

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. | | | | |
| 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?  or  What 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 | | |
| 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 | | |