



St. Bernadette's Primary School
Progression in History

Purpose of the National Curriculum.

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.

'The National Curriculum for England: Key Stages 1-2. London: Department for Education: Qualifications and Curriculum Authority.

National Curriculum aims:	Chronological Understanding and Knowledge.	Historical knowledge and understanding	Historical Terms (Vocabulary)	Historical Concepts (Interpretation)	Historical Enquiry	Historical Perspective (Organisation and communication)
	Know and understand the history of Britain 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	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.

EYFS

EYFS Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Milestones:	Birth to Three	Three- to Four-Year-Olds	Reception
	Repeat actions that have an effect.	Begin to make sense of their own life-story and family's history.	Comment on images of familiar situations in the past.
Early Learning Goals:		Key Vocabulary:	
<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		<p>Past Now Modern Old New Today Tomorrow Yesterday Week Month Year Time</p>	

YEAR ONE

Attainment Criteria

By the end of the Year One, children should be able to:

National Curriculum aims	Chronological Understanding and Knowledge.	Historical knowledge and understanding	Historical Terms (Vocabulary)	Historical Concepts (Interpretation)	Historical Enquiry	Historical Perspective (Organisation and communication)
End of Key Stage One objectives	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.	Knowledge and understanding of British history. Knowledge and understanding of the wider world history. (see progression of knowledge document)	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms.	Children 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.		

Chronological Understanding and Knowledge.	Knowledge and understanding of events, people, and changes in the past	Historical Vocabulary		Historical Interpretation	Historical Enquiry	Organisation and Communication
Can put up to three objects in chronological order (recent history) on a timeline Can label timelines with pictures, words or phrases. Can tell others about changes that have happened in own life since they were born? Can talk about how things have changed since their parents or grandparents were children.	Tell the difference between past and present in own and other people's lives	year decade century ancient modern long ago timeline date order similar different because important living memory remembers	inventions homes houses grandparents' time the older generation memories drawing photograph camera detective opinion	Begins to identify and recount some details from the past from sources (e.g., pictures, stories)	Finds answers to simple questions about the past from sources of information (e.g., pictures, stories)	Shows knowledge and understanding about the past in different ways (e.g., Role play, drawing, writing, talking).

Use dates to talk
about people or
events from the past?
(When appropriate)

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YEAR TWO

Attainment Criteria

By the end of the Year Two, children should be able to:

National Curriculum aims	Chronological Understanding and Knowledge.	Historical knowledge and understanding	Historical Terms (Vocabulary)	Historical Concepts (Interpretation)	Historical Enquiry	Historical Perspective (Organisation and communication)
End of Key Stage One objectives	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.	Knowledge and understanding of British history. Knowledge and understanding of the wider world history. (see progression of knowledge document)	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms.	Children 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.		

Chronological Understanding and Knowledge.	Knowledge and understanding of events, people, and changes in the past	Historical Vocabulary		Historical Interpretation	Historical Enquiry	Organisation and Communication
<p>Can place events or artefacts in order on a timeline</p> <p>Can label timelines with pictures, words or phrases and give reasons for their order.</p> <p>Can make connections between long- and short-term time scales. Use dates to talk about people or events from the past. (When appropriate)</p> <p>Can connect new learning of historical people or events to others that they have</p>	<p>Use information to describe the past.</p> <p>Use information to describe differences between then and now.</p> <p>Recount main events from a significant in history.</p> <p>Use evidence to explain reasons why people in past acted as they did</p>	<p>evidence reliable chronological order era/period The Great Fire of London Samuel Pepys diary Christopher Wren thatched rubble rebuild King Charles II memorial London bakery</p>	<p>The River Thames St. Paul's Cathedral homeless destroyed Billy Boston significant Wales Wigan M.B.E. official unofficial local</p>	<p>Looks at books and pictures (eye-witness accounts, photos, artefacts, buildings, visits and the internet) to understand that there are different accounts of history.</p> <p>Understands why some people in the past did the things that they did.</p>	<p>Looks carefully at pictures or objects to find information about the past.</p> <p>Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?', Estimate the ages of people by studying and describing their features.</p>	<p>Describes objects, people and events.</p> <p>Write own date of birth.</p> <p>Write simple stories and recounts about the past.</p> <p>Draw labelled diagrams and writes about them to tell others about people, events and objects from the past</p>

learnt about before.

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YEAR THREE

Attainment Criteria

By the end of the Year Three, children should be able to:

National Curriculum aims	Chronological Understanding and Knowledge.	Historical knowledge and understanding	Historical Terms (Vocabulary)	Historical Concepts (Interpretation)	Historical Enquiry	Historical Perspective (Organisation and communication)
End of Key Stage Two objectives	<p>Continue to develop chronologically secure knowledge of history.</p> <p>Establish clear narratives within and across periods studied.</p> <p>Note connections, contrasts and trends over time</p>	<p>A Local History Study.</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.</p> <p>Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p> <p>An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 – The Victorians.</p> <p>The achievements of the earliest civilizations - depth study of The Ancient Egyptians</p> <p>Ancient Greece – achievements and influence.</p> <p>A non-European society that contrasts with British history – The Maya.</p>	Develop the appropriate use of historical terms.	<p>Establish clear narratives within and across periods studied.</p> <p>Note connections, contrasts and trends over time.</p> <p><i>Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated in the NC 2014 but is natural progression between KS1 and KS3).</i></p>	<p>Regularly address and sometimes devise historically valid questions.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p>	Construct informed responses by selecting and organising relevant historical information.

Chronological Understanding and Knowledge.	Knowledge and understanding of events, people, and changes in the past	Historical Vocabulary		Historical Interpretation	Historical Enquiry	Organisation and Communication
<p>Beginning to use dates and historical terms to describe events.</p> <p>Beginning to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Beginning to recognise and quantify the different time periods that exist between different</p>	<p>Use evidence to describe the past: houses and settlements, culture and leisure activities, clothes, way of life and actions of people.</p> <p>Buildings and their uses.</p> <p>People's beliefs and attitudes.</p> <p>Things of importance to people.</p> <p>Differences between lives of rich and poor.</p> <p>Use evidence to find out how any of these may have changed during a time period.</p> <p>Describe similarities and differences between people, events and objects</p> <p>Show changes on a timeline</p>	<p>B.C.E (Before the Common Era)</p> <p>C.E (The Common Era)</p> <p>B.C (Before Christ)</p> <p>A.D (Anno Domini)</p> <p>Millennium</p> <p>Archaeologist</p> <p>Chronology</p> <p>Century</p>	<p>Prehistory</p> <p>Hunter-gatherer</p> <p>Nomad</p> <p>Palaeolithic</p> <p>Mesolithic</p> <p>Neolithic</p> <p>Tribe</p> <p>Neanderthal</p> <p>Homosapiens</p> <p>Pelt</p> <p>Development</p>	Looks at 2 versions of same event and identifies differences in the accounts.	<p>Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as 'how did people? What did people do for?'</p>	<p>Present findings about past using speaking, writing, ICT and drawing skills</p> <p>Use dates and terms with increasing accuracy.</p> <p>Discuss different ways of presenting information for different purposes.</p>

<p>groups that invaded Britain.</p> <p>Can place events, artefacts and historical figures on a timeline using dates.</p> <p>Beginning to understand the concept of change over time, representing this, along with evidence, on a timeline</p>		<p>Decade Compare Contrast Civilisation</p>	<p>Power Significant Influence</p>		<p>Suggests sources of evidence to use to help answer questions.</p>	<p>Present findings about past using speaking, writing, ICT and drawing skills</p>
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YEAR FOUR

Attainment Criteria

By the end of the Year Four, children should be able to:

National Curriculum aims	Chronological Understanding and Knowledge.	Historical knowledge and understanding	Historical Terms (Vocabulary)	Historical Concepts (Interpretation)	Historical Enquiry	Historical Perspective (Organisation and communication)
End of Key Stage Two objectives	<p>Continue to develop chronologically secure knowledge of history.</p> <p>Establish clear narratives within and across periods studied.</p> <p>Note connections, contrasts and trends over time</p>	<p>A Local History Study.</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 AngloSaxons and Scots.</p> <p>Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p> <p>An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 – The Victorians.</p> <p>The achievements of the earliest civilizations - depth study of The Ancient Egyptians</p> <p>Ancient Greece – achievements and influence.</p> <p>A non-European society that contrasts with British history – The Maya.</p>	Develop the appropriate use of historical terms.	<p>Establish clear narratives within and across periods studied.</p> <p>Note connections, contrasts and trends over time.</p> <p><i>Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated in the NC 2014 but is natural progression between KS1 and KS3).</i></p>	<p>Regularly address and sometimes devise historically valid questions.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p>	Construct informed responses by selecting and organising relevant historical information.

Chronological Understanding and Knowledge.	Knowledge and understanding of events, people, and changes in the past	Historical Vocabulary		Historical Interpretation	Historical Enquiry	Organisation and Communication
<p>Can use dates and historical terms to describe events.</p> <p>Can use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Beginning to recognise and quantify the different time periods that exist between different groups that invaded Britain.</p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons why changes in:</p> <ul style="list-style-type: none"> houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes <p>may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p>	<p>Innovation</p> <p>Legacy</p> <p>Conquer</p> <p>Consequence</p> <p>Invasion</p> <p>Empire</p> <p>Toga</p> <p>Aqueduct</p> <p>Coliseum</p> <p>Centurion</p> <p>Emperor</p>	<p>Pharaoh</p> <p>Scarab</p> <p>Papyrus</p> <p>Scribe</p> <p>Canopic Jar</p> <p>Tomb</p> <p>Irrigation</p> <p>Oasis</p> <p>Barter</p> <p>Rosetta Stone</p> <p>Sphinx</p>	<p>Gives reasons why there may be different accounts of history.</p>	<p>Understand the difference between primary and secondary sources of evidence.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect</p>	<p>Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p> <p>Use dates and terms correctly. Discuss most appropriate way to present information, realising that it is for an audience.</p>

<p>Can place events, artefacts and historical figures on a timeline using dates.</p> <p>Can understand the concept of change over time, representing this, along with evidence, on a timeline.</p>		<p>Ampitheatre Senate Gladiator Republic</p>	<p>Afterlife Hieroglyphics Mummification Pyramid Ankh</p>		<p>information about the past.</p> <p>Ask 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>Use subject specific words such as monarch, settlement, invader.</p>
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YEAR FIVE

Attainment Criteria

By the end of the Year Five, children should be able to:

National Curriculum aims	Chronological Understanding and Knowledge.	Historical knowledge and understanding	Historical Terms (Vocabulary)	Historical Concepts (Interpretation)	Historical Enquiry	Historical Perspective (Organisation and communication)
End of Key Stage Two objectives	<p>Continue to develop chronologically secure knowledge of history.</p> <p>Establish clear narratives within and across periods studied.</p> <p>Note connections, contrasts and trends over time</p>	<p>A Local History Study.</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.</p> <p>Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p> <p>An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 – The Victorians.</p> <p>The achievements of the earliest civilizations - depth study of The Ancient Egyptians</p> <p>Ancient Greece – achievements and influence.</p> <p>A non-European society that contrasts with British history – The Maya.</p>	Develop the appropriate use of historical terms.	<p>Establish clear narratives within and across periods studied.</p> <p>Note connections, contrasts and trends over time.</p> <p><i>Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated in the NC 2014 but is natural progression between KS1 and KS3).</i></p>	<p>Regularly address and sometimes devise historically valid questions.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p>	Construct informed responses by selecting and organising relevant historical information.

Chronological Understanding and Knowledge.	Knowledge and understanding of events, people, and changes in the past	Historical Vocabulary		Historical Interpretation	Historical Enquiry	Organisation and Communication
<p>Can use dates and historical terms more accurately in describing events.</p> <p>Can place features of historical events and people from past societies and periods in a chronological framework.</p> <p>Can create timelines which outline the development of specific features, such as medicine;</p>	<p>Identify some social, cultural, religious, and ethnic diversities of societies studied in Britain and the wider world.</p> <p>Give some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identify changes and links within and across the time periods studied.</p>	<p>Rise & Fall</p> <p>Exploration</p> <p>Hierarchy</p> <p>Bias</p> <p>Prejudice</p> <p>Oppression</p> <p>Empire</p> <p>Rebellion</p> <p>Retreat</p> <p>Continuity</p> <p>Chieftain</p>	<p>Danelaw</p> <p>Asgard</p> <p>Jarl</p> <p>Valhalla</p> <p>Democracy</p> <p>Acropolis</p> <p>Parthenon</p> <p>Marathon</p> <p>Citizen</p> <p>Philosopher</p> <p>Agora</p>	<p>Look at different versions of the same event and identifies differences in the accounts.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Know that people (now and in past) can represent events or ideas in ways that</p>	<p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask a range of questions about the past.</p> <p>Choose reliable</p>	<p>Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Use dates and terms accurately.</p> <p>Choose most appropriate way to present information to an</p>

<p>weaponry; transport, etc.</p> <p>Can describe the main changes in a period of history (using terms such as: social, religious and cultural)</p> <p>Can identify periods of rapid change in history and begin to contrast them with times of relatively little change.</p> <p>Beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a timeline.</p> <p>Can explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline.</p> <p>Beginning to make connections and contrasts between different time periods studied and talk about trends over time.</p>		<p>Berserker</p> <p>Danegeld</p> <p>Raid</p> <p>Trade</p> <p>Runes</p> <p>Pagan</p>	<p>Hellenistic</p> <p>Aristocrat</p> <p>Mythology</p> <p>Hoplite</p> <p>Peninsula</p> <p>Oracle</p>	<p>persuade others</p>	<p>sources of evidence to answer questions.</p> <p>Realise that there is often not a single answer to historical questions.</p>	<p>audience.</p>
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YEAR SIX

Attainment Criteria

By the end of the Year Six, children should be able to:

National Curriculum aims	Chronological Understanding and Knowledge.	Historical knowledge and understanding	Historical Terms (Vocabulary)	Historical Concepts (Interpretation)	Historical Enquiry	Historical Perspective (Organisation and communication)
<p>End of Key Stage Two objectives</p>	<p>Continue to develop chronologically secure knowledge of history.</p> <p>Establish clear narratives within and across periods studied.</p> <p>Note connections, contrasts and trends over time</p>	<p>A Local History Study.</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.</p> <p>Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p> <p>An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 – The Victorians.</p> <p>The achievements of the earliest civilizations - depth study of The Ancient Egyptians</p> <p>Ancient Greece – achievements and influence.</p> <p>A non-European society that contrasts with British history – The Maya.</p>	<p>Develop the appropriate use of historical terms.</p>	<p>Establish clear narratives within and across periods studied.</p> <p>Note connections, contrasts and trends over time.</p> <p><i>Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated in the NC 2014 but is natural progression between KS1 and KS3).</i></p>	<p>Regularly address and sometimes devise historically valid questions.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p>	<p>Construct informed responses by selecting and organising relevant historical information.</p>

Chronological Understanding and Knowledge.	Knowledge and understanding of events, people, and changes in the past	Historical Vocabulary		Historical Interpretation	Historical Enquiry	Organisation and Communication
<p>Can use dates and historical terms accurately in describing events.</p> <p>Can place features of historical events and people from past societies and periods in a chronological framework.</p> <p>Can create timelines which outline the development of specific features, such</p>	<p>Choose reliable sources of factual evidence to describe:</p> <ul style="list-style-type: none"> houses and settlements. culture and leisure activities. clothes, way of life and actions of people. buildings and their uses. people's beliefs, religion, and attitudes. things of importance to people. differences between lives of rich and poor. <p>Identify how any of these may have changed during a time period.</p> <p>Give own reasons why changes may have occurred, backed up with evidence.</p> <p>Show identified changes on a timeline.</p> <p>Describe similarities and differences between some people, events and objects studied.</p>	<p>Ideologies</p> <p>Birth right</p> <p>Advocate</p> <p>Interpretation</p> <p>Commemorate</p> <p>Revolution</p> <p>Industrialisation</p> <p>Urbanisation</p> <p>Workhouse</p> <p>Poverty</p> <p>Gruel</p>	<p>Stagecoach</p> <p>Artisan</p> <p>Slum</p> <p>Cholera</p> <p>Reform</p> <p>Dynasty</p> <p>Haab</p> <p>Sacrifice</p> <p>Cacao</p> <p>Cenote</p> <p>Maize</p>	<p>Understand that the past has been represented in different ways.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know and understands that some evidence is</p>	<p>Identify and use different sources of information and artefacts.</p> <p>Evaluate the usefulness and accurateness of different sources of evidence.</p> <p>Select the most appropriate source of evidence for particular tasks.</p>	<p>Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Form own opinions about historical events from a range of sources.</p>

<p>as medicine; weaponry; transport, etc.</p> <p>Can describe the main changes in a period of history (using terms such as: social, religious, political, technological, and cultural)</p> <p>Can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Can understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Can explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline.</p> <p>Can make connections and contrasts between different time periods studied and talk about trends over time</p>	<p>Describe how some changes affect life today and make links between some features of past societies.</p>	<p>Orphan Deprived Malnutrition Mistreatment Luddites Livelihood</p>	<p>Stela Jade Peasant Chichen Itza Popol Vuh Ahau City-State</p>	<p>propaganda, opinion, or misinformation and that this affects interpretations of history.</p>	<p>Realise that there is often not a single answer to historical questions.</p>	
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