

Skills & Knowledge Progression: History

National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between groups, as well as the challenges of their time.</p> <p>Aims</p> <ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative • know and understand significant aspects of the history of the wider world • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims 	<p>We want our children to have a rounded understanding of history by the time they leave our school. They need to be able to put historical events into context and order. They need to understand how and why events in the past have shaped the modern world and our place within it. And they need to have had first hand experiences of 'meeting' significant places, objects and artefacts (be that through visits to castles and stately homes, trips to museums and galleries or in-school workshops with experts), so that history can come to life for them.</p> <p>In order to do all of that, our children need access to a rich, carefully structured history curriculum. In Year 1, we explore the core idea of change over time, looking at ways in which life has changed over the last 100 (or so) years. In Year 2, this picture of history widens to include events from more distant times that have had profound impacts on modern life, to support children in beginning to recognise why an understanding of history is so important. Moving through KS2, the focus moves to building-up a picture of the early history of British Isles, from the Bronze and Iron Ages to 1066, via Roman rule, Anglo-Saxon settlement and Viking invasions. Alongside this, children also learn about events and changes in the world beyond our shores (including the Ancient Egyptians, Greeks and Mayans) and a key turning point in more modern history (the Battle of Britain).</p> <p>Throughout this journey, we are constantly developing a sense of historical order and 'scale' (the idea that history doesn't go 'Iron Age, Bronze Age, Romans, Vikings, Normans, Tudors' in equal steps), as well as equipping our children with the skills of questioning, enquiry, evaluation and interpretation needed to be a good historian.</p>

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Communication and language</p> <ul style="list-style-type: none"> • Express themselves effectively, showing awareness of listeners' needs. • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. <p>Understanding the World</p> <ul style="list-style-type: none"> • Remember and talk about significant events in their own experience. • Talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> • Art - exploring art from the period of history being studied / famous artists from this time and using this to inspire own work • RE - the history of major religions, the link between their spread / change and global events (eg. the spread of Christianity in the Roman Empire), religious beliefs of ancient peoples (eg. Egyptians & Mayans). • DT - constructing models and replicas of buildings, vehicles or armour from the past. • Science - the lives and impact of famous scientists. • English - reading for research, particularly original documents & writing to present and share findings. • Understanding the history of countries will almost always link to their human and physical geography - eg. rivers topic in Y3 links to learning about Ancient Egypt when considering the importance of the Nile 	<ul style="list-style-type: none"> • Visit significant national museums (eg. British Museum, Imperial War Museum, RAF Hendon). • Meets and talk to people who have lived through important moments in history (eg. WW2 evacuees) • Explore local museums to develop a stronger link to topics being studied ('we found this just a mile from where you live'; 'this is what life was like in our town 100 years ago') • Have opportunities to handle historical artefacts and draw their own inferences and conclusions from them. • Experience what life was like in the more distant past through trips, themed days and (where possible) residential visits (eg. Celtic Harmony Camp) • Meet professional historians and talk to them about how they piece together clues to form a more complete picture of the past.

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Opportunities to develop and use Learning Powers in our curriculum

<p>Claudia Curiosity</p> 	<ul style="list-style-type: none"> • Asking topic related questions and using different types of enquiry to answer them • Looking at historical evidence and using it to support or refute ideas and deepen understanding • Using investigations to try out ideas, adapting plans and thinking when things go wrong • Closely observing artefacts and drawing conclusions from them • Challenging the accuracy of information found and recognise why different sources may have different answers
<p>Isaac Independence</p> 	<ul style="list-style-type: none"> • Developing basic enquiry and research skills so that children can undertake investigations with increasing independence • Planning investigations and lines of enquiry • Choosing which resource or source is best to use to find out specific information • Deciding how to report and present findings from enquiries, both in oral and written forms • Making predictions and drawing conclusions
<p>Eddy Empathy</p> 	<ul style="list-style-type: none"> • Understanding what it would have been like to live and grow-up at different points in the past • Imagining what it would be like to be 'in the shoes' of historical figures, and considering whether or not you would have made the same decisions and taken the same actions as them • Recognising why some events or outcomes may have greater significance for certain people, and beginning to consider why some people may feel differently about particular events in the past.
<p>Polly Perseverance</p> 	<ul style="list-style-type: none"> • Persevering when exploring complex historical texts, images or artefacts, and recognising that it isn't always easy or straightforward to build-up an image of life in the past • Coping with setbacks, especially when carrying out investigations • Maintaining attention and clarifying information when being introduced to new and complex ideas • Showing commitment to finding out answers
<p>Ralph Reflectiveness</p> 	<ul style="list-style-type: none"> • Using findings from enquiries, investigations, fieldwork or artefact analysis to draw simple conclusions • Suggesting improvements for completed tasks and raising further questions in light of new evidence • Discussing and debating issues, events and conclusions • Considering the evidence provided by the work of other historians and evaluating its value • Taking feedback from others into account and using this to consider next steps
<p>Chloe Cooperation</p> 	<ul style="list-style-type: none"> • Planning and carrying out enquiries as a team, working collaboratively and sharing roles fairly • Presenting and sharing work with others, both written and oral • Working collaboratively and patiently when handling equipment and resources which must be shared by the whole class • Contributing to whole class discussions and sharing observations and ideas to suggest answers to questions • Exploring the history of other cultures and treating this with respect

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Year group	Construct & sequence the past	Change and development	Cause and effect	Significance and interpretation	Plan and carry out an enquiry	Use sources as evidence
Year 1	<ul style="list-style-type: none"> Recognise the difference between 'old' and 'new' Know where some basic events fit on a timeline, relating to their topic Place some basic events onto a timeline and use this to support the retelling of past events. 	<ul style="list-style-type: none"> Say how something is the same or different in the past. Develop a sense of time and how fast things change (eg. differences between changes in their / their parents / their grandparents lifetimes). 	<ul style="list-style-type: none"> Show an understanding of some key events. Start to think about the reasons why things might change (eg. improvements in technology / making life easier / more fun). 	<ul style="list-style-type: none"> Begin to understand why events being studied are important. Use phrases such as <i>now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger.</i> 	<ul style="list-style-type: none"> Ask and answer some historical questions. Sort pictures / objects / events into 'old' and 'new'. 	<ul style="list-style-type: none"> Use pictures and photographs to extract some information about the past. Begin to recognise different ways we can learn about the past (eg. from images, objects, stories, first-hand witnesses).
Year 2	<ul style="list-style-type: none"> Record some events onto a timeline. Know where some key people fit on a timeline. Remember a few significant names and dates. Use common words and phrases related to the passing of time (<i>now, then, before</i>). 	<ul style="list-style-type: none"> Say how lifestyles (work, school, play etc.) were the same or different in the past. Describe differences between 'then' and 'now'. Discuss the speed of change - sometimes in slow increments, sometimes in leaps. 	<ul style="list-style-type: none"> Recount key events from the past in their own words and begin to explain why these events happened. Begin to think about the impact that historical events have had on modern life. 	<ul style="list-style-type: none"> Understand why people and events being studied are important. Begin to express preferences and justify them with evidence / facts (eg. <i>Who was the greatest explorer?</i>) 	<ul style="list-style-type: none"> Ask and answer historically relevant questions. Use historical vocabulary (eg. <i>past, present, recently, years, decades, centuries</i>). Compare events from different periods in history (eg. different discoveries/voyages). 	<ul style="list-style-type: none"> Use a range of sources (eg. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past. Begin to piece together clues from a variety of different sources.
Year 3	<ul style="list-style-type: none"> Develop knowledge of local and British history on the wider timeline (expanding timelines to reach from the Stone Age to modern day). Place events of British history on a timeline, using dates. Begin to understand the scale of history (eg. the Bronze Age lasted for ≈2000 years, but vast amounts of change in last century.) 	<ul style="list-style-type: none"> Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day. Explore change at a local level, investigating the impact of national and global events. 	<ul style="list-style-type: none"> Question, investigate and give reasons for events in the past (eg. why did the first Roman invasions of Britain fail, but later ones were successful?) Describe the impact of events in the more distant past on modern life (eg. the legacy of the Roman Empire for modern Europe). 	<ul style="list-style-type: none"> Ask and answer questions about how and why events and people being studied are significant. Express preferences and personal responses to topics being studied and back-them up with evidence / facts. 	<ul style="list-style-type: none"> Construct relevant questions about history and begin to suggest how these might be answered. Carry out a local history study (how did history shape our area? What evidence can we still find?) Use phrases such as <i>before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age.</i> 	<ul style="list-style-type: none"> Use a range of sources or artefacts (written, visual or oral) to learn more about the past. Consider the range of sources available when we study different historical periods (eg. why do we know much more about the Romans than the Iron Age?)

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Year 4	<ul style="list-style-type: none"> Position a growing range of eras and events on a timeline (eg. Ancient Egypt, Anglo-Saxons, Romans, Iron Age, Guy Fawkes). Separate out timeline of Britain from global events and recognise that some events are more globally important than others. 	<ul style="list-style-type: none"> Ask and answer questions about changes, similarities and differences. Begin to have an understanding of broader trends / themes over time. Explore differences between different people living at the same time. 	<ul style="list-style-type: none"> Independently question the reasons behind historical events and changes. Give increasingly historically accurate answers to these questions. Describe how events/ people being studied have had an impact on the modern world. 	<ul style="list-style-type: none"> Can ask and answer questions about how and why events/people are significant. Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt. 	<ul style="list-style-type: none"> Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between <i>primary</i> and <i>secondary</i> sources. Use historical terms correctly. 	<ul style="list-style-type: none"> Understanding that historical knowledge comes from a range of sources. Look at two versions of the same events identifying how they are similar/different. Question the accuracy of modern depictions of historical events.
Year 5	<ul style="list-style-type: none"> Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). Place world history events on a timeline using the correct dates and labels. 	<ul style="list-style-type: none"> Discuss changes, similarities and differences. Deepen understanding of trends/themes over time. Describe what life was like for people living at the same point (rich/ poor, military/civilians etc.) 	<ul style="list-style-type: none"> Ask and answer clear and accurate questions about what happened. Ask 'why' questions to further historical understanding. Debate and discuss different opinions about historical causes and effects. 	<ul style="list-style-type: none"> Deepen their understanding that historical knowledge comes from a range of sources, Understand that there can be many versions of the same events in history, giving reasons why these may exist. 	<ul style="list-style-type: none"> Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question. Draw conclusions on what happened based on study a range of sources. 	<ul style="list-style-type: none"> Accept, reject and comment on how useful sources are when carrying out research. Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.
Year 6	<ul style="list-style-type: none"> Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). Comment on trends that happen over time. Annotate a timeline with historical terms and facts, showing a sense of historical scale. 	<ul style="list-style-type: none"> Ask and answer questions about changes, similarities and differences and challenge responses. Discuss and debate trends and themes over time. Describe changes across an historical period (considering social, political, cultural and technological changes). 	<ul style="list-style-type: none"> Independently ask and answer clear and accurate questions about the past. Discuss and compare a range of plausible causes and effects. Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives. 	<ul style="list-style-type: none"> Recognise that some events and people are more significant than others, and use evidence to back-up responses. Understand that historical knowledge comes from a range of sources, Make links between historical events, changes and cultures across a range of periods studied. 	<ul style="list-style-type: none"> Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question. Reach conclusions on what happened based on the study of a range of sources. Reflect on enquiries and identify ways in which they could be improved or extended. 	<ul style="list-style-type: none"> Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate. Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.

Knowledge Progression: History

Year group	British & Local History	The Wider World
Year 1	<p><u>Our Changing Town</u></p> <ul style="list-style-type: none"> Discuss how our local area changed since children were born. Identify toys and technology which exist now that didn't exist when they were born. Sorting objects (or images) into 'new' and 'old'. Identify which are modern and which were made before they were born. Compare timescales - explore how life changed since their parents / grandparents were young. Invite adults into school to share this first-hand. Create a timeline of their own lives (or those of their parents). Explore the local area, looking for evidence / signs / examples of things that have changed since the children were born. Identify clues which can tell us how old something is. Explore changes in technology, comparing computers, phones, cars etc from the last ≈ 10 years. 	<p><u>The First Flight</u></p> <ul style="list-style-type: none"> Discuss how was life different when the class' parents / grandparents were young. Identify and sort things that did and didn't exist. Imagine how the world would be different without modern inventions, and use this to begin imagining what it would have been like to live in the past. Focus on the first aeroplane flight - consider why people had been trying to fly (& risking their lives) for so long. How would life have been different before aeroplanes? Understand the basic history / dates / facts of the Wright Brothers first aircraft and their first flight. Look at photos and use these as an historical source - what can we learn about their aircraft / lives from these images? Begin to explore the spread of flight around the world - key first flights in Britain, across the Channel, across the Atlantic etc. and plot timelines.
Year 2	<p><u>Fire! Fire!</u></p> <ul style="list-style-type: none"> Investigate the causes and effects of the Great Fire of London, looking at the way the fire began and the reasons why it spread so quickly. Read eye-witness accounts of the Great Fire and use these to build an understanding of what it would have been like to live in London at the time. Explore secondary evidence, including paintings and reports, and consider how these can add to our understanding of the Great Fire. Place the events of the Great Fire on a timeline, linking this to other time periods that have been studied across KS1. Compare the ways that firefighters combat fire today compared to 1666 and discuss reasons for these changes. Investigate the way the Great Fire is remembered and think about the way that this can change over time. 	<p><u>Great Explorers</u></p> <ul style="list-style-type: none"> Discuss the concept of 'explorers', asking questions about their role, the kind of people they might have been and the way exploration might have changed over time. Gather prior knowledge of famous explorers and their journeys. Look at historical maps and use this to recognise that in the past the entire world was not 'known' or mapped. Consider how discoveries of new places / countries / resources might change the world. Focus on the life of Christopher Columbus - where did he go (and where did he think he was going), why was his journey significant, what equipment did he use, what was life like aboard one of his ships, how did his journey change the world? Contrast this with life of Neil Armstrong - how was his voyage of exploration similar / different? How did his journey effect the modern world?
Year 3/4 Cycle A (based on Year 3 curriculum)	<p><u>Ancient Britain</u></p> <ul style="list-style-type: none"> Begin to piece together all the historical periods children have been exposed to, and thinking about what came at start of this timeline - what was earliest life in Britain like? Explore what life was like in the Stone Age, focussing on simple hunter gatherer communities (eg. flint examples found in Letchworth & Baldock). Identify developments that took place in the Bronze Age: changing technology, religion, travel; communities become larger and more connected; construction of Stonehenge. How might these have affected everyday life? Consider changes during the Iron Age - particularly the shift to tribal kingdoms & life based around local hill forts. Identify the impact of this on farming, art & culture, and link to the local area (examples of hill forts across North Herts, linked by Icknield Way; Six Hills burial mounds behind Asda). 	<p><u>Rotten Romans</u></p> <ul style="list-style-type: none"> Explore life in Britain before the Roman invasion (recapping learning on Iron Age life). Investigate the Roman Empire in AD42 - key features of Roman life, how the Empire was ruled, Roman gods, what made the Roman army so powerful? Examine the Roman invasion of Britain - how were the Romans able to conquer Britain? How long did this take? Investigate British resistance to the Romans (eg. Boudica) and the building on Hadrian's Wall. Discuss the impact of the Roman Empire on Britain - road building, new towns & villas, changes in lifestyle, introduction of new technology, changes in religion Identify changes during Roman times - how the Empire developed and grew, introduction of new foods, how local people were treated by the Romans, the spread of early Christianity etc.

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Year group	British & Local History	The Wider World
Year 3/4 Cycle B (based on Year 4 curriculum)	<p><u>Invaders!</u></p> <ul style="list-style-type: none"> Explore the decline of the Roman Empire, leading to Roman withdrawal from Britain in Ad 410 - what impact would this have had on everyday life? Study the invasions that took place in the wake of Roman departure - the Scots attacked north Britain (now Scotland) from Ireland, while the Anglo Saxons arrived from Germany and Denmark. Investigate life in Anglo-Saxon settlements (eg. return to tribal communities, decline of Roman cities, pagan religions). Discuss the battles between Anglo-Saxons and Britons and their long-term effects - the story of King Arthur and the birth of 'England'. Understand what it was like to grow-up in Anglo-Saxon England (clothes, art, food, jobs etc.) and begin to investigate the Christian conversion (St Augustine, monasteries and cathedrals at Canterbury, Iona and Lindisfarne). 	<p><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> Investigate early civilisations around the world, considering the key features that marked them out from tribal settlements that had gone before (eg. Indus Valley, Shang Dynasty, Ancient Sumer, Egyptians). Plot these on maps & consider why civilisations first developed in these places (typically fertile soils & flood plains), linking to Geography topics. Focus on Ancient Egypt - what do artefacts tell us? Identify the impact of the landscape on everyday life, and in particular the role of the River Nile. Explore Egyptian Gods and beliefs around life after death - tombs, pyramids & burial sites. Why were these built on such massive scale? Investigate the lives of the Pharaohs - how did they rule? Which were the most significant? Discuss what it would have been like to live in Ancient Egypt, beginning to understand how this varied depending on your status.
Year 5/6 Cycle A (based on Y5 curriculum)	<p><u>Viking Britain</u></p> <ul style="list-style-type: none"> Investigate who the Vikings were, where they came from and why they invaded (recognising that lack of farmland pushed them towards raiding.) Explore Viking raids and the invasion of Britain. Examine Viking tactics and weapons, discovering why longships were so effective. Understand what it was like to live and grow-up in Viking settlements, looking at houses, clothes, families, food, Norse mythology etc. Study the resistance led by Alfred the Great (leading to the division between England and the Danelaw); the English reconquest (the defeat of Eric Bloodaxe in 954 and the establishment of a single Kingdom of 'England'.); Ethelred, the Danegeld and the invasion of King Canute. Plot all of the above on an annotated timeline. 	<p><u>Groovy Greeks</u></p> <ul style="list-style-type: none"> Explore the way in which Ancient Greece was governed - looking at rival City states, and in particular at differences between life in Athens & Sparta. Understand what made the Greek armies and navies so effective. Investigate Greek Gods and myths - including the roles of different Gods and key stories (Medusa, Icarus, the Minotaur, Odysseus etc.) Research life in Ancient Greece, using artefacts where possible (eg. what can we learn about the Ancient Olympics by looking at pictures of vases and sculpture?) Explore the impact of Ancient Greece on modern world (eg. the legacy of Greek philosophers, scientists, mathematicians; similarities between Greek alphabet and our own; influence of Greek architecture on our buildings).
Year 5/6 Cycle B (based on Year 6 curriculum)	<p><u>The Battle of Britain</u></p> <ul style="list-style-type: none"> Understand and describe the key facts of World War 2 (eg. who fought in the War, why it is called a "world" war, the reasons why it was fought.) Explore the way the War was fought, and identify how it was similar / different to what had been used before (eg. in WW1) and modern militaries. Investigate the lives and role of key leaders, such as Churchill and Hitler. Identify the impact of the Blitz on life in the UK, and imagine what it would have been like to have been an evacuee. Focus on The Battle of Britain, looking at key events, a comparison of aircraft, what it was like to be a pilot, tactics and objectives of each side. Consider The Battle of Britain as a 'turning point' in history - Germany postpones the invasion and looks to the East; the later stages of the war - Normandy landings & Victory in Europe. Debate arguments for and against the view that this was a decisive turning point in the War. 	<p><u>Mysterious Mayans</u></p> <ul style="list-style-type: none"> Place Mayan civilisation on a timeline, and position it in relation to other historical periods and civilisations that have been studied across KS1 & KS2. Understand what it was like to live in Mayan society, comparing their homes, schools, clothes, food and warriors with other historical civilisations that have been studied across KS2. Describe what life was like for different people living at the same point in history (eg. men / women, rich / poor, military / priests / civilians etc). Explore Mayan Gods and religion, comparing their beliefs and customs with those of other cultures (eg. comparing Mayan and Egyptian pyramids). Investigate sources of information on life in Mayan society, and consider the reasons why many questions about them are hard to answer. Recognise that much of our knowledge comes from later invaders, and the discuss the reasons why these may be biased or incomplete.