

# History Skills and Knowledge Progression – Ashbourne Primary School

## 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.

# Programme of Study

Key Stage 1	Key Stage 2
<p data-bbox="98 225 607 264">Pupils should be taught about:</p> <ul data-bbox="98 304 1061 887" style="list-style-type: none"><li data-bbox="98 304 1061 576">• The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.</li><li data-bbox="98 616 1061 767">• Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</li><li data-bbox="98 807 1061 887">• Significant historical events, people and places in their own locality.</li></ul>	<p data-bbox="1061 225 1570 264">Pupils should be taught about:</p> <ul data-bbox="1061 304 2029 967" style="list-style-type: none"><li data-bbox="1061 304 1995 344">• Changes in Britain from the Stone Age to the Iron Age.</li><li data-bbox="1061 344 1839 384">• The Roman Empire and its Impact on Britain.</li><li data-bbox="1061 384 1883 424">• Britain's settlement by Anglo Saxons and Scots.</li><li data-bbox="1061 424 2029 496">• The Viking and Anglo Saxon struggle for the Kingdom of England.</li><li data-bbox="1061 496 1447 536">• A local history study.</li><li data-bbox="1061 536 1704 576">• A study of a theme in British history.</li><li data-bbox="1061 576 2029 695">• Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.</li><li data-bbox="1061 695 1357 735">• Ancient Greece.</li><li data-bbox="1061 735 1928 807">• A non- European society that contrasts with British history</li></ul> <p data-bbox="1061 807 1290 847">chosen from:</p> <ul data-bbox="1061 847 1547 967" style="list-style-type: none"><li data-bbox="1061 847 1547 887">• Early Islamic Civilization</li><li data-bbox="1061 887 1447 927">• Mayan Civilization</li><li data-bbox="1061 927 1256 967">• Benin.</li></ul> <p data-bbox="1061 1007 1671 1046">* Items marked * are not statutory.</p>

## Overview of teaching

The teaching of History at Ashbourne Primary will cover all the content of the National Curriculum 2014, and will include a progression of skills. The Skills and Knowledge Progression makes reference to Chris Quigley's Essentials Curriculum (Milestones).

The elements of investigating and interpreting the past, building an overview of world history, understanding of chronology and communicating historically are taught across the key stages.

In terms of delivery, it may be helpful to block the teaching of certain History topics into a week. Alternatively, a thread running through a topic can also work well.

Extra-curricular opportunities for children to develop talents and interest.

Culture Week

Heritage week

Experience days eg Vikings

# Learning in EYFS:

## What History Subject Leaders Need to Know

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>
Reception	Understanding the World		<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

## Year 1 and 2

National Curriculum	Skills and Knowledge (Milestones)	Further information and suggestions	<b>Key Vocabulary</b> Topic vocab displayed in classrooms
<p><b>Investigate and interpret the past</b></p> <p>Evidence/ sources</p> <p>Ask, answer and record</p>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>	<p>History</p> <p>Artefact</p> <p>sources</p>

<p><b>Understand chronology</b></p>	<ul style="list-style-type: none"> <li>• Be able to order historical events.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>	<p>Timeline Past Present Order</p>
<p><b>Communicate historically</b>  Vocabulary</p>	<ul style="list-style-type: none"> <li>• Use age appropriate historical vocabulary.</li> </ul>	<p>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.</p>	<p>Years Decades Centuries Recently A long time ago</p>

<p><b>Content</b></p> <p>Identify reasons for change</p> <p>Connections/ Links</p>	<ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally</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.</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>	<p>The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p> <p>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] Arkwright, Booth, Joseph Wright,</p>	<p>Significant Contribution</p> <p>National</p> <p>International</p> <p>Achievements</p> <p>Historical periods</p> <p>Florence Nightingale</p> <p>Crimea</p> <p>Similar/different</p> <p>Commemoration</p> <p>Mott</p> <p>Bailey</p> <p>Keep</p> <p>Guy Fawkes</p> <p>Neil Armstrong</p> <p>Tim Peake</p>
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## Year 3/4

National Curriculum	Skills and Knowledge (Milestones)	Further information and suggestions	<b>Key vocabulary</b> Topic vocab displayed in classrooms
<p><b>Investigate and interpret the past</b></p> <p>Evidence/ sources</p> <p>Ask and answer questions</p>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the value of a range of sources, for example, photographs vs paintings.</li> </ul>	<p>Primary source</p> <p>Secondary source</p> <p>Interpret</p>
<p><b>Understand chronology</b></p>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and figures in order on a time line.</li> <li>• Label time lines with dates.</li> <li>• Recount changes that have occurred from the earliest times.</li> </ul>	<p>Chronology</p> <p>Timeline</p> <p>Artefacts</p> <p>Order</p>

<p><b>Communicate historically</b></p> <p>Vocabulary</p> <p>Recording</p>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate.</li> <li>• Use a variety of skills in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases such as: dates, time period, era, change, chronology, BC, ancient</li> <li>• For example: in Literacy, numeracy or computing</li> </ul>	<p>Ancient BC/BCE Era AD Archaeologist Evidence</p>
<p><b>Content</b></p> <p>Identify reasons for change</p> <p>Connections/ Links</p>	<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain <b>Include 2021-22</b></li> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.</li> <li>• A non-European society that provides contrasts with British history.</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world. <b>Also in Year 5</b></li> </ul>	<ul style="list-style-type: none"> <li>• See National Curriculum for suggested alternatives.</li> </ul>	<p>Invasion Resistance Settlement Julius Caesar Boudica Civilization Stone Age Bronze Age Compare/contrast Technology</p>

## Year 5/6

National Curriculum	Skills and Knowledge (Milestones)	Further information and suggestions	<b>Key vocabulary</b> Topic vocab displayed in classrooms
<p><b>Investigate and interpret the past</b></p> <p>Evidence/ sources</p> <p>Ask and answer questions</p>	<ul style="list-style-type: none"> <li>• Use and select sources of evidence to deduce information about the past, giving reasons for choices.</li> <li>• Use sources of information to form hypotheses about the past.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss primary and secondary sources</li> <li>• Discuss social context of evidence for example: propaganda, newsreel.</li> </ul>	Investigate Deduce Hypotheses Primary/secondary Propaganda Legacy
<p><b>Understand chronology</b></p>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Use key periods as reference points in order to understand chronology.</li> <li>• Understand the concepts of continuity and change over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Use dates and terms accurately in describing events.</li> </ul>	Artefacts Timeline Chronology Historical period BC/BCE, AD Key events

<p><b>Communicate historically</b></p> <p>Vocabulary</p> <p>Recording</p>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate.</li> <li>• Use a variety of skills in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases such as: dates, time period, era, change, chronology, continuity, century, decade, legacy, civilisation, monarchy, parliament, democracy, war and peace.</li> <li>• For example: in Literacy, numeracy or computing</li> </ul>	<p>Era</p> <p>Continuity/change</p> <p>Civilisation</p> <p>Monarchy</p> <p>Parliament</p> <p>Democracy</p> <p>Allies</p> <p>Compare/contrast</p>
<p><b>Content</b></p> <p>Identify reasons for change</p> <p>Connections/ Links</p>	<ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <b>Y4 covered 2020-21</b></li> <li>• A local history study</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<ul style="list-style-type: none"> <li>• See National Curriculum for suggested alternatives.</li> <li>• Describe (for example) the social, religious, political, technological and cultural changes.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs and experiences of men, women and children.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<p>Invasion</p> <p>Settlement</p> <p>Culture</p> <p>Politics</p> <p>Religion</p> <p>Influence</p> <p>Characteristic</p> <p>Causes</p> <p>Consequences</p> <p>Evidence</p> <p>Holocaust</p> <p>Genocide</p>

General resources:

- Twinkl
- The internet! Youtube, <http://www.primaryhomeworkhelp.co.uk/history/index.html>