



Inspire • Challenge • Achieve

Progression for History

Purpose of study

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 different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Early Years Foundation Stage

Early Learning Goals	Pre-School	Reception
<p>Understanding the World — Past and Present:</p> <p>Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Understanding the World — People, Culture and Communities:</p> <p>Children at the expected level of development will:</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<ul style="list-style-type: none"> • I can talk about what I can see, using a wide vocabulary. (UTW) • I can begin to make sense of the own life story and some of their family's history. (UTW) • I can show interests in different occupations. (UTW) • I can continue developing positive attitudes about the differences between people. (UTW) • I can use a wider range of vocabulary. (C&L) • I can learn rhymes and talk about familiar books recognising some people and events are from long ago. (UTW) 	<ul style="list-style-type: none"> • I can retell a story, recalling some key events. (C&L) • I can talk about members of my family and people in the community. (UTW) • I can name and describe people who are familiar to them. (UTW) • I can comment on images of familiar situations in the past. (UTW) • I can begin to connect one idea to another. (C&L) • I can learn new vocabulary and use it appropriately. (C&L) • I can compare and contrast characters from stories, including figures from the past. (UTW) • I can identify some similarities and differences between things in the past and now. (UTW)

Key Stage 1

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. 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. 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.

Pupils should be taught about:

- **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 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, Neil Armstrong, Mary Seacole and/or Florence Nightingale]
- **significant historical events, people and places** in their own locality.

Key Stage 1 Strands	Year 1	Year 2
<p style="text-align: center;">Chronology</p> <p>Pupils should know where the people and events they study fit within a chronological framework</p>	<ul style="list-style-type: none"> • I can sequence events, artefacts or pictures in chronological order from within my own lifetime. • I can sequence 3 or 4 events, artefacts or pictures from different periods of time. 	<ul style="list-style-type: none"> • I can sequence events, artefacts or pictures in chronological order from different periods of my own lifetime (for example, since starting school). • I can describe memories of key events in lives. • I can sequence events, artefacts, or pictures from a different period of time referring to key dates.
<p style="text-align: center;">Range and Depth of Historical Knowledge</p> <p>Identify similarities and differences between ways of life in different periods</p>	<ul style="list-style-type: none"> • I can begin to recognise and describe similarities and differences in artefacts and pictures. • I can use simple sources of information to find out features of the past. 	<ul style="list-style-type: none"> • I can describe with increasing confidence, similarities and differences identified between historical artefacts and pictures. • I can find out about people and events in other times through artefacts.

	<ul style="list-style-type: none"> • I can recall the key events of a historical story. • I can recall some important facts of a key historical figure. • I can describe in simple terms the importance of a local place or landmark. • I can recall a significant memory from the past. • I can sort artefacts into <i>then</i> and <i>now</i>. 	<ul style="list-style-type: none"> • I can recount a key event in history making reference to key facts and dates. • I can research the life of someone famous from the past. • I can describe some changes that have taken place in their own lifetime and that of their parents and grandparents. • I can describe how people, places or events have changed over time.
<p style="text-align: center;">Historical Enquiry and Interpretation</p> <p>Pupils 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</p> <p>Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<ul style="list-style-type: none"> • I can begin to identify different ways the past is represented (i.e. photos, stories, memories). • I can ask and answer questions about old and new objects. • I can answer questions using different sources provided of an event beyond living memory. • I can offer a plausible explanation about what an object was used for in the past. 	<ul style="list-style-type: none"> • I can identify a wider range of different ways the past is represented (i.e. photos, stories, memories, websites, books). • I can use sources to ask <i>why, what, who, how, where</i> questions and find the answers. • I can demonstrate increasing knowledge and understanding of events beyond living memory through recording, using texts and drawing. • I can offer explanations about what an object was used for in the past, beginning to use evidence to support that view. • I can begin to consider the effectiveness of different historical sources.
<p style="text-align: center;">Communication and Vocabulary</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p>	<ul style="list-style-type: none"> • I can communicate in a variety of ways such as pictures, objects, drawing, role play, labelling and ICT. • I can use words and phrases like: old, new and a long time ago. 	<ul style="list-style-type: none"> • I can communicate in a wider range of ways by annotating pictures and drawings, drama, writing and ICT. • I can use words and phrases like: before, after, past, present, then and now.

Identify different ways in which historical findings are represented.		
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Key Stage 2

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.

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.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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.

Key Stage 2 Strands	Year 3	Year 4	Year 5
<p style="text-align: center;">Chronology</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history</p>	<ul style="list-style-type: none"> • I can use a time line within a specific time in history to set out the order events may have happened. • I can use dates and terms related to the unit studied and the passing of time. • I can sequence several events or artefacts. • I can show a developing understanding of chronology by realising that the past can be split into different time periods. 	<ul style="list-style-type: none"> • I can place events studied on a timeline. • I can use terms related to the period and begin to date events. • I can use more complex terms relating to dates such as BCE/AD. • I can plot history on timelines using centuries and decades. • I can recall key historical facts and some dates from a period studied. 	<ul style="list-style-type: none"> • I can place the current study on a timeline in relation to other studies. • I can recall and sequence key events of time studied. • I can relate current studies to previous studies to make comparisons between them. • I can independently place historical events or change on a timeline, to outline different information, remembering key facts from a period studied.
<p style="text-align: center;">Range and Depth of Historical Knowledge</p> <p>Pupils continue establishing clear narratives within and across the periods they study.</p> <p>Pupils should note connections, contrasts and trends over time.</p> <p>Pupils should understand how our knowledge of the past is</p>	<ul style="list-style-type: none"> • I can find out about everyday lives of people in time studied. • I can compare life with that of today. • I can identify reasons for and the results of people’s actions. • I can understand why people may have wanted to do something. • I can study the lives of significant individuals. 	<ul style="list-style-type: none"> • I can use evidence to reconstruct life of different people in time studied. • I can identify key features and events of time studied. • I can look for links and effects in time studied. • I can offer a reasonable explanation for some events. • I can explain the impact of a significant historical figure. 	<ul style="list-style-type: none"> • I can study different aspects of the different people from time studied. • I can compare life from the beginning and end of the period studied. • I can compare an aspect of life with the same aspect in another period. • I can examine causes and results of great events and the impact on people.

<p>constructed from a range of sources.</p>	<ul style="list-style-type: none"> • I can understand that Britain has been invaded by several different groups over time. 	<ul style="list-style-type: none"> • I can explain how the previous settlers of the past have shaped our lives today. 	<ul style="list-style-type: none"> • I can describe how a significant individual has influenced the UK or wider world. • I can examine the causes and results of key historical events and the impact on people.
<p style="text-align: center;">Historical Enquiry and Interpretation</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<ul style="list-style-type: none"> • I can distinguish between different sources – compare different versions of the same event. • I can use a range of sources to find out about a period. • I can begin to evaluate the usefulness of different sources. • I can observe small details in artefacts. • I can select and record relevant information. • I can express an opinion on whether a person or event had a positive or negative impact on people’s lives. • I can suggest suitable research questions. • I can use sources to justify answers. 	<ul style="list-style-type: none"> • I can offer some reasons for different versions of the same event. • I can look at a wider range of sources for evidence and evaluate its usefulness. • I can link observed details and research to offer reasonable explanations for some events. • I can ask and answer more complex questions through independent research. 	<ul style="list-style-type: none"> • I can show awareness that different sources of evidence could lead to different conclusions. • I can begin to identify primary and secondary sources. • I can select and use relevant sources of information. • I can test out a hypothesis in order to answer a question. • I can develop my independent research and make informed responses based on it. • I can describe how different types of evidence tell us different things and why this leads to contrasting views and interpretations.
<p style="text-align: center;">Communication and Vocabulary</p> <p>Pupils should develop the appropriate use of historical terms.</p>	<ul style="list-style-type: none"> • I can communicate knowledge and understanding about events and people in a variety of ways such as labelled diagrams, recounts, stories, diaries and 	<ul style="list-style-type: none"> • I can display my findings in a variety of ways. • I can begin to use more abstract vocabulary such as empire, civilisation, parliament, peasantry. 	<ul style="list-style-type: none"> • I can record and communicate knowledge in different forms. • I can make appropriate use of historical terms in discussion and understand concepts such as local, regional, national and international.

<p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>	<p>pictures, discussions, annotations, drama.</p> <ul style="list-style-type: none"> • I can use appropriate historical vocabulary to describe key features of a time period. • I can choose the best way to record a range of historical information and give a reason for my choice. 	<ul style="list-style-type: none"> • I can select data and organise it to answer historical questions. 	<ul style="list-style-type: none"> • I can use relevant terms and time vocabulary to match dates to people and events. • I can produce well-structured narratives, descriptions and explanations
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