

National Curriculum 2014: Progression in History - Based upon the Durham County Council Progression of Skills Document.

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|  | Year 1/2 | Year 3/4 | Year 5/6 |
|  | NC Reference | 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 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 [for example, 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]
* significant historical events, people and places in their own locality.

Pupils should be taught about:**Britain’s settlement by Anglo-Saxons and Scots*** Examples (non-statutory)
* 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

**the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor** | * Examples (non-statutory)
* 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

**a local history study**Examples (non-statutory) * 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.

**a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066** Examples (non-statutory) * 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 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
* **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
* **Ancient Greece** – a study of Greek life and achievements and their influence on the western world
* **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.
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| Suggested Focused Enquires Learning Challenge  | * **Changes within living memory: When parents were young**

Why is the Wii more fun than Grandma and Grandad’s old toys? What has changed since your grandparents were young? * **Significant people from history**

Would the Beatles have won X Factor?Who was famous when mum and dad were little?  | * **Changes and events beyond living memory that are significant nationally or globally**

What were the people who lived here like a 100 years ago? * **significant historical events, people and places in their own locality**

What was it like when the Queen came to the throne in 1953? * significant people from Britain or abroad
 | * **Stone Age to the Iron Age**,

Who first lived in Britain?* **Ancient Greece**

Why has Greece always been in the news?* **Local History**

How did the Victorian period help to shape the Atherton we know today?\*Do you think Sir Titus Salt was a hero or a villain? | * **The Roman Empire and its impact on Britain**

Why were the Romans so powerful and what did we learn from them?* **A Study of an aspect or theme in British history, beyond 1066**

Who were the early lawmakers?orWhat would you have done after school 100 years ago?* **A Study of an aspect or theme in British history, beyond 1066**

Why were the Norman castles certainly not bouncy? | * **Anglo Saxons**

Were the Anglo-Saxons really smashing?* **Early Civilizations**

How can we re-discover the wonder of Ancient Egypt?* **A Study of an aspect or theme in British history, beyond 1066**

Why should gunpowder, treason and plot never be forgotten? How could Hitler have convinced a nation like Germany to have followed him? | * **The Vikings and Anglo-Saxon struggles**

Were the Vikings always victorious and vicious? * **A non-European society**

Why was the Islamic Civilization around AD900 known as the ‘Golden Age’? \*Who were the Mayans and what have we learnt from them ?  |
| Chronology  | For instance: * Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time
* Show where places, people and events fit into a broad chronological framework
* Begin to use dates
 | For instance: * Develop increasingly secure chronological knowledge and understanding of history, local, British and world
* Put events, people, places and artefacts on a timeline
* Use correct terminology to describe events in the past
 | For instance: * As Year 3/4, and
* Use greater depth and range of knowledge
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| Historical Terms  | For instance: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’  | For instance: Develop use of appropriate subject terminology, such as: empire, civilisation, monarch | For instance: Record knowledge and understanding in a variety of ways, using dates and key terms appropriately |
| Historical enquires  | For instance: Ask and begin to answer questions about events e.g. When? What happened? What was it like…? Why? Who was involved? For instance: Ask and begin to answer questions about events e.g. When? What happened? What was it like…? Why? Who was involved?  | For instance: Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data | For instance: Devise, ask and answer more complex questions about the past, considering key concepts in history Select sources independently and give reasons for choices Analyse a range of source material to promote evidence about the past Construct and organise response by selecting and organising relevant historical data |
|  | Interpretating History  | For instance: Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays | For instance: Be aware that different versions of the past may exist and begin to suggest reasons for this | For instance: Understand that the past is represented and interpreted in different ways and give reasons for this |
|  | Continuity and change  | Discuss change and continuity in an aspect of life For e.g. holidays.  | For instance: Describe and begin to make links between main events, situations and changes within and across different periods and societies  | For instance: As Year 3/4, and Use a greater depth of historical knowledge |
|  | Causes and Consequence | For instance: Recognise why people did things Recognise why some events happened Recognise what happened as a result of people’s actions or events  | For instance: Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes | For instance: Begin to offer explanations about why people in the past acted as they did |
|  | Similarities / Differences  | For instance: Identify similarities and differences between ways of life in different periods, including their own lives | For instance: Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual | For instance: Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual |
|  | Significance  | For instance: Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why | For instance: Identify and begin to describe historically significant people and events in situations  | For instance: Give reasons why some events, people or developments are seen as more significant than others |