



Riverview CofE Primary and Nursery School History Knowledge and Skills Progression



History Rationale

When children leave Riverview, they will have a curiosity and interest about the past of Britain and the wider world. Children will have developed a sense of where they come from and why the past is important and relevant to their lives.

Early Learning Goals associated to the History National Curriculum

Past and Present ELG: Children at the expected level of development will: - Talk about the lives of the 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; - Understand the past through settings, characters and events encountered in books read in class and storytelling

Links to History	Changes within living memory	Significant events beyond living memory	Lives of significant individuals	Significant historical events, people and places in their own locality.
Past and Present. <ul style="list-style-type: none"> • old • new • first • next • today • yesterday • ago • family tree 	Observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. Show images of familiar situations in the past, such as homes, schools, and transport. <i>Pictures of the seaside in the past.</i> <i>Box of old toys from Bourne Hall museum – link to Christmas</i> <i>Bourne hall box – homes from the past</i>	Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. <i>Remembrance Day</i> <i>Mr Gumpy's Motor Car</i> <i>Dogger</i> <i>Peepo</i> <i>Nursey Rhymes</i>	Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. <i>The story of Guy Fawkes</i> Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.	Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. <i>Visit to Ewell Court Library.</i>

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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 [for example 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 [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]; significant historical events, people and places in their own locality. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age; the Roman Empire and its impact on Britain; Britain's settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; a local history study; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; 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; Ancient Greece – a study of Greek life and achievements and their influence on the western world; 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.

	<p>Significant historical events, people and places in their own locality. Lives of significant individuals that have contributed to national and international achievements</p>	<p>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>The Roman Empire and its impact on Britain.</p>	<p>Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A local history study</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>The achievements of the earliest civilizations (Egyptians)</p>	<p>A non-European society that provides contrasts with British history (Mayans)</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WW2)</p>
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	significant historical events, people and places in their own locality.	significant nationally or globally.				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretations	KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.		KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.		KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.	
	Begins to identify and recount some details from the past from sources (eg. pictures, stories)	Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.	Looks at 2 versions of same event and identifies differences in the accounts.	Gives reasons why there may be different accounts of history.	Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Investigations	KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.		KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.		KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	

	<p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p>	<p>Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?'</p> <p>Suggests sources of evidence to use to help answer questions.</p>	<p>Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'what was it like for a during?'</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions.</p>	<p>Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Chronological Understanding	KS1 History National Curriculum 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.		KS2 History National Curriculum 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.		KS2 History National Curriculum 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.	
	Sequence some events or 2 related objects in order Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past	Recount changes in own life over time Puts 3 people, events or objects in order using a given scale. Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.	Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.	Uses words and phrases: century, decade, BC, AD, after, before, during. Divides recent history into present, using 21 st century, and the past using 19 th and 20 th centuries. Names and places dates of significant events from past on a timeline.	Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods.	Uses timelines to place events, periods and cultural movements from around the world. Uses timelines to demonstrate changes and developments in culture, technology, religion and society. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Understanding of Events, People and Changes in the Past	KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.		KS2 History National Curriculum Children should note connections, contrasts and trends over time.		KS2 History National Curriculum Children should note connections, contrasts and trends over time.	
	Tell the difference between past and present in own and other people's lives	Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant event in history. Uses evidence to explain reasons why people in past acted as they did.	Uses evidence to describe past: <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>People's beliefs and attitudes</i> <i>Things of importance to people</i> <i>Differences between lives of rich and poor</i> Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects Shows changes on a timeline	Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect life today.	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied.	Chooses reliable sources of factual evidence Identifies how any of above may have changed during a time period. Gives own reasons why changes may have occurred, backed up with evidence. Shows identified changes on a timeline. Describes similarities and differences between some people, events and objects studied. Describes how some changes affect life today. Makes links between some features of past societies.
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Presenting, Organising and Communicating	KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.		KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.		KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.	
	Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).	Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past	Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy. Discusses different ways of presenting information for different purposes.	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader.	Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience	Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.

Progression of Vocabulary in History

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> • old • new • first • next • today • yesterday • ago • family tree 	<ul style="list-style-type: none"> • same • different • change • past • present • days • months 	<ul style="list-style-type: none"> • future • important • event • era • artefacts • chronological order • sequence • before • after • now • later 	<ul style="list-style-type: none"> • significant • power • development • BC/AD • century • decade • compare • contrast • influence • ancient • evidence • civilisation 	<ul style="list-style-type: none"> • innovation • legacy • conquer • invasion • monarchy 	<ul style="list-style-type: none"> • era • period • diversities 	<ul style="list-style-type: none"> • Ideologies (Political, Religious and cultural) • cultural • context • advocate • democracy • interpretation

		<ul style="list-style-type: none"> • recently • during • source • research 				
Topic Specific Vocabulary – can be amended						
	Significant Person in History <ul style="list-style-type: none"> • Florence Nightingale • Hospital • Nurse • Injury • Clean • War • Soldier • Lady of the Lamp • History 	Events in History <ul style="list-style-type: none"> • Commemorate • Fireworks • Guy Fawkes • Past • Poppy • Remember • Remembrance Day 	Roman Empire <ul style="list-style-type: none"> • Centurion • Emperor • Aqueduct • Gladiator • Londinium • Britannia • Romanisation • senate • Roman baths • Amphitheatre • Hadrian’s Wall • Colosseum • Fortress • Mosaic • invade • settle 	Invaders <ul style="list-style-type: none"> • Settlers • Invaders • Settlement • Mercia • Kingdoms • Anglo Saxons • Vikings • Daneland • Norse • Raids • Longship • Scandanavia 	Ancient Greece <ul style="list-style-type: none"> • Philosophy • Athenians • Spartans • Democracy • Olympics • Zeus • Apollo • Sacred • Temple • myth 	WW2 <ul style="list-style-type: none"> • Allies • Nazi • Evacuation • Evacuee • Blitz • Holocaust • Refugees
	Queen Elizabeth II <ul style="list-style-type: none"> • Queen • Crown • Coronation • Buckingham Palace • Duke of Edinburgh • Royal Family 	The Circus <ul style="list-style-type: none"> • Animal rights • Audience • Circus • Entertainment • Past • Performer • Present • Timeline • ringmaster 	Stone Age/Bronze Age <ul style="list-style-type: none"> • Neolithic • Palaeolithic • tribal • hunter-gatherers • Stonehenge • Bronze Age 			Mayans <ul style="list-style-type: none"> • Codice • Chichen • Itza • cacao • Ajaw • Kukulcán • pok-ta-pok • Huipil • Kin • uinal • Popol Vuh • pyramid

	<ul style="list-style-type: none">• National Anthem					
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