



History knowledge progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	<p>When I was little, A long time ago, Before I was born, then/now, event, explain, source, predict, evidence, famous, celebrate, sequence, recent, remember, same/different</p> <p>Key Features guard, Houses of Parliament, conspiracy, King James I, Guy Fawkes, bonfire, archway, gunpowder</p> <p>Transport airplane, hot air balloon, Wright brothers, helicopter, engine, car, petrol, bus, bicycle, penny farthing, omnibus, horse and carriage, sailing boat, steam train, Stephenson's rocket, bullet train, George Stephenson</p>	<p>When I was younger, past/present, chronological order, earlier, later, local area, when my grandparents were young, research, timeline, historical event, artefact, similar/different, differences, king/queen, monarch</p> <p>Key Features of London 17th Century, London, Pudding Lane, St Pauls Cathedral, River Thames, diary, Britain, capital city, bakery, Architect, Lord Mayor, Sir Christopher Wren, monument, business, leather bookbag, sea, Samuel Pepys, King Charles II monument</p> <p>Personal highlights care, hospital, medal, charity, sick, nurse, soldier, Lady of the Lamp, war, injured, cleaning, Red Cross, Crimean War, Turkey</p> <p>Key Features computer, programming, mathematics, Courtesis</p> <p>Key Features computer, scientist, world war, web, internet, invention, engineer, inventor</p> <p>Key Features soldier, Crimean War, battle, nurse, Jamaica, Britain, travel, prejudice</p>	<p>BC/AD, decade, ancient, century, period, archaeologist, excavate, evidence, information, trading skills, historian, monarch, throne, historical</p> <p>Stone Age and Iron Age Neolithic, Palaeolithic, Mesolithic, chronology, tribe, hunter-gatherers, Stone Age, Stonehenge, Bronze Age, prehistory, Nomad, homospem, pelt, beaker, smelting</p> <p>Monarchs Queen Elizabeth I (Tudor, dynasty, Henry VIII, Anne Boleyn, Protestant Church, Spain) Queen Elizabeth II (Juliane, Commonwealth, heir) King Charles I (execution, civil war, divine rights of kings, religious, Oliver Cromwell, Stuarts) King Charles II (Stuarts, monarchy, the Restoration, the merry monarch) King Charles III (Prince of Wales, The Prince's Trust, head of state for the UK and 14 Commonwealth countries, head of the Commonwealth and Supreme Governor of the Church of England)</p> <p>Ancient Greece philosophy, Athenians, Spartans, democracy, Olympics, plague, truck, Zeus, lincloth</p>	<p>recent history, time difference, shape our lives, religious differences, wealthy / poor, items, accurate picture of the past, version, historical argument, point of view, insider/outsider, conquer(s), civilisations</p> <p>The Industrial Revolution Children (chimney sweeps, injuries, Factory Act, The Ragged Schools Union, The Education Act, population boom, reform) Working environments (agriculture, husband, cottage industries, inventions, large towns, factories, migration, textiles, mills) Living Conditions (back-to-back terracing, polluted, poor quality, diseases, cholera, diphtheria, cramped, overcrowded) Transportation (hawses, automobiles, canal, roads, steam, coal, power)</p> <p>Monarchs codex, Chichen Itza, cacao, quaw, kukulkan, pok-ta-pok, huipil, kin, vinal</p> <p>Romans centurion, emperor, aqueduct, gladiator, Londinium, Britannia, Romanisation, senate, Roman baths</p>	<p>emperors, Christian values, Spartans, influence, world history, millitiam</p> <p>settlers, settlement, archaeologist, excavate</p> <p>Key Features: Pre and Post Arms and Kingdoms (Angles, Saxons, Jutes, Europe, East Angles, Mercia, Northumbria, Wessex, Kent, Essex, Sussex)</p> <p>Anglo Saxon Britain (settlement, pagan, thurst, Augustine, learning, Christianity, trading, King Athelstan, jewellery, Edward the Confessor, sons, Beowulf, runes, Gerald, sea and horses, Ireland, Old's Stone, Alfred the Great)</p> <p>Research and Evidence (saxon, Bayeux Tapestry, Sutton Hoo, chronicles, barrow, Saxon Bede)</p> <p>Key Features Viking, hee-man, long, long boat, vernal, sea, horn ruse, Thor, shield, hatched house, spear, swim, blow, another, rune, Winton, Cheshire, York, bank, Frank, Odin</p> <p>End of the Anglo-Saxon Era (Harold Godwinson, claim, France, shield, cavalry, Stamford Bridge, victorious, Normans, soldier, infantry, Harold Godwinson, William the Conqueror, battle of Hastings, arrow, defend, Normy, Romanisation, Saxon till, and)</p> <p>Ancient Egypt pharaoh, tomb, pyramid, hieroglyphs, vase, scribe, sarcophagus, mummy, pyramids, scarab, amulet, canopic jar, after-life, irrigation, Shabti, spher, can, Egyptian gods, hieroglyphs, Rosetta Stone</p>	<p>societies, summaries, major influence, change/ continuity, attitudes, viewpoint, propaganda, significant, interpretation, role of Britain</p> <p>WWI Aid, Allies, Nazi, evacuation, evasive, Blitz, Holocaust, Luftwaffe, refugees, Kindertransport, Anne Frank, Winston Churchill, battlefield, linen, gas mask, air raid, Blitz, invade</p> <p>Changes in Britain technology, social class, rights, popular culture, population, strike, protest</p>
Knowledge and understanding of events, people and changes in the past (including NC knowledge)	<p>events beyond living memory that are significant rationally</p> <p>changes within living memory</p> <p>significant historical events, people and places in their own locality</p> <p>Show some knowledge and understanding of stories about the past e.g. by retelling in own words.</p>	<p>events beyond living memory that are significant rationally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>changes within living memory</p> <p>Choose and use parts of stories and other sources, e.g. pictures, to show knowledge and understanding of key features of events in the past</p> <p>Show awareness that actions have consequences.</p> <p>Recognise differences and similarities between ways of life in the past.</p> <p>Talk about who was important, e.g. in a simple historical account.</p>	<p>changes in Britain from the Stone Age to the Iron Age</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>'The Changing power of monarchs</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Use simple evidence to show knowledge of some of the main events, people and changes studied.</p> <p>Give a reason for the occurrence of an event or action relating to other people in different times and say what happened as a result.</p> <p>Compare durations of eras or events and make correct use of historical period terms such as ancient, medieval, modern, century and decade.</p> <p>Demonstrate knowledge of concrete examples of continuity and change over time by identifying what has stayed the same and what has changed.</p>	<p>the Roman Empire and its impact on Britain</p> <p>a non-European society that provides contrasts with British history</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>a significant turning point in British history.</p> <p>Use evidence from sources to show knowledge by being able to describe in detail the stories of events, people and places.</p> <p>Show historical understanding by identifying and explaining causes of events and changes and describing and explaining what happened as a consequence.</p> <p>Identify historically significant people and events.</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>the achievements of the earliest civilisations</p> <p>Demonstrate knowledge of continuity and change over time, making links to show how one thing may depend upon another.</p> <p>Use secure knowledge and understanding of history to describe and analyse past societies and periods to suggest links between features within and across different periods with reference to some sources used.</p>	<p>a local history study</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>changes in an aspect of social history</p> <p>a significant turning point in British history.</p> <p>Show understanding of cause and consequence of the main events and changes by showing that some causes and some consequences may be linked, i.e. how one action or event may be dependent upon another.</p> <p>Demonstrate knowledge of continuity and change over time, showing understanding of their complexity by, for example, describing them as gradual or rapid, important or unimportant, economic, religious, etc.</p>

History skills progression

Chronological understanding	<p>Recognise that their own lives are different from the lives of people in the past.</p>	<p>Use common words and phrases relating to the passing of time including use of numbers, e.g. one year ago, 10 years after, 5 months before.</p> <p>Arrange events or objects in chronological order on a simple timeline, e.g. one showing: now, when I was born, when my mum was born, when grandpa was born.</p> <p>Identify similarities and differences between ways of life in different periods.</p>	<p>Show understanding that the past can be divided into different periods of time by placing events, people and changes into correct periods of time.</p> <p>Compare durations of eras or events and make correct use of historical period terms such as ancient, medieval, modern, century and decade.</p>	<p>Use dates to place events, people and features of particular eras on a timeline including BC and AD dates.</p> <p>Describe similarities and differences within and across different periods and suggest reasons for them</p>	<p>Use dates precisely including BC and AD and say, read and write dates accurately.</p> <p>Recognise characteristic features of periods and societies studied.</p> <p>Pick out connections, contrasts and trends over time within and across different periods.</p>	<p>Have a secure knowledge and understanding of the chronology of the British, local and world history studied.</p> <p>Describe characteristic features of periods and societies studied and place them in a chronological framework.</p> <p>Describe and suggest explanations for connections, contrasts and trends over time within and across different periods.</p>
Historical interpretation	<p>Show knowledge of changes in their own lives</p>	<p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Identify some of the different ways in which the past is represented and interpreted.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Recognise that the past is represented and interpreted in different ways and suggest reasons for this.</p>	<p>Recognise that the past is represented and interpreted in different ways and suggest reasons for this.</p>
Historical enquiry	<p>Find answers to some simple questions about the past from sources of information.</p>	<p>Ask questions about the past.</p> <p>Use sources such as artefacts, pictures and stories to help answer historical questions.</p>	<p>Ask appropriate historical questions, e.g. about a picture, artefact or story; after research or using sources, propose some additional questions for future consideration.</p>	<p>Use research skills to answer questions and give some valid reasons to substantiate answers.</p>	<p>Devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Construct informed responses to questions about change, cause, similarity, difference and significance by selecting and organising relevant historical information from sources.</p>	<p>Understand historical enquiry and begin to frame valid enquiries.</p> <p>Use a range of sources and evaluate them to identify those that are most useful and reliable for specific enquiries.</p>
Organisation and Communication	<p>Talk about stories about the past.</p>	<p>Use a wide vocabulary of everyday historical terms to write simple sentences about selected appropriate knowledge and understanding of history.</p>	<p>Communicate knowledge clearly, using paragraphs to organise ideas around a theme and use and spell historical terms accurately.</p>	<p>Produce structured informed responses that involve thoughtful selection and organisation of relevant historical information, making appropriate use of dates and historical terms which are spelt correctly</p>	<p>Recall, select, organise and communicate historical information supported by reference to some of the sources they have used, to produce structured work, making appropriate use of dates and historical terms.</p>	<p>Produce structured informed responses that involve thoughtful selection and organisation of relevant historical information, making appropriate use of dates and historical terms which are spelt correctly, with ideas linked across paragraphs.</p>