study listed above
- ♣ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

♣ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- ♣ the changing power of monarchs using case studies such as John, Anne and Victoria
- ♣ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- ♣ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- ♣ a significant turning point in British history, for example, the first railways or the Battle of Britain

♣ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

♣ Ancient Greece – a study of Greek life and achievements and their influence on the western world

♣ 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.

PROGRESSION IN HISTORY

Year	QUESTIONING	VOCABULARY	CHRONOLOGICAL UNDERSTANDING	IDENTIFYING CONTRASTS AND THEMES	USING SOURCES
1	Ask and answer simple questions about what they have heard.	Use common words and phrases relating to the passing of time. tradition research (non-)fiction event artefact museum curator long ago yesterday then when now last next before/after first/second (etc) days months prehistoric	Recognise the difference between past and present. Use common words and phrases, or answer simple questions to sequence events. Talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of Jesus'.	Make simple historical comparisons (eg spot the difference between pictures).	Explain the difference between fiction and non-fiction. Use sources ... To form opinions: Access simple books, internet sites, photos, recordings, artefacts and other sources that are given to them. Use parts of stories to show that they understand historical events. To understand how the past is constructed: Show some understanding of the ways we can find out about the past (eg books, museums, artefacts, archaeology).
2	Show curiosity by voluntarily asking questions about what they have read or heard.	Use wide vocabulary of everyday historical terms. Vocabulary for topics: empire ancestor victory defeat ally enemy withdraw conquer pioneer Vocabulary for talk: document technology archaeologist excavate unearth strategy similarity difference represent Vocabulary for chronology: years (dating system) BC/AD CE/BCE century	Sequence events and explain their thinking. Start to note connections over time. Date events to the nearest century or era, and occasionally to the year (eg 1066).	Be taught to independently identify similarities and differences when subjects (eg those below) are provided for them. people places events ways of life	use sources ... To form opinions: Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past. Choose and use parts of stories to show that they understand key features of events, (eg through innovating). To understand how the past is

		period later earlier since long (after, before) at the same time (as)			constructed: Identify ways in which the past is represented (eg fiction, illustrations, film, song, museum displays).
3	Start to frame questions and answers in historically valid ways (eg about change, about differences).	Start using specialist vocabulary in historical discussions. Vocabulary for topics: Ancient civilisation republic exile voyage navigate reign majority Vocabulary for talk: organise introduce construct population tribe rural/urban primary/secondary source theory myth/legend folklore narrate saga Vocabulary for chronology: during while several (years) more recently millennium age chronological approximate change process originate trace	Note connections over time. Date events to the year	Note connections within and across periods, both those that they study and others they draw on independently. Start to comment on historical changes, including suggestions about cause and effect. Start to identify themes within and between topics.	Explain the difference between primary and secondary sources. Use sources... To form opinions: Independently select and use sources to satisfy their curiosity about the past. To understand how the past is constructed: Start to show awareness that there are sometimes different versions of what happened. Explain how the past can often be interpreted to inform opinions.
4	Ask and answer historically valid questions (eg about contrast, cause and effect, reliability).	Use specialist vocabulary and historical terms, often appropriately. Vocabulary for topics: culture dynasty crusade descendant polytheistic principal monotheistic Vocabulary for talk: prosper monarchy aristocracy heritage revolution transition develop abolish structure campaign ardent typical unique trivial characteristic conventional eventful intricate assume reliability alternative critique summarise contrast Vocabulary for chronology: occasion accurate uncertain	Note connections, contrasts and trends over time. Use the year confidently to date events, and sometimes the month and day	Note connections, contrasts and trends - across time but also between places and cultures. Comment on continuity and change, cause and effect. Identify themes within and between topics.	Select and use sources to construct their own opinions about the past. Start to explain the usefulness and reliability of different sources (eg by explaining their choices in selecting sources). To understand how the past is constructed. Recognise that historical 'facts' can vary depending on the source, and begin to suggest reasons for this. Start to critique other people's opinions about the past.

		seldom former latter cause consequence phase abrupt decline trend continuity			
5	Ask and answer historically valid questions (eg about significance, or the basis of people's opinions).	Use specialist vocabulary and historical terms appropriately. Vocabulary for topics: mass propaganda neutrality suffrage terrain conservative progressive employ Vocabulary for talk: Impact complex sustain surpass sparse abundant capacity obstacle futile crucial pivotal exceptional generalise rigorous verify unintelligible inform phenomenon perspective Vocabulary for chronology: contemporary epoch inevitable prior subsequent enduring legacy dominate diminish context	Demonstrate historical perspective by explaining contrasts and trends in the short- and long-term. Use precise dates and explain why some are significant (eg transport delay, seasonality)	Sequence and structure complex subjects and themes. Start to suggest reasons for connections over time and across places and cultures. Comment on impact and legacy	To form opinions... Select, organise and use information from more than one source to construct an informed response and/or opinion. Explain the usefulness and reliability of different sources. To understand how the past is constructed Start to develop perspective and judgment by explaining how historical 'facts' are often interpreted to support opinions. Accurately summarise other people's opinions about the Past.
6	Regularly ask and answer perceptive questions in historically valid way	Start to apply historical vocabulary in more sophisticated ways. Vocabulary for topics: economy revenue civic succumb persecute Vocabulary for talk: demographic hierarchy doctrine stance attribute controversy prejudice robust authentic plausible appropriate analyse corroborate discern paraphrase epitomise characterise extrapolate bias tertiary Vocabulary for chronology: Simultaneous cumulative decontextualize	Establish clear narratives within and across periods, and at local, national and world level. Start to use their secure sense of chronology to inform their wider learning (into KS3). Start to use different levels of precision in dating events, and explain why that may be appropriate.	Compare and contrast places, people and cultures, analysing their and others' comparisons, extrapolating from them justifying their ideas with evidence.	Start to understand the idea of 'tertiary' sources. To form opinions: Thoughtfully select, organise and use relevant information from a range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments. Start to use quote marks when using sources for evidence. To understand how the past is constructed: Use historical perspective, an understanding of reliability/bias, and the concept of historical rigour, to discern and evaluate arguments and interpretations of the past.

