

Introduction

The History Progression of skills and knowledge gives an overview of the **skills and knowledge** covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the national curriculum.

As the History scheme is developed, vocabulary lists will be added and the information enclosed within this document will be updated to ensure it accurately reflects the content of our lessons.

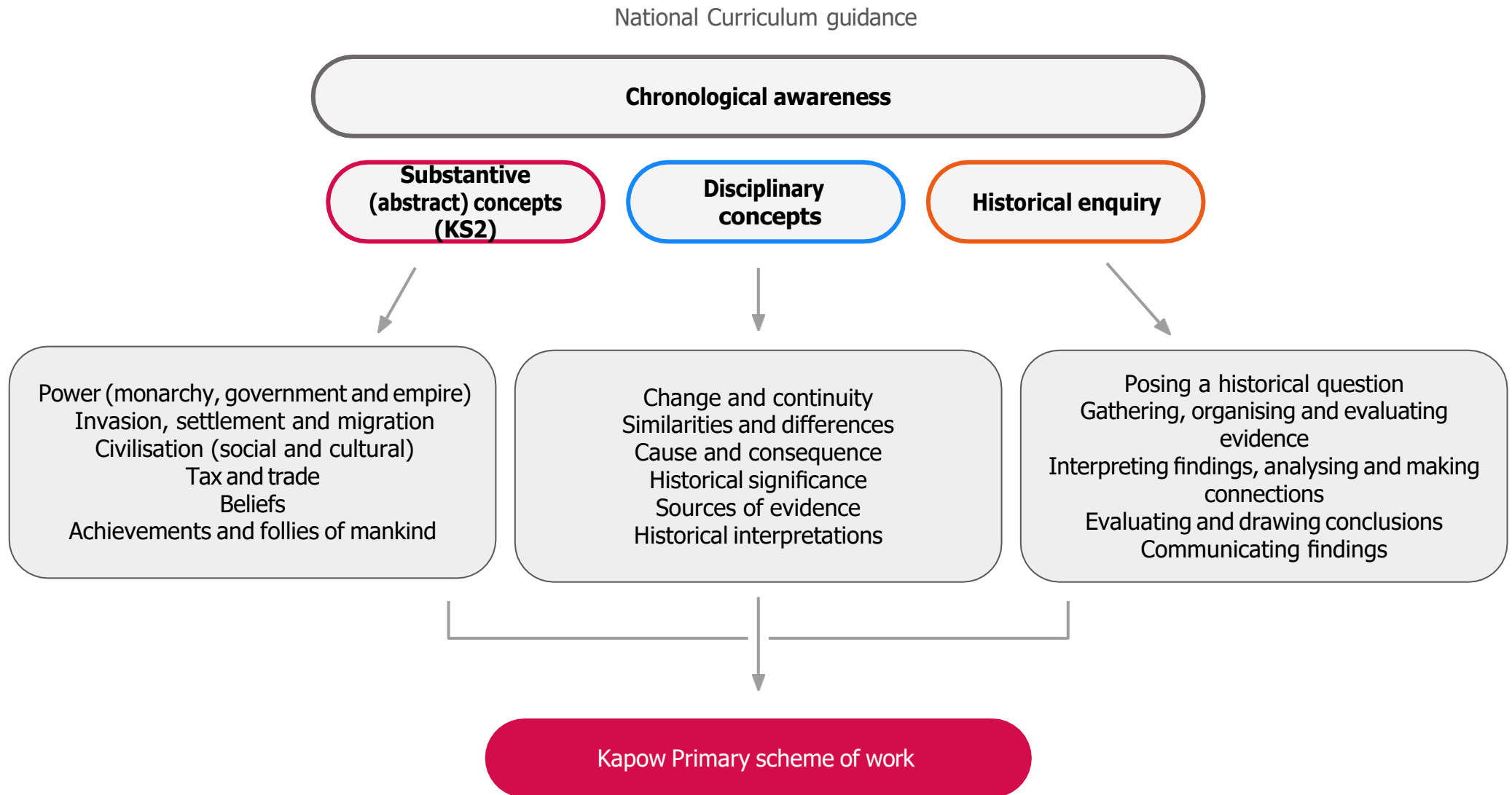
Please do be aware, therefore, that this document is likely to change.

This version was created on 23.08.22 and the most recent version can always be found [here](#).

For the following strands, we have shown the progression in **skills: Chronological awareness, Disciplinary concepts, Historical enquiry.**

For the **Substantive concepts** strand, we have shown the progression in **knowledge**. Although this strand is only applicable to Key stage 2, that does not mean that the children in Key stage 1 are not gaining knowledge. They will be gaining substantive knowledge about the time periods they are studying. As they will not necessarily be gaining this knowledge in a progressive way (other than chronologically), we have chosen not to show that knowledge on this progression document.

How is the History scheme of work organised?



Year 1

Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).

Using common words and phrases for the passing of time (eg. now, long ago, then, before, after)

Sequencing three or four artefacts from different periods of time.

Matching objects to people from different time periods.

Placing events on a simple timeline.

Recording on a timeline a sequence of historical stories heard orally.

Year 2

Sequencing six artefacts on a timeline.

Sequencing six photographs, focusing on the intervals between events.

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.

Understanding generation in a family context.

Lower key stage 2

Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.

Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.

Using dates to work out the interval between periods of time and the duration of historical events or periods.

Using BC/AD/Century.

Sequencing eight to ten artefacts, historical pictures or events.

Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.

Placing the time studied on a timeline.

Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.

Noticing connections over a period of time.

Making a simple individual timeline.

Upper key stage 2

Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.

Understanding the term "century" and how dating by centuries works.

Putting dates in the correct century.

Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians

Developing a chronologically secure understanding of British, local and world history across the periods studied.

Placing the time, period of history and context on a timeline.

Relating current study on timeline to other periods of history studied.

Comparing and making connections between different contexts in the past.

Sequencing 10 events on a timeline.

Sub-strand	Lower key stage 2	Upper key stage 2
<p>Power (monarchy, government and empire)</p>	<p>To understand that power is exercised in different ways in different culture, times and groups e.g. empire, monarchy.</p> <p>To understand the development of tribes, kingdom and monarchy in Britain.</p> <p>To understand the expansion of empires and how they were controlled across a large empire.</p> <p>To know that Britain was organised into kingdoms and these were governed by monarchs.</p> <p>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p>To understand some reasons why empires fall/collapse.</p>	<p>To understand how the monarchy exercised absolute power.</p> <p>To understand the process of democracy and parliament in Britain.</p> <p>To understand that different empires have different reasons for their expansion.</p> <p>To understand that there are changes in the nature of society.</p> <p>To know that there are different reasons for the decline of different empires.</p>
<p>Invasion, settlement and migration</p>	<p>To know that there were different reasons for invading Britain.</p> <p>To understand that there are varied reasons for coming to Britain.</p> <p>To know that there are different reasons for migration.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain.</p> <p>To know that settlements changed over time.</p>	<p>To understand there are increasingly complex reasons for migrants coming to Britain.</p> <p>To understand that migrants come from different parts of the world.</p> <p>To know about the diverse experiences of the different groups coming to Britain over time.</p> <p>To know about the negative and positive experiences that migrants to Britain face.</p>

Sub-strand	Lower key stage 2	Upper key stage 2
<p>Civilisation (social and cultural)</p>	<p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that the role of women and men varies in different times, groups and cultures.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that education existed in some cultures, times and groups.</p>	<p>To understand the changes and reasons for the organisation of society in Britain.</p> <p>To understand how society is organised in different cultures, times and groups.</p> <p>To be able to compare development and role of education in societies.</p> <p>To be able to compare education in different cultures, times and groups.</p> <p>To understand the changing role of women and men after after 1939 in Britain.</p> <p>To understand that there are differences between early and later civilisations.</p>
<p>Trade</p>	<p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that trade began as the exchange of goods.</p> <p>To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.</p> <p>To understand that the Roman invasion led to a great increase in British trade with the outside world.</p> <p>To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.</p> <p>To understand that trade develops in different times and ways in different civilisations.</p> <p>To understand that the traders were the rich members of society.</p>	<p>To know that trade routes from Britain expanded across the world .</p> <p>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).</p> <p>To understand that the expansion of trade routes increased the variety of goods available.</p> <p>To understand that the methods of trading developed from in person to boats, trains and planes.</p> <p>To understand the development of the slave trade and its impact on the people who were slaves.</p> <p>To understand the development of global trade.</p>

Sub-strand	Lower key stage 2	Upper key stage 2
<p>Beliefs</p>	<p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To know about paganism and the introduction of Christianity in Britain.</p> <p>To know how Christianity spread.</p> <p>To compare the beliefs in different cultures, times and groups.</p>	<p>To be aware of the different beliefs that different cultures, times and groups hold.</p> <p>To understand the changing nature of religion in Britain and its impact.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p>
<p>Achievements and follies of mankind</p>	<p>To be able to identify achievements and inventions that still influence our lives today from Roman times.</p> <p>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</p> <p>To be aware of the achievements of the Ancient Egyptians.</p> <p>To understand the global nature of war.</p>	<p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop.</p> <p>To understand the impact of war on local communities.</p> <p>To know some of the impacts of war on daily lives.</p> <p>To be able to identify the achievements of civilisations and explain why these achievements were so important.</p> <p>To be able to compare the achievements of different civilisations and groups.</p>

Sub-strand	Year 1	Year 2
<p>Change and continuity</p>	<p>Beginning to look for similarities and differences over time in their own lives.</p> <p>Describing simple changes and ideas/objects that remain the same.</p> <p>Understanding that some things change while other items remain the same and some are new.</p>	<p>Identifying similarities and difference between ways of life at different times.</p> <p>Identifying simple reasons for changes.</p>
<p>Cause and consequence</p>	<p>Asking why things happen and beginning to explain why with support.</p>	<p>Asking questions about why people did things, why events happened and what happened as a result.</p> <p>Recognising why people did things, why events happened and what happened as a result.</p>
<p>Similarities and differences</p>	<p>Being aware that some things have changed and some have stayed the same in their own lives.</p>	<p>Knowing some things which have changed / stayed the same as the past.</p> <p>Finding out about people, events and beliefs in society.</p> <p>Making comparisons with their own lives.</p>
<p>Historical significance</p>	<p>Recalling special events in their own lives.</p>	<p>Discussing who was important in a historical event.</p>
<p>Sources of evidence</p>	<p>Using artefacts, photographs and visits to museums to answer simple questions about the past.</p> <p>Finding answers to simple questions about the past using sources e.g. artefacts.</p> <p>Sorting artefacts from then and now.</p>	<p>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts (see above).</p>
<p>Historical interpretations</p>	<p>Beginning to identify different ways to represent the past (photos, stories).</p>	<p>Recognising different ways in which the past is represented (including eye-witness accounts).</p> <p>Comparing pictures or photographs of people or events in the past.</p>

Sub-strand	Lower key stage 2	Upper key stage 2
<p>Change and continuity</p>	<p>Identifying reasons for change and reasons for continuities..</p> <p>Identifying what the situation was like before the change occurred.</p> <p>Comparing different periods of history and identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</p> <p>Identifying the links between different societies.</p>	<p>Making links between events and changes within and across different time periods / societies.</p> <p>Identifying the reasons for changes and continuity.</p> <p>Describing the links between main events, similarities and changes within and across different periods/studied.</p> <p>Describing the links between different societies.</p> <p>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</p> <p>Analysing and presenting the reasons for changes and continuity.</p>
<p>Cause and consequence</p>	<p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</p>	<p>Giving reasons for historical events, the results of historical events, situations and changes.</p> <p>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p>
<p>Similarities and differences</p>	<p>Identifying similarities and differences between periods of history.</p> <p>Explaining similarities and differences between daily lives of people in the past and today.</p> <p>Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	<p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Making links with different time periods studied.</p> <p>Describing change throughout time.</p>

Sub-strand	Lower key stage 2	Upper key stage 2
Historical significance	<p>Recalling some important people and events.</p> <p>Identifying who is important in historical sources and accounts.</p>	<p>Identifying significant people and events across different time periods.</p> <p>Comparing significant people and events across different time periods.</p> <p>Explain the significance of events, people and developments.</p>
Sources of evidence	<p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p>	<p>Recognising primary and secondary sources.</p> <p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</p>
Historical interpretations	<p>Identifying and giving reasons for different ways in which the past is represented.</p> <p>Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</p> <p>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>Evaluating the usefulness of different sources.</p> <p>Independently using textbooks to gain historical knowledge.</p>	<p>Comparing accounts of events from different sources.</p> <p>Suggesting explanations for different versions of events.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Identifying how conclusions have been arrived at by linking sources.</p> <p>Developing strategies for checking the accuracy of evidence.</p> <p>Addressing and devising historically valid questions.</p> <p>Understanding that different evidence creates different conclusions.</p>

Sub-strand	Year 1	Year 2
<p>Posing historical questions</p>	<p>Asking how and why questions based on stories, events and people.</p> <p>Asking questions about sources of evidence e.g. artefacts.</p>	<p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically-valid questions.</p> <p>Evaluating how reliable a source is.</p>
<p>Gathering, organising and evaluating evidence</p>	<p>Using sources of information, such as artefacts, to answer questions.</p> <p>Drawing out information from sources.</p> <p>Making simple observations about the past from a source.</p>	<p>Understanding how we use books and sources to find out about the past.</p> <p>Using a source to answer questions about the past.</p> <p>Evaluating the usefulness of sources to a historical enquiry.</p> <p>Selecting information from a source to answer a question.</p>

Sub-strand	Year 1	Year 2
<p>Interpreting findings, analysing and making connections</p>	<p>Interpreting evidence by making simple deductions .</p> <p>Making simple inferences and deductions from sources of evidence.</p> <p>Describing the main features of concrete evidence of the past or historical evidence e.g. pictures, artefacts and buildings.</p>	<p>Making links and connections across a unit of study.</p> <p>Selecting and use sections of sources to illustrate and support answers.</p>
<p>Evaluating and drawing conclusions</p>	<p>Drawing simple conclusions to answer a question.</p>	<p>Making simple conclusions about a question using evidence to support.</p>
<p>Communicating findings</p>	<p>Communicating findings through discussion and timelines with physical objects/ pictures.</p> <p>Using vocabulary such as - old, new, long time ago.</p> <p>Discussing and writing about past events or stories in narrative or dramatic forms.</p> <p>Expressing a personal response to a historical story or event. / Saying, writing or drawing what they think it felt like in response to a historical story or event.</p>	<p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p>

Sub-strand	Lower key stage 2	Upper key stage 2
<p>Posing historical questions</p>	<p>Understanding how historical enquiry questions are structured.</p> <p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Creating questions for different types of historical enquiry.</p> <p>Asking questions about the bias of historical evidence.</p>	<p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Identifying methods to use to carry out the research.</p> <p>Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p>
<p>Gathering, organising and evaluating evidence</p>	<p>Using a range of sources to construct knowledge of the past.</p> <p>Defining the terms 'source' and 'evidence'.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Selecting and recording relevant information from a range of sources to answer a question.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p> <p>Comparing and contrasting different historical sources.</p>	<p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion.</p> <p>Recognising 'gaps' in evidence.</p> <p>Identifying how sources with different perspectives can be used in a historical enquiry.</p> <p>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p>

Sub-strand	Lower key stage 2	Upper key stage 2
<p>Interpreting findings, analysing and making connections</p>	<p>Understanding that there are different ways to interpret evidence.</p> <p>Interpreting evidence in different ways.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question "How do we know?"</p>	<p>Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Challenging existing interpretations of the past using interpretations of evidence.</p> <p>Making connections, draw contrasts and analyse within a period and across time.</p> <p>Beginning to interpret simple statistical sources.</p>
<p>Evaluating and drawing conclusions</p>	<p>Understanding that there may be multiple conclusions to a historical enquiry question.</p> <p>Reaching conclusions that are substantiated by historical evidence.</p> <p>Recognising similarities and differences between past events and today.</p>	<p>Reaching conclusions which are increasingly complex and substantiated by a range of sources.</p> <p>Evaluating conclusions and identifying ways to improve conclusions.</p>
<p>Communicating findings</p>	<p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Identifying weaknesses in historical accounts and arguments.</p> <p>Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p> <p>Describing past events orally or in writing, recognising similarities and differences with today.</p>	<p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Showing written and oral evidence of continuity and change as well as indicating simple causation.</p> <p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims.</p>