KNOWLEDGE AND PROGRESSION OVERVIEW – History

Features
• At key stage 2, the knowledge progression takes full account of the national curriculum's strands of: o Chronology, from the stone age to 1066 o One study beyond 1066 o Ancient civilizations o Civilizations around 900AD o Ancient Greece
• Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained.
• These knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.
• When considering pupils' improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains all words used for history for their age group.

National Curriculum Subject Content

Strand	Within living memory	Beyond living memory	Lives of significant people	Local history
Key Stage 1	• *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*	• *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*	• *Significant historical events, people and places in their own locality*

Strand	Chronology (Stone age to 1066)	Beyond 1066	Ancient ancients (approx. 3000 years ago)	Civilizations from 1000 years ago	Ancient Greece	Local Study
Key Stage 2	• *Changes in Britain from the Stone Age to the Iron Age* • *The Roman Empire and its impact on Britain* • *Britain's settlements by Anglo Saxons and Scots* • *The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor*	• *An aspect or theme in British History that extends pupils' chronological knowledge beyond 1066*	• *The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study* • *Ancient Egypt*	• *A non-European society that provides contrasts with British history choose one of:* • *Mayan civilisation c. AD 900*	• *Greek life and achievements and their influence on the Western world*	• *A local study linked to one of the periods of time studied under chronology; or* • *A local study that could extend beyond 1066*

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EYFS Reception	EYFS ELG	Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the world -Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past.	**Understanding the world** **Past and Present** Talk about the lives of the 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.	**Historical interpretation**	**KS1 History National Curriculum** Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: a start to compare two versions of a past event; b observe and use pictures, photographs and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction d explain that there are different types of evidence and sources that can be used to help represent the past.		**KS2 History National Curriculum** Children should understand how our knowledge of the past is constructed from a range of sources. Children can: a look at more than two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.		**KS2 History National Curriculum** Children should understand how our knowledge of the past is constructed from a range of sources. Children can: a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g begin to evaluate the usefulness of different sources.	
		Historical Investigations	**KS1 History National Curriculum** Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children can: a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c choose and select evidence		**KS2 History National Curriculum** Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: a use a range of primary and secondary sources to find out about the past;		**KS2 History National Curriculum** Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: a recognise when they are using primary and secondary sources of information to	

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			and say how it can be used to find out about the past.	b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research.	investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer.
		Chronological Understanding	**KS1 History National Curriculum** 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. Children can: a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	**KS2 History National Curriculum** 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. Children can: a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	**KS2 History National Curriculum** 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. Children can: a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

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		Knowledge and Understanding of Events, People and Changes in the Past	**KS1 History National Curriculum** Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can: a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; e describe significant individuals from the past.	**KS2 History National Curriculum** Children should note connections, contrasts and trends over time. Children can: a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied.	**KS2 History National Curriculum** Pupils should note connections, contrasts and trends over time. Children can: a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
		Presenting, organising, and communicating	**KS1 History National Curriculum** Pupils should use a wide vocabulary of everyday historical terms. Children can: a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; d use drama/role play to communicate their knowledge about the past.	**KS2 History National Curriculum** Pupils should develop the appropriate use of historical terms. Children can: a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; c start to present ideas based on their own research about a studied period.	**KS2 History National Curriculum** Pupils should develop the appropriate use of historical terms. Children can: a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; c plan and present a self-directed project or research about the studied period.