



Inspire • Challenge • Achieve

## Progression for History

### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Year Group	Objectives	I can statements	
		Younger Year Group	Older Year Group
<b>Preschool/Reception</b>	<p><b>People and Communities:</b>  <b>30-50 months:</b>  Shows interest in the lives of people who are familiar to them.  Remembers and talks about significant events in their own experience.  Recognises and describes special times or events for family or friends.  Shows interest in different occupations and ways of life.  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p><b>Early Learning Goal:</b>  Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"> <li>• I can talk about my family and friends.</li> <li>• I can talk about events I have experienced and describe special times for my family and friends.</li> <li>• I can talk about jobs that people do.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about my feelings and why I respond to experiences in particular ways e.g. why I am angry</li> <li>• I can talk about why others may need help or support for some things, or why some children feel upset by a particular thing.</li> <li>• I can talk about past and present events in my life and in my families lives such as birthdays, holidays, activities.</li> <li>• I can talk about my family, beliefs, traditions and celebrations and say how they are similar or different to my peers.</li> </ul>

<p><b>Year 1 &amp; Year 2</b></p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. 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. They should use a wide vocabulary of everyday historical terms. 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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>▪ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>▪ 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]</li> <li>▪ 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]</li> <li>▪ significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I can use words and phrases like: old, new and a long time ago.</li> <li>▪ I can recognise that some objects belonged to the past.</li> <li>▪ I can explain how I have changed since I was born.</li> <li>▪ I can explain how some people have helped us to have better lives.</li> <li>▪ I can ask and answer questions about old and new objects.</li> <li>▪ I can spot old and new things in a picture.</li> <li>▪ I can explain what an object from the past might have been used for.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I can use words and phrases like: before, after, past, present, then and now.</li> <li>▪ I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.</li> <li>▪ I can give examples of things that were different when my grandparents were children.</li> <li>▪ I can find out things about the past by talking to an older person.</li> <li>▪ I can answer questions using books and the internet.</li> <li>▪ I can research the life of a famous person from the past using different sources of evidence.</li> </ul>
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<p><b>Year 3 &amp; Year 4</b></p>	<p>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. 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. 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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <p><b>Changes in Britain from the Stone Age to the Iron Age</b>  Examples (non-statutory) [This could include:</p> <ul style="list-style-type: none"> <li>▪ Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> </ul>	<ul style="list-style-type: none"> <li>▪ I can describe events from the past using dates when things happened.</li> <li>▪ I can use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>▪ I can use my mathematical knowledge to work out how long ago events happened.</li> <li>▪ I can explain some of the times when Britain has been invaded.</li> <li>▪ I can use research skills to find answers to specific historical questions.</li> <li>▪ I can research in order to find similarities and differences between two or more periods of history.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I can plot event on a timeline using centuries.</li> <li>▪ I can use my mathematical skills to round up time difference into centuries and decades.</li> <li>▪ I can explain how the lives of wealthy people were different from the lives of poorer people.</li> <li>▪ I can explain how historic items and artefacts can be used to help build up a picture of the past.</li> <li>▪ I can explain how an event from the past has shaped our lives today.</li> <li>▪ I can research two versions of an event and explain how they differ.</li> </ul>

- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture]

### **The Roman Empire and its impact on Britain**

Examples (non-statutory) This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- The Roman Empire by AD 42 and the power of its army
- Successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

### **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

- I can research what it was like for children in a given period of history and present my findings to an audience.

	<p><b>A local history study</b>  Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> <li>▪ depth study linked to one of the British areas of study listed above</li> <li>▪ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>▪ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>		
<p><b>Year 4 &amp; Year 5</b></p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b>  Examples (non-statutory). This may include:</p> <ul style="list-style-type: none"> <li>- the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>- 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</li> <li>- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>- a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul> <p><b>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</b></p> <p><b>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.</b></p>	<ul style="list-style-type: none"> <li>▪ I can plot event on a timeline using centuries.</li> <li>▪ I can use my mathematical skills to round up time difference into centuries and decades.</li> <li>▪ I can explain how the lives of wealthy people were different from the lives of poorer people.</li> <li>▪ I can explain how historic items and artefacts can be used to help build up a picture of the past.</li> <li>▪ I can explain how an event from the past has shaped our lives today.</li> <li>▪ I can research two versions of an event and explain how they differ.</li> <li>▪ I can research what it was like for children in a given period of history and present my findings to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I can draw a timeline with different historical periods showing key historical events or lives of significant people.</li> <li>▪ I can explain how parliament affects decision making in England.</li> <li>▪ I can explain how our locality has changed over time.</li> <li>▪ I can test out a hypothesis in order to answer questions.</li> <li>▪ I can describe how crime and punishment has changed over a period of time.</li> <li>▪ I can compare two or more historical periods; explaining things which changed and things which stayed the same.</li> </ul>

	<b>Year 6 – Bredon Hill Academy: Ancient Greece – a study of Greek life and achievements and their influence on the western world</b>		
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