



History

EYFS Statutory Framework

Understanding the world

People and communities: Children talk about past and present events in their own lives and in the lives of family members.

Development Matters Progression of Knowledge and Skills

30-50 months	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.
40- 60 months	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines.

KS 1 National Curriculum

Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
 Hi1/1.2 events beyond living memory that are significant nationally or globally
e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries
 Hi1/1.3 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
e.g. 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 and Edith Cavell
 Hi1/1.3 significant historical events, people and places in their own locality.

Year 1 Progression of Knowledge and Skills

Chronology	<ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> Recall some facts about people/events before living memory Say why people may have acted the way they did.
Interpretations of History	<ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past.
Historical Enquiry	<ul style="list-style-type: none"> Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer.
Organisation and Communication	<ul style="list-style-type: none"> Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past.



Year 2 Progression of Knowledge and Skills	
Chronology	<ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events.
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> Use information to describe the past. ☑ Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.
Interpretations of History	<ul style="list-style-type: none"> Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.
Historical Enquiry	<ul style="list-style-type: none"> Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions.
Organisation and Communication	<ul style="list-style-type: none"> Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. Use a wide range of information to answer questions.

KS2 National Curriculum

Hi2/1.1 Pre-Roman Britain (Year 3)

Pupils should be taught about changes in Britain from the Stone Age to the Iron Age

This could include:

*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*

Hi2/1.2 Roman Britain (Year 3)

Pupils should be taught about the Roman empire and its impact on Britain

This could include:

*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*

Hi2/1.3 Anglo-Saxons & Scots (Year 4)

Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots

This could include:

*Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
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*

Hi2/1.4 Anglo-Saxons & Vikings (Year 4)

Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

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

Hi2/2.3 Ancient Civilizations (Year 4)

Pupils should be taught about 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; or*
- The Shang Dynasty of Ancient China*

Hi2/2.4 Ancient Greece (Year 5)

Pupils should be taught a study of Greek life and achievements and their influence on the western world

Hi2/2.5 Non-European Study (Year 5)

Pupils should be taught about 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; or Benin (West Africa) c. AD 900-1300

Hi2/2.1 Local History (All Years)

Pupils should be taught about an aspect of local history

For example:

- 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.*

Year 6 – World War Two: Local and National History – the impact on the people of the UK

Hi2/2.2 Extended chronological study (All Years)

Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

For example:

- 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 year 6 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*

Year 3 Progression of Knowledge and Skills

Chronology	<ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied.
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> • Use evidence to describe the culture and leisure activities from the past. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses of people from the past
Interpretations of History	<ul style="list-style-type: none"> • Explore the idea that there are different accounts of history.
Historical Enquiry	<ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. • Ask questions and find answers about the past
Organisation and Communication	<ul style="list-style-type: none"> • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.



History: National Curriculum and Progression of Knowledge and Skills



Year 4 Progression of Knowledge and Skills	
Chronology	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Describe the main changes in a period in history.
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today.
Interpretations of History	<ul style="list-style-type: none"> Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others.
Historical Enquiry	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past.
Organisation and Communication	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
Year 5 Progression of Knowledge and Skills	
Chronology	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline. Describe the main changes in a period in history.
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
Interpretations of History	<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.
Historical Enquiry	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.
Organisation and Communication	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.



History: National Curriculum and Progression of Knowledge and Skills



Year 6 Progression of Knowledge and Skills	
Chronology	<ul style="list-style-type: none">• Order significant events, movements and dates on a timeline.• Identify and compare changes within and across different periods.• Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.
Range and Depth of Historical Knowledge	<ul style="list-style-type: none">• Choose reliable sources of information to find out about the past.• Give reasons why changes may have occurred, backed up by evidence.• Describe similarities and differences between some people, events and artefacts studied.• Describe how some of the things studied from the past affect/influence life today.• Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
Interpretations of History	<ul style="list-style-type: none">• Evaluate evidence to choose the most reliable forms.• Know that people both in the past have a point of view and that this can affect interpretation.• Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Historical Enquiry	<ul style="list-style-type: none">• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.• Investigate own lines of enquiry by posing questions to answer.
Organisation and Communication	<ul style="list-style-type: none">• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.• Plan and present a self-directed project or research about the studied period.