

Succeeding together - fostering a love of learning, within a nurturing Christian community, to bring out 'the best in everyone'.

History Knowledge & Skills Progression

This document aims to track expectations for History at Marsh Gibbon CE School

Early Years

In the early years, children are to talk about the past and present events in their own life and that of their family members. Along with this, children can use everyday language related to time.

What the National Curriculum says:

KS1

- Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Pupils should be taught events beyond living memory that are significant nationally or globally
- Pupils should be taught 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
- Pupils should be taught significant historical events, people and places in their own locality

KS2

- Pupils should be taught about changes in Britain from the Stone Age to the Iron Age
- Pupils should be taught about the Roman Empire and its impact on Britain
- Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots
- Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Pupils should be taught about an aspect of local history
- Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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:
 - a. Ancient Sumer;
 - b. The Indus Valley;
 - c. Ancient Egypt; or
 - d. The Shang Dynasty of Ancient China
- Pupils should be taught a study of Greek life and achievements and their influence on the western world

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- Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:
 - a. early Islamic civilization, including a study of Baghdad c. AD 900;
 - b. Mayan civilization c. AD 900; or
 - c. Benin (West Africa) c. AD 900-1300

| EYFS History - 'As a Historian, I can...' | | |
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| Reception | Understanding the World-Past and present | <ul style="list-style-type: none"> • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past |
| ELG | Understanding the World- Past and Present | <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class and storytelling. • Understand the past through settings, characters and events encountered in books read in class and storytelling. |

Years 1-6 History - Progression of Skills - 'As a Historian, I can...'

| Objectives | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>To investigate and interpret the past</p> | <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> | <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> | <p>Use evidence to ask questions and find answers to questions about the past.</p> | <p>Use evidence to ask questions and find answers to questions about the past.</p> | <p>Use sources of evidence to deduce information about the past.</p> | <p>Use sources of evidence to deduce information about the past.</p> |
| | <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> | <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> | <p>Suggest suitable sources of evidence for historical enquiries.</p> | <p>Suggest suitable sources of evidence for historical enquiries.</p> | <p>Select suitable sources of evidence, giving reasons for choices.</p> | <p>Select suitable sources of evidence, giving reasons for choices.</p> |
| | <p>Identify some of the different ways the past has been represented.</p> | <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> | <p>Use more than one sources of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> | <p>Use more than one sources of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> | <p>Use sources of information to form testable hypotheses about the past.</p> | <p>Use sources of information to form testable hypotheses about the past.</p> |
| | <p>Identify some of the different ways the past has been represented.</p> | <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.</p> | <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.</p> | <p>Suggest causes and consequences of some of the main events and changes in history.</p> | <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> | <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> |
| | | | | <p>Understand the need to use a range of information from a wide variety of sources.</p> | <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> | <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> |
| | | | | | <p>Understand the need to use a range of information from a</p> | <p>Understand the need to use a range of information from a</p> |

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| | | | | | | wide variety of sources. |
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| Objective | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>To build an overview of world history</p> | <p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> | <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> | <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> | <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> | <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> | <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe changes that have happened in the local area throughout history.</p> <p>Identify continuity and change in the history of the local area. Build upon a growing knowledge about the significant people and events that have shaped our nation and our world.</p> |
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| Objective | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| To understand chronology | Place events and artefacts in order on a timeline, Label timelines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. | Place events and artefacts in order on a timeline, Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate. | Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events. | Use dates and terms to describe events. | Understand the concepts of continuity and change over time representing them along with evidence on a timeline. Use dates and terms accurately in describing events. Understand the changes within and between time periods. Understand how some changes take centuries whilst others are more rapid and give examples with evidence. | Describe the main changes in a period of history (using terms such as; social, religious, political, technological and cultural) Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time representing them along with evidence on a timeline. Use dates and terms accurately in describing events. Understand the changes within and between time periods. |

| Objective | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>To communicate historically</p> | <p>Use words and phrases such as:</p> <ul style="list-style-type: none"> ▪ a long time ago ▪ recently ▪ when my parents/carers were children ▪ years ▪ decades and centuries to describe the passing of time. | <p>Use words and phrases such as:</p> <ul style="list-style-type: none"> ▪ a long time ago ▪ recently ▪ when my parents/carers were children ▪ years ▪ decades and centuries to describe the passing of time. <p>Show an understanding of the concept of a nation and a nation's history.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> | <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> ▪ dates ▪ time period ▪ era ▪ change ▪ chronology <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> | <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> ▪ dates ▪ time period ▪ era ▪ change ▪ chronology <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> | <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> ▪ dates ▪ time period ▪ era ▪ chronology ▪ continuity ▪ change ▪ century ▪ decade ▪ legacy <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas</p> <p>Become fluent in the use of historical vocabulary and techniques.</p> | <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> ▪ dates ▪ time period ▪ era ▪ chronology ▪ continuity ▪ change ▪ century ▪ decade ▪ legacy <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas</p> <p>Become fluent in the use of historical vocabulary and techniques.</p> |
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| Objective | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Continuity and Change | Begin to identify old and new things across periods of time through pictures, photographs and objects | Begin to identify old and new things across periods of time through pictures, photographs and objects | Identify key things that stayed the same between periods Identify key things that changed between periods | Identify key things that stayed the same between periods Identify key things that changed between periods | Identify why some changes between different periods of time have led to more significant consequences than others | Identify why some changes between different periods of time have led to more significant consequences than others |
| | Begin to understand that some things change and some things stay nearly the same | Begin to understand that some things change and some things stay nearly the same | Start to explain the impact of some changes that have happened through different periods Identify that there are reasons for continuities and changes across periods Start to understand that there are times in history when change happens suddenly | Start to explain the impact of some changes that have happened through different periods Identify that there are reasons for continuities and changes across periods and explain some of these Start to understand that there are times in history when change happens suddenly | Explain why some periods in history may have had more continuity Start to categorise some types of changes into political, social and technological Understand that there are times when change happens suddenly and these moments of change can be referred to as 'turning points' in history | Explain why some periods in history may have had more continuity Start to categorise some types of changes into political, social and technological Understand that there are times when change happens suddenly and these moments of change can be referred to as 'turning points' in history |
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| | | | | | describe in some detail the main changes to an aspect of a period in history | describe in some detail the main changes to an aspect of a period in history |
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| Objective | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Causes and consequence | Understand that a cause makes something happen | Understand that a cause makes something happen and that historical events have causes | Understand that a cause is something directly linked to an event | Understand that a cause is something directly linked to an event | Examine in more detail the short and long-term causes of an event being studied | Examine in more detail the short and long-term causes of an event being studied |
| | Explain that historical events are caused by things that occurred before them | Explain that historical events are caused by things that occurred before them | Start to understand that there are short and long-term causes of events | Start to understand that there are short and long-term causes of events | Understand that some causes may be more significant than others and that some causes are less significant | Understand that some causes may be more significant than others and that some causes are less significant |
| | Understand that a consequence is something that happens as a result of something | Understand that a consequence is something that happens as a result of something | Comment on the importance of the different causes for some key events | Comment on the importance of the different causes for some key events | Begin to understand that historians may not agree on the main causes of an event | Begin to understand that historians may not agree on the main causes of an event |
| | | | Explain a series of directly related events that happened in the lead up to a historical event | Explain a series of directly related events that happened in the lead up to a historical event | Understand that one event can have multiple consequences that impact many countries and civilisations | Understand that one event can have multiple consequences |
| | | | Begin to understand that historical events create changes that have consequences | Begin to understand that historical events create changes that have | | |

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| | | | <p>Understand that a consequence is something that happens as a direct result of something else</p> <p>Understand that historical events have consequences that sometimes last long after the event is over</p> | <p>consequences</p> <p>Understand that a consequence is something that happens as a direct result of something else</p> <p>Understand that historical events have consequences that sometimes last long after the event is over</p> | <p>Understand that the consequences of one historical event can sometimes be the cause of another</p> <p>Address and devise historical questions about cause and consequence</p> | <p>that impact many countries and civilisations</p> <p>Understand that the consequences of one historical event can sometimes be the cause of another</p> <p>Address and devise historical questions about cause and consequence</p> |
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| Objective | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Similarities and differences | Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male | Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, | Identify and give some examples of how life was different for different people in the same and different periods of time | Identify and give some examples of how life was different for different people in the same and different periods of time | <p>Explain and give varied examples of how life was similar and different in the past</p> <p>Explain and give examples to show</p> | <p>Explain and give varied examples of how life was similar and different in the past</p> <p>Explain and give</p> |

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| | <p>and female</p> <p>Identify that some things within living memory are similar and some things are different</p> <p>Recognise some similarities and differences between the past and the present</p> | <p>male and female</p> <p>Identify that some things within living memory are similar and some things are different</p> <p>Recognise some similarities and differences between the past and the present</p> | <p>Identify and give some examples of how life was similar in the past</p> <p>Start to give reasons for these similarities and differences</p> | <p>Identify and give some examples of how life was similar in the past</p> <p>Start to give reasons for these similarities and differences</p> | <p>that things may have been different from place to place at the same time</p> <p>Start to give reasons for these similarities and differences</p> | <p>examples to show that things may have been different from place to place at the same time</p> <p>Start to give reasons for these similarities and differences</p> |
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| Objective | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Historical Significance | <p>Explain reasons why someone might be significant</p> <p>Talk about why a person was important</p> <p>Talk about why</p> | <p>Explain reasons why someone might be significant</p> <p>Talk about why a person was important</p> <p>Talk about why</p> | <p>Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspect of the past</p> | <p>Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspect of the past</p> | <p>Explain that historical significance is a personal decision that people make which means not everyone agrees on who or what is significant</p> | <p>Explain that historical significance is a personal decision that people make which means not everyone agrees on who or what is significant</p> |

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| | <p>the event was important and what happened</p> | <p>the event was important and what happened</p> | <p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did or what happened</p> | <p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did or what happened</p> | <p>Understand that what we consider to be significant can change throughout different periods</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally</p> <p>Identify a range of historically significant people and events from different periods and explain why they were significant</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and the impact it had</p> | <p>Understand that what we consider to be significant can change throughout different periods</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally</p> <p>Identify a range of historically significant people and events from different periods and explain why they were significant</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and the impact it had</p> |
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