



Audlem St James C of E Primary School

Progression in History under the 2014 National Curriculum

Key Stage 1

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.

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** (e.g. 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** (e.g. 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 Edith Cavell)
- **significant historical events, people and places in their own locality.**

Key Stage 2

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 and that different versions of past events may exist, giving some reasons for this. 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.

Pupils should be taught about:

<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>This could include:</p> <ul style="list-style-type: none">• late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae• Bronze Age religion, technology and travel, e.g. Stonehenge• Iron Age hill forts: tribal kingdoms, farming, art and culture]	<p>The Roman Empire and its impact on Britain</p> <p>This could include:</p> <ul style="list-style-type: none">• 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, e.g. Boudica• “Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
<p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>This could include:</p> <ul style="list-style-type: none">• 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	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none">• 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

<p>A local history study</p> <p>For example:</p> <ul style="list-style-type: none"> • 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 that 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 	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>For example:</p> <ul style="list-style-type: none"> • the changing power of monarchs using case studies such as 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, e.g. the first railways or the Battle of Britain • WW1 and WW2
<p>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</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a Mayan civilization c. AD 900</p>	

History
Key Stage 1 Progressive statements

Year Group	Changes within living memory	<i>Events beyond living memory that are significant nationally or globally</i>		<i>Significant events, people, places in own locality</i>	Lives of significant individuals who have contributed to national and international achievements	
Term	1	2	3	2	3	
Year 1	<ul style="list-style-type: none"> ○ I can ask questions such as: <ul style="list-style-type: none"> ○ What happened? ○ How long ago? ○ What was it like for people? ○ I can observe or handle evidence to ask questions and find answers to questions about the past. ○ I can recount changes that have occurred in my own life. ○ I can use artefacts, pictures and stories to find out about the past. ○ I can label timelines with words or phrases such as; past, present, older and newer. ○ I can use dates where appropriate. 	<ul style="list-style-type: none"> ○ I can describe historical events. ○ I can ask questions such as: <ul style="list-style-type: none"> ○ What happened? ○ How long ago? ○ What was it like for people? ○ I can use artefacts, pictures and stories to find out about the past. ○ I can observe or handle evidence to ask questions and find answers to questions about the past. ○ I can place events in order on a timeline. ○ I can use dates where appropriate. ○ I can use words and phrases such as; a long time ago, recently, when my parents/carers were children to describe the passing of time. 		<ul style="list-style-type: none"> ○ I can describe significant people from the past. ○ I can ask questions such as: <ul style="list-style-type: none"> ○ What happened? ○ How long ago? ○ What was it like for people? ○ I can use artefacts, pictures and stories to find out about the past. ○ I can place events and artefacts in order on a timeline. ○ I can use dates where appropriate. ○ I can label timelines with words or phrases such as; past, present, older and newer. 	<ul style="list-style-type: none"> ○ I can use artefacts, pictures and stories to find out about the past. ○ I can describe significant people from the past. ○ I can ask questions about people in the past. ○ I can use dates where appropriate. 	
Year Group	Changes within living memory	<i>Events beyond living memory that are significant nationally or globally</i>		<i>Significant events, people, places in own locality</i>	Lives of significant individuals who have contributed to national and international	

Term				achievements	
Year 2	2	2	1	2	3
	<ul style="list-style-type: none"> ○ I can ask questions and find answers about the past. ○ I can label timelines with an increasingly broader vocabulary of everyday historical terms. ○ I can recount changes that have occurred in my own life and identify similarities and differences between ways of life in different periods. ○ I can use artefacts, pictures, stories, online sources and databases to find out about the past. ○ I can use dates where appropriate. 	<ul style="list-style-type: none"> ○ I can describe historical events ○ I can place events and artefacts in order on a timeline. ○ I can ask questions and find answers about the past. ○ I can use words and phrases such as; a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. ○ I can identify some of the different ways the past has been represented. ○ I can use artefacts, pictures, stories and online sources to find out about the past. ○ I can identify similarities and differences between ways of life in different periods. ○ I can observe or handle evidence to ask questions and find answers to questions about the past. ○ I can use dates where appropriate. 	<ul style="list-style-type: none"> ○ I can describe significant people from the past and compare aspects of life in different periods. ○ I can recognise and explain that there are reasons why people in the past acted as they did. ○ I can label timelines with an increasingly broader vocabulary of everyday historical terms. ○ I can use artefacts, pictures, stories and online sources to find out about the past. ○ I can observe or handle evidence to ask questions and find answers to questions about the past. ○ I can use dates where appropriate. ○ I can ask questions and find answers about the past. ○ I can show an understanding of the concept of nation and of a nation's history. 	<ul style="list-style-type: none"> ○ I can describe significant people from the past and compare aspects of life in different periods. ○ I can recognise and explain that there are reasons why people in the past acted as they did. ○ I can use artefacts, pictures, stories and online sources to find out about the past. ○ I can show an understanding of the concept of nation and of a nation's history. 	<p>I can show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.</p>

HISTORY					
Key Stage 2 - Progressive Statements					
YEAR 3	Chronological Understanding	Range and depth of historical knowledge	Interpretations of history	Historical enquiry	Organisation and communication
Term	3	3	3	3	3
<p>Ancient Civilisations -achievements of the earliest civilisations – overview and in depth study of one of the following Ancient Sumer, Indus Valley, Ancient Egypt, Shang Dynasty of Ancient China</p> <p>ANCIENT EGYPT</p>	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Find out about everyday lives of people in the time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research 	<p>Communicate historical knowledge through:</p> <ul style="list-style-type: none"> Discussion... Drawing pictures... Drama/role play... Making models... Writing... Using ICT... Maths
Term	1	1	1	1	1
<p>Prehistoric Britain <i>changes in Britain from Stone age to Iron age</i></p> <p>THE STONE AGE</p>	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Find out about everyday lives of people in the time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research 	<p>Communicate historical knowledge through:</p> <ul style="list-style-type: none"> Discussion... Drawing pictures... Drama/role play... Making models... Writing... Using ICT... Maths

YEAR 4	Chronological Understanding	Range and depth of historical knowledge	Interpretations of history	Historical enquiry	Organisation and communication
Term	1	1	1	1	1
<p>Britain beyond 1066 <i>- a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</i> - a local history study</p> <p>THE VICTORIANS</p>	<ul style="list-style-type: none"> Place events from period studies on a time line and understand change Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD, time period, era, change 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Look at the evidence available to describe the social, ethnic, cultural or religious diversity of a past society Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<ul style="list-style-type: none"> Use various sources to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research 	<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding through: <ul style="list-style-type: none"> ✓ Discussion... ✓ Drawing pictures... Drama/role play... ✓ Making models... ✓ Writing... ✓ Using ICT... ✓ Maths
Term	2	2	2	2	2
<p>Invaders Including Romans, Vikings and Anglo-Saxons <i>- The Roman Empire and it's impact on Britain</i> - Britain's settlement by Anglo-Saxons and Scots</p> <p><i>- struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p>THE ROMANS and THE ANCIENT GREEKS</p>	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels including: century; decade; era; chronology; BC & AD vs BCE & CE. Make comparisons between different times in the past Identify continuity and change in the history of the locality of the school 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of significant changes within a period and the impact on people (using the terms: social, religious, political, technological and cultural). Compare the beginning and end of a period studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Compare accounts of events from different sources, understanding that no singular source of evidence gives the full answer to events of the past Offer some reasons for different versions of events (e.g. propaganda, bias etc.) Describe the social, ethnic, cultural or religious diversity of a past society. 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding through literacy, numeracy and computing skills. Use creative ways to present information and ideas.

YEAR 5	Chronological Understanding	Range and depth of historical knowledge	Interpretations of history	Historical enquiry	Organisation and communication
Term	1	1	1	1	1
<p>Britain beyond 1066 <i>- a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</i> - a local history study</p> <p>WORLD WAR 1</p>	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels including: century; decade; era; chronology; BC & AD vs BCE & CE. Make comparisons between different times in the past Identify continuity and change in the history of the locality of the school 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of significant changes within a period and the impact on people (using the terms: social, religious, political, technological and cultural). Compare the beginning and end of a period studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Compare accounts of events from different sources, understanding that no singular source of evidence gives the full answer to events of the past Offer some reasons for different versions of events (e.g. propaganda, bias etc.) Describe the social, ethnic, cultural or religious diversity of a past society. 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding through literacy, numeracy and computing skills. Use creative ways to present information and ideas.
Term	2	2	2	2	2
<p>Invaders Including Romans, Vikings and Anglo-Saxons <i>- The Roman Empire and its impact on Britain</i> <i>- Britain's settlement by Anglo-Saxons and Scots</i></p> <p><i>- struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p>INVADERS & SETTLERS</p>	<ul style="list-style-type: none"> Place events from period studies on a time line and understand change Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD, time period, era, change 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Look at the evidence available to describe the social, ethnic, cultural or religious diversity of a past society Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<ul style="list-style-type: none"> Use various sources to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research 	<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding through: <ul style="list-style-type: none"> ✓ Discussion... ✓ Drawing pictures... ✓ Drama/role play... ✓ Making models... ✓ Writing... ✓ Using ICT... ✓ Maths

YEAR 6	Chronological Understanding	Range and depth of historical knowledge	Interpretations of history	Historical enquiry	Organisation and communication
Term	1	1	1	1	1
Britain beyond 1066 <i>- a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</i> - a local history study WORLD WAR 2	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line. To make connections with different times in the past and how they can be linked. I can identify periods of rapid change in history and contrast them with times of relatively little change. Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural).	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions and draw your own ideas from this. Confidently use the library and internet for research which enhances your work.	Recognise primary and secondary sources. Use a range of sources to find Out about an aspect of time past. Suggest omissions and the means of finding out by using secondary and primary resources. Bring knowledge gathered from several sources together in a fluent account	Select and organise information to produce structured work, making appropriate use of dates and terms. Communicate their knowledge and understanding through literacy, numeracy and computing skills. Use creative ways to present information and ideas e.g. factual reports, recounts, graphs and databases.
Term	3	3	3	3	3
A non-European society that provides a contrast with British history <i>-one chosen from Islamic civilization, Bagdad AD900, Mayan civilization AD 900 Benin West Africa AD900-1300</i> THE MAYANS	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line. To make connections with different times in the past and how they can be linked.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions and draw your	Recognise primary and secondary sources. Use a range of sources to find Out about an aspect of time past. Suggest omissions and the means of finding out by using secondary and primary resources.	Select and organise information to produce structured work, making appropriate use of dates and terms. Communicate their knowledge and understanding through literacy, numeracy and computing skills.

	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural).</p>	<p>a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied</p>	<p>own ideas from this.</p> <p>Confidently use the library and internet for research which enhances your work.</p>	<p>Bring knowledge gathered from several sources together in a fluent account</p>	<p>Use creative ways to present information and ideas e.g. factual reports, recounts, graphs and databases.</p>
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