



Higher Walton CE Primary School – History Curriculum Progression



RECEPTION		
Expectation by the end of: Reception		
AUTUMN		
Development Matters Statements	Progression of knowledge and skills	Linked Texts
<p>Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.</p>	<p><u>Key skills:</u></p> <p>To talk in front of others To listen to others To show interest in the lives of others.</p> <p><u>Key knowledge</u></p> <p>To know that they live with their family To discuss their own lives To listen to other people To show interest in the lives of others.</p>	<p>A range of texts to reflect family needs of the class Welcome by Barroux</p>
Expectation by the end of: Reception		
SPRING		
Development Matters Statements	Progression of knowledge and skills	Linked texts
<p>Children talk about features of their own immediate environment and how environments vary from one another.</p> <p>Children know about similarities and differences in relation to places, objects, materials, and living things</p>	<p><u>Key Knowledge:</u></p> <p>To know different roles in the community To recognise how different jobs will help differently To recognise helpers in school To show interest in books relating to people who help us To show appreciation for people who help us To link real people to their jobs To start to understand how to act in an emergency</p> <p><u>Key Skills</u></p> <p>To talk in front of others To listen to others To show interest in the lives of others.</p>	<p>A range of texts based on people who help us in the community.</p>

Expectation by the end of: Reception		
SUMMER		
Development Matters Statements	Progression of knowledge and skills	Linked texts
Comment on images of familiar situations in the past	<p>Key skills</p> <ul style="list-style-type: none"> To talk in front of others To listen to others To show interest in the lives of others. <p>Key knowledge</p> <ul style="list-style-type: none"> To know that life has changed through history To recognise differences in familiar situations To recognise objects from the past and comment on what they might be used for To show interest in books relating to life in the past 	<p><i>Peepo! by Janet and Allan Ahlberg</i> <i>My Grandpa by Marta Altés</i> <i>Then and Now by Heather Amery</i> <i>All Kinds of Families by Mary Ann Hoberman</i> <i>When I Was Young in the Mountains by Cynthia Rylant</i> National trust- a house through time</p>
Expectation by the end of:		
<p>Reception (Early Learning Goals): <u>Understanding the world</u> Past and present Understand the past through settings, characters, and events encountered in books read in class and storytelling.</p>		
KEY STAGE ONE		
Chronological awareness	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use language relating to chronology and build a mental timeline of different periods. 	
	Expectation by the end of:	
	<p>Year 1</p> <ul style="list-style-type: none"> • To know that a timeline shows the order events in the past happened. • To know that we start by looking at ‘now’ on a timeline then look back. • To know that ‘the past’ is events that have already happened. • To know that ‘the present’ is time happening now. • To know that within living memory is 100 years. 	<p>Year 2</p> <ul style="list-style-type: none"> • To know that events in history may last different amounts of time. • To know a decade is ten years • To know that beyond living memory is more than 100 years ago. • Sequencing up to six photographs, focusing on the intervals between events.



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	<ul style="list-style-type: none"> • To know that beyond living memory is more than 100 years ago. • To know that events in history may last different amounts of time. • Sequencing three or four events in their own life • Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after) • Sequencing three or four artefacts from different periods of time • Placing events on a simple timeline. 	<ul style="list-style-type: none"> • Placing events on a timeline, building on times studied in Year 1. • Beginning to recognise how long each event lasted. • Knowing where people/events studied fit into a chronological framework. 	
Substantive (abstract) concepts	<p>Pupils should be taught to:</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] • 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. 		
	<p>Expectation by the end of:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="338 1230 1184 1473" style="width: 50%; vertical-align: top;"> <p><u>Year 1</u></p> <ul style="list-style-type: none"> • To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) • To know some achievements and discoveries of significant individuals. </td> <td data-bbox="1184 1230 2045 1473" style="width: 50%; vertical-align: top;"> <p><u>Year 2</u></p> <ul style="list-style-type: none"> • To know that a monarch in the UK is a king or queen. • To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. • To know that Britain was organised into kingdoms and these were governed by monarchs. </td> </tr> </table>		<p><u>Year 1</u></p> <ul style="list-style-type: none"> • To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) • To know some achievements and discoveries of significant individuals.
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		<ul style="list-style-type: none"> • To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel). • To know the legacy and contribution of some inventions (e.g. flight). • To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).
Disciplinary concepts	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	
	<p>Expectation by the end of:</p>	
	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Being aware that some things have changed and some have stayed the same in their own lives. • Describing simple changes and ideas/objects that remain the same. • Understanding that some things change while other items remain the same and some are new • To know that people change as they grow older. • To know that throughout someone’s lifetime, some things will change and some things will stay the same. • To know that everyday objects have changed over time • To know that everyday objects have changed as new materials have been invented • Asking why things happen and beginning to explain why with support. • Beginning to look for similarities and differences over time in their own lives • To know that there are similarities and differences between their lives today and their lives in the past. • To know some similarities and differences between the past and their own lives. • To know that people celebrate special events in different ways. 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> • Recognising some things which have changed / stayed the same as the past. • Identifying simple reasons for changes. • To know that daily life has changed over time but that there are some similarities to life today. • Asking questions about why people did things, why events happened and what happened as a result. • Recognising why people did things, why events happened and what happened as a result. • To know that changes may come about because of improvements in technology. • Identifying similarities and difference between ways of life at different times. • Finding out about people, events and beliefs in society. • Making comparisons with their own lives. • To know that there are explanations for similarities and differences between children’s lives now and in the past. • Discussing who was important in a historical event. • To know that some events are more significant than others. • To know the impact of a historical event on society. • To know that ‘historically significant’ people are those who changed many people’s lives.



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	<ul style="list-style-type: none"> • To know that everyday objects have similarities and differences with those used for the same purpose in the past. • Recalling special events in their own lives • To know that some people and events are considered more ‘special’ or significant than others. • Using artefacts, photographs and visits to museums to answer simple questions about the past. • Finding answers to simple questions about the past using sources (e.g. artefacts). • Sorting artefacts from then and now. • To know that photographs can tell us about the past. • To know that we can find out about the past by asking people who were there. • To know that artefacts can tell us about the past. • To know that we remember some (but not all) of the events that we have lived through. • Beginning to identify different ways to represent the past (e.g. photos, stories). • Developing their own interpretations from historical artefacts. 	<ul style="list-style-type: none"> • Using artefacts, photographs and visits to museums to ask and answer questions about the past. • Making simple observations about a source or artefact. • Using sources to show an understanding of historical concepts (see above). • Identifying a primary source. • To know that we can find out about how places have changed by looking at maps. • To know that historians use evidence from sources to find out more about the past • Recognising different ways in which the past is represented (including eye-witness accounts). • Comparing pictures or photographs of people or events in the past. • Developing their own interpretations from photographs and written sources. • To know that the past is represented in different ways. • Comparing their own interpretations from photographs and written sources.
Historical enquiry	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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>Expectation by the end of:</p>	
	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Asking how and why questions based on stories, events and people. 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> • Asking a range of questions about stories, events and people.



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	<ul style="list-style-type: none"> • Asking questions about sources of evidence (e.g. artefacts). • Using sources of information, such as artefacts, to answer questions. • Drawing out information from sources. • Making simple observations about the past from a source. • Interpreting evidence by making simple deductions. • Making simple inferences and deductions from sources of evidence. • Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). • Drawing simple conclusions to answer a question • Communicating findings through discussion and timelines with physical objects/ pictures. • Using vocabulary such as - old, new, long time ago. • Discussing and writing about past events or stories in narrative or dramatic forms. • Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.) 	<ul style="list-style-type: none"> • Understanding the importance of historically-valid questions • Understanding how we use books and sources to find out about the past. • Using a source to answer questions about the past. • Evaluating the usefulness of sources to a historical enquiry. • Selecting information from a source to answer a question. • Identifying a primary source. • Making links and connections across a unit of study. • Selecting and using sections of sources to illustrate and support answers. • Making simple conclusions about a question using evidence to support • Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). • Using relevant vocabulary in answers. • Describing past events and people by drawing or writing. • Expressing a personal response to a historical story or event through discussion, drawing our writing.
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LOWER KEY STAGE TWO

Chronological awareness	Pupils should be taught to: <ul style="list-style-type: none"> • 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 	
	Expectation by the end of:	
	<u>Year 3</u>	<u>Year 4</u>



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	<ul style="list-style-type: none"> • To know that history is divided into periods of history e.g. ancient times, middle ages and modern. • To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. • To know that BC means before Christ and is used to show years before the year 0. • To know that AD means Anno Domini and can be used to show years from the year 1AD. • To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. • To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age. • To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. 	<ul style="list-style-type: none"> • To know that history is divided into periods of history e.g. ancient times, middle ages and modern. • To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. • To know that BC means before Christ and is used to show years before the year 0. • To know that AD means Anno Domini and can be used to show years from the year 1AD. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.
Substantive (abstract) concepts	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • A local history study • 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 • 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. 	

Expectation by the end of:

Year 3

- To know that there were different reasons for invading Britain.
- To understand that there are varied reasons for coming to Britain.
- To know that settlement created tensions and problems.
- To understand the impact of settlers on the existing population.
- To understand the earliest settlements in Britain.
- To know that settlements changed over time.
- To understand how invaders and settlers influence the culture of the existing population.
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- To know that communities traded with each other and over the English Channel in the Prehistoric Period.
- To understand that trade began as the exchange of goods.
- To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.
- To understand that the traders were the rich members of society.
- To understand that there are different beliefs in different cultures, times and groups.
- To know about paganism and the introduction of Christianity in Britain.
- To know how Christianity spread.
- To compare the beliefs in different cultures, times and groups.
- To be able to identify achievements and inventions that still influence our lives today from Roman times. .
- To understand that the Roman invasion led to a great increase in British trade with the outside world.

Year 4

- To understand the development of groups, kingdom and monarchy in Britain.
- To know that there were different reasons for invading Britain.
- To understand that there are varied reasons for coming to Britain.
- To understand the impact of settlers on the existing population.
- To know that there are different reasons for migration.
- To know that settlement created tensions and problems.
- To understand the impact of settlers on the existing population.
- To understand the earliest settlements in Britain.
- To know that settlements changed over time.
- To understand how invaders and settlers influence the culture of the existing population.
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- To know that communities traded with each other and over the English Channel in the Prehistoric Period.
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- To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.
- To understand that the traders were the rich members of society.
- To understand that there are different beliefs in different cultures, times and groups.
- To know about paganism and the introduction of Christianity in Britain.
- To know how Christianity spread.
- To compare the beliefs in different cultures, times and groups.



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	<ul style="list-style-type: none"> • To understand that trade develops in different times and ways in different civilisations. • To understand some reasons why empires fall/collapse. • To understand that societal hierarchies and structures existed including aristocracy and peasantry. • To understand the expansion of empires and how they were controlled across a large empire. 	<ul style="list-style-type: none"> • To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. • To be aware of the achievements of the Ancient Egyptians • To understand that trade develops in different times and ways in different civilisations. • To understand that societal hierarchies and structures existed including aristocracy and peasantry. • To know who became the first ruler of the whole of England. • To know that education existed in some cultures, times and groups. • To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.
Disciplinary concepts	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. • 	
	Expectation by the end of:	
	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Identifying reasons for change and reasons for continuities. • Identifying what the situation was like before the change occurred. • Comparing different periods of history and identifying changes and continuity. • Describing the changes and continuity between different periods of history. • Identifying the links between different societies. 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • Identifying reasons for change and reasons for continuities. • Identifying what the situation was like before the change occurred. • Comparing different periods of history and identifying changes and continuity. • Describing the changes and continuity between different periods of history. • Identifying the links between different societies.

- To know that change can be brought about by advancements in transport and travel.
- To know that change can be brought about by advancements in materials.
- To know that change can be brought about by advancements in trade.
- Identifying reasons for historical events, situations and changes.
- To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).
- Identifying similarities and differences between periods of history.
- Explaining similarities and differences between daily lives of people in the past and today.
- Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world
- To know that significant archaeological findings are those which change how we see the past.
- Using a range of sources to find out about a period.
- Using evidence to build up a picture of a past event.
- Observing the small details when using artefacts and pictures.
- To know that archaeological evidence can be used to find out about the past.
- To know that we can make inferences and deductions using images from the past.
- Identifying and giving reasons for different ways in which the past is represented.
- Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.
- Evaluating the usefulness of different sources

- To know that change can be brought about by advancements in trade.
- Identifying the consequences of events and the actions of people.
- Identifying reasons for historical events, situations and changes.
- To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).
- To know that advancements in science and technology can be the cause of change
- Identifying similarities and differences between periods of history.
- Explaining similarities and differences between daily lives of people in the past and today.
- Recalling some important people and events.
- Identifying who is important in historical sources and accounts.
- To know that significant archaeological findings are those which change how we see the past.
- To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come.
- Using a range of sources to find out about a period.
- Using evidence to build up a picture of a past event.
- Observing the small details when using artefacts and pictures.
- Identifying sources which are influenced by the personal beliefs of the author.
- To know that archaeological evidence can be used to find out about the past.
- To know that we can make inferences and deductions using images from the past.
- Identifying and giving reasons for different ways in which the past is represented.
- Identifying the differences between different sources and giving reasons for the ways in which the past is represented.



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	<ul style="list-style-type: none"> • To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. • To know that assumptions made by historians can change in the light of new evidence 	<ul style="list-style-type: none"> • Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. • Evaluating the usefulness of different sources • To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. • To know that assumptions made by historians can change in the light of new evidence
Historical enquiry	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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>Expectation by the end of:</p>	
<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Understanding how historical enquiry questions are structured. • Creating historically-valid questions across a range of time periods, cultures and groups of people. • Asking questions about the main features of everyday life in periods studied, e.g. how did people live.. • Creating questions for different types of historical enquiry. • Asking questions about the bias of historical evidence • Using a range of sources to construct knowledge of the past. • Extracting the appropriate information from a historical source. • Identifying primary and secondary sources. 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • Understanding how historical enquiry questions are structured. • Creating historically-valid questions across a range of time periods, cultures and groups of people. • Asking questions about the main features of everyday life in periods studied, e.g. how did people live. • Creating questions for different types of historical enquiry. • Asking questions about the bias of historical evidence • Using a range of sources to construct knowledge of the past. • Defining the terms ‘source’ and ‘evidence’. • Extracting the appropriate information from a historical source. 	

- Identifying the bias of a source.
- Understanding that there are different ways to interpret evidence.
- Interpreting evidence in different ways.
- Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.
- Making links and connections across a period of time, cultures or groups.
- Asking the question “How do we know?”
- Understanding that there may be multiple conclusions to a historical enquiry question.
- Reaching conclusions that are substantiated by historical evidence.
- Recognising similarities and differences between past events and today.
- Communicating knowledge and understanding through discussion, debates, drama, art and writing.
- Constructing answers using evidence to substantiate findings.
- Identifying weaknesses in historical accounts and arguments.
- Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.
- Creating a structured response or narrative to answer a historical enquiry.
- Describing past events orally or in writing, recognising similarities and differences with today

- Selecting and recording relevant information from a range of sources to answer a question.
- Identifying primary and secondary sources.
- Identifying the bias of a source.
- Comparing and contrasting different historical sources.
- Understanding that there are different ways to interpret evidence.
- Interpreting evidence in different ways.
- Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.
- Making links and connections across a period of time, cultures or groups.
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UPPER KEY STGE TWO				
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Substantive (abstract) concept	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 			

- A local history study
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

Expectation by the end of:

Year 5

- To understand how the monarchy exercised absolute power.
- To understand the process of democracy and parliament in Britain.
- To understand that different empires have different reasons for their expansion.
- To understand that there are changes in the nature of society.
- To know that there are different reasons for the decline of different empires.
- To understand there are increasingly complex reasons for migrants coming to Britain.
- To understand how society is organised in different cultures, times and groups.
- To be able to compare development and role of education in societies.
- To understand that there are differences between early and later civilisations.
- To know that trade routes from Britain expanded across the world.
- To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).
- To understand that the expansion of trade routes increased the variety of goods available.
- To understand that the methods of trading developed from in person to boats, trains and planes.
- To understand the development of global trade.
- To be aware of the different beliefs that different cultures, times and groups hold.

Year 6.

- To understand the process of democracy and parliament in Britain.
- To understand that there are changes in the nature of society.
- To know that there are different reasons for the decline of different empires.
- To understand there are increasingly complex reasons for migrants coming to Britain.
- To understand that migrants come from different parts of the world.
- To know about the diverse experiences of the different groups coming to Britain over time.
- To understand the changes and reasons for the organisation of society in Britain.
- To understand how society is organised in different cultures, times and groups.
- To be able to compare development and role of education in societies.
- To be able to compare education in different cultures, times and groups.
- To understand the changing role of women and men in Britain.
- To understand that there are differences between early and later civilisations.
- To know that trade routes from Britain expanded across the world.
- To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).
- To understand that the expansion of trade routes increased the variety of goods available.



Higher Walton CE Primary School – History Curriculum Progression



	<ul style="list-style-type: none"> ● To understand the changing nature of religion in Britain and its impact. ● To be aware of how different societies practise and demonstrate their beliefs. ● To be able to identify the impact of beliefs on society. ● To understand that people in the past were as inventive and sophisticated in thinking as people today. ● To know that new and sophisticated technologies were advanced which allowed cities to develop. 	<ul style="list-style-type: none"> ● To understand that the methods of trading developed from in person to boats, trains and planes. ● To understand the development of global trade. ● To understand that people in the past were as inventive and sophisticated in thinking as people today. ● To know that new and sophisticated technologies were advanced which allowed cities to develop. ● To understand the impact of war on local communities. ● To know some of the impacts of war on daily lives.
Disciplinary concepts	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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. 	
	<p>Expectation by the end of:</p>	
	<p><u>Year 5</u></p> <ul style="list-style-type: none"> ● Making links between events and changes within and across different time periods / societies. ● Identifying the reasons for changes and continuity. ● Describing the links between main events, similarities and changes within and across different periods/studied. ● Describing the links between different societies. ● Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. ● Analysing and presenting the reasons for changes and continuity. ● Giving reasons for historical events, the results of historical events, situations and changes. 	<p><u>Year 6</u></p> <ul style="list-style-type: none"> ● Identifying the reasons for changes and continuity. ● Describing the links between main events, similarities and changes within and across different periods/studied. ● Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. ● Analysing and presenting the reasons for changes and continuity. ● To know that change can be brought about by conflict. ● To know that change can be traced using the census. ● Giving reasons for historical events, the results of historical events, situations and changes. ● Starting to analyse and explain the reasons for, and results of historical events, situations and change.

- Starting to analyse and explain the reasons for, and results of historical events, situations and change.
- Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Making links with different time periods studied.
- Describing change throughout time.
- Identifying significant people and events across different time periods.
- Comparing significant people and events across different time periods.
- Explain the significance of events, people and developments.
- To know how historians select criteria for significance and that this changes.
- Recognising primary and secondary sources.
- Using a range of sources to find out about a particular aspect of the past.
- Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
- Describing how secondary sources are influenced by the beliefs, cultures and time of the author.
- Comparing accounts of events from different sources.
- Evaluating the usefulness of historical sources.
- Developing strategies for checking the accuracy of evidence.
- Addressing and devising historically valid questions.
- Understanding that different evidence creates different conclusions.
- Evaluating the interpretations made by historians.
- To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.
- To understand that there are different interpretations of historical figures and events.

- To know that members of society standing up for their rights can be the cause of change.
- Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Making links with different time periods studied.
- Describing change throughout time.
- Identifying significant people and events across different time periods.
- Comparing significant people and events across different time periods.
- Explain the significance of events, people and developments.
- To know how historians select criteria for significance and that this changes.
- Recognising primary and secondary sources.
- Using a range of sources to find out about a particular aspect of the past.
- Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
- Describing how secondary sources are influenced by the beliefs, cultures and time of the author.
- To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date.
- To understand the types of information that can be extracted from the census.
- To understand that inventories are useful sources of evidence to find out about people from the past.
- To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.
- To understand how to compare different census extracts by analysing the entries in individual columns.
- To know that the most reliable sources are primary sources which were created for official purposes.
- Comparing accounts of events from different sources.
- Suggesting explanations for different versions of events.
- Evaluating the usefulness of historical sources.
- Identifying how conclusions have been arrived at by linking sources.
- Developing strategies for checking the accuracy of evidence.
- Addressing and devising historically valid questions.

		<ul style="list-style-type: none"> • Understanding that different evidence creates different conclusions. • Evaluating the interpretations made by historians. • To know that we must consider a source’s audience, purpose, creator and accuracy to determine if it is a reliable source. • To understand that there are different interpretations of historical figures and events.
Historical enquiry	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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>Expectation by the end of:</p>	
	<ul style="list-style-type: none"> • <u>Year 5</u> • Planning a historical enquiry. • Identifying methods to use to carry out the research. • Asking historical questions of increasing difficulty e.g. who governed, how and with what results? • Creating a hypothesis to base an enquiry on. • Asking questions about the interpretations, viewpoints and perspectives held by others. • Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time. • Distinguishing between fact and opinion. • Recognising ‘gaps’ in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. 	<ul style="list-style-type: none"> • <u>Year 6</u> • Planning a historical enquiry. • Suggesting the evidence needed to carry out the enquiry. • Identifying methods to use to carry out the research. • Asking historical questions of increasing difficulty e.g. who governed, how and with what results? • Creating a hypothesis to base an enquiry on. • Asking questions about the interpretations, viewpoints and perspectives held by others. • Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time. • Distinguishing between fact and opinion. • Recognising ‘gaps’ in evidence.

- Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
- Making increasingly complex interpretations using more than one source of evidence.
- Making connections, drawing contrasts and analysing within a period and across time.
- Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.
- Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
- Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.
- Constructing explanations for past events using cause and effect.
- Using evidence to support and illustrate claims.

- Identifying how sources with different perspectives can be used in a historical enquiry.
- Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.
- Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
- Interpreting evidence in different ways using evidence to substantiate statements.
- Making increasingly complex interpretations using more than one source of evidence.
- Challenging existing interpretations of the past using interpretations of evidence.
- Making connections, drawing contrasts and analysing within a period and across time.
- Beginning to interpret simple statistical sources.
- Reaching conclusions which are increasingly complex and substantiated by a range of sources.
- Evaluating conclusions and identifying ways to improve conclusions.
- Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.
- Showing written and oral evidence of continuity and change as well as indicting simple causation.
- Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
- Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.
- Constructing explanations for past events using cause and effect.
- Using evidence to support and illustrate claims.