



Mendell Primary School

Aspire Challenge Achieve

Curriculum Progression Document - History



KS1 History National Curriculum

Pupils should be taught:

- 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.

KS2 History National Curriculum

Pupils should be taught to:

- 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.

	F1	F2	Y1	Y2	Y3	Y4	Y5	Y6	Y7	
Chronological understanding	<p>Timelines of daily routines and school journey.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Timelines of own lives birth to now</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>	<p>Begin to understand that timelines can be used to sequence events, people or objects in chronological order.</p> <p>Use sequencing vocabulary to order events, people or objects.</p>	<p>Understand that timelines can be used to sequence events, people or objects in chronological order.</p> <p>Begin to place events, people or objects in chronological order on a timeline.</p> <p>Begin to understand that timelines can overlap and show different periods of time.</p>	<p>Understand that timelines can overlap and show different periods of time from a few years to millions of years.</p> <p>Place the time studied on a timeline sequentially.</p> <p>Begin to understand that in world history different civilisations existed before, after and alongside each other.</p> <p>Dates and events can be sequenced on a timeline using AD or BC.</p> <p>Understanding that AD dates become larger the closer they get to present day. BC dates become</p>	<p>Understand that timelines can overlap and show different periods of time from a few years to millions of years.</p> <p>Place the time studied on a timeline sequentially.</p> <p>Begin to understand that in world history different civilisations existed before, after and alongside each other.</p> <p>Dates and events can be sequenced on a timeline using AD or BC.</p> <p>Timelines demonstrate chronology and children can begin to make links between civilisations.</p>	<p>Place events from period studied on a timeline sequentially using dates.</p> <p>Can give an example in world history of civilisations that existed before, after and alongside each other.</p> <p>Dates and events can be sequenced on a timeline using AD or BC.</p> <p>Timelines demonstrate chronology and children can make some links between civilisations and significant events in world history.</p>	<p>Place current study on timeline in relation to other studies and sequence key events using dates.</p> <p>Can give a number of examples in world history of civilisations that existed before, after and alongside each other.</p> <p>Timelines demonstrate chronology and children can make themed links (e.g. trade, religion) between civilisations and significant events in world history.</p>	<p>Place current study on timeline in relation to other studies and sequence key events using dates and terms.</p> <p>Can independently explore examples in world history of civilisations that existed before, after and alongside each other.</p> <p>Timelines demonstrate chronology and children can make themed links (e.g. trade, religion) between civilisations and significant events in world history.</p>	

					larger the further they get from present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.				
Historical enquiry: questioning	Present children with familiar pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Look at poems/nursery rhymes from the past such as 'Polly put the kettle on' or 'Ring a ring a Roses' and discuss what we can find out about the past from these songs.	Find answers to simple questions about the past from sources of information.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Begin to ask simple questions to develop their understanding.	Children begin to understand how to follow a given line of historical enquiry with questions: 'how' and 'why'. Ask questions to deepen their understanding.	Children can follow a given line of historical enquiry with questions: 'how', and 'why'. Ask a variety of questions to deepen their understanding.	Children begin to compose their own lines of historical enquiry with questions: 'how', 'why' and 'to what extent'.	Children can compose their own lines of historical enquiry with questions: 'how', 'why' and 'to what extent' based around a concept such as cause and effect, significant or continuity and change.		
Historical Sources: analysis and interpretation	Investigate objects, photos, videos from the past and present. Encourage children to retell what their parents told them about their life story and family.	Understand that sources can show a person's own opinion or way of thinking.	Consider viewpoint in sources can include a person's own opinion or way of thinking.	Understand that primary sources were created by a witness. Understand that secondary sources were created by someone who did not experience the event and they analyse a primary source Begin to consider reliability of sources. Consider that viewpoints demonstrate personal thoughts and feelings.	Begin to identify primary and secondary sources. Understand that primary sources can contain life experiences, thoughts, opinions and beliefs so can affect the information included. Understand what bias is. Explore reliability and bias in sources.	Identify primary and secondary sources. Explain the reliability of sources. Identify bias in sources that can produce unbalanced or prejudiced sources. Consider balanced viewpoints and use sources to support these.	Evaluate the usefulness of different primary and secondary sources considering: reliability, bias and making comparisons between sources. Identify different types of bias in sources: political cultural or racial.		
Compare & contrast	Children know that some things are old and some are new	Children know that there are similarities and differences between new and old objects and the	Children can identify similarities and differences between past and present.	Children can compare and contrast using similarities and differences to make comparisons between two periods/ eras.	Children begin to compare and contrast common areas of human concern (include the need for food, survival, shelter	Children begin to compare and contrast a characteristic of different civilisations e.g. rulers, everyday life, homes and work, cities, government,	Children's findings can compare and contrast an aspect of history in different time periods and civilisations e.g. beliefs, leadership,	Children's findings can compare and contrast wartime/ post war Britain to modern day. Children's findings compare and	

		changes that might happen.			and warmth; the accumulation of power and wealth and the development of technology) over a period/era of time from Stone Age to Romanisation of Britain.	leadership, forms of writing, numerical systems, art, religion, architecture, technology and innovations, social structures.	lifestyle, technology, innovation.	contrast common migration across a range of different time periods and civilisations. Findings show that the thread of migration has features in common across time periods e.g. migration due to the desire to conquer and resettle.	
Continuity & change	Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.	Identifying that changes have happened in history that can impact on today e.g. developments in housing and toys. Identifying that there are reasons for continuities and changes and can explain some of these. Identifying that continuity or change can be a good thing or a bad thing.	Identifying that changes throughout history have had important consequences e.g. contributions of significant nurses, the developments and innovations in flight. Identifying WHY some things have stayed the same throughout history.	Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages and Roman Britain by comparison of either housing, innovations, entertainment society, food or beliefs. Identifying the continuity and changes to the local area as a result of Roman invasion and settlement through locality study of Chester.	Identifying the continuity and changes throughout Anglo-Saxon and Viking Britain from Roman Britain through a comparison of either housing, innovations, entertainment, society, food or beliefs. Identify continuity and changes in the between earliest civilisations through a comparative study.	Identifying the continuity and changes within the Ancient Egyptian civilisation and making comparisons with other early civilisations and Stone Age to Iron Age Britain. Identifying the continuities and changes of Greek achievements and inventions from then to now through a study of either democracy, society, entertainment or beliefs. Comparing changes and continuities of Early Islamic civilization (Baghdad and Anglo-Saxon – Viking Britain).	Identifying the continuity and change from post war Britain to the modern day through comparison of either laws/ leadership, housing, innovations or society. Identifying continuity and change as a result of migration to Britain from Anglo-Saxons to present day.		
Cause & effect	Identifying that certain choices have a consequence to them.	Identifying that changes have happened in history that can impact on today e.g. developments	Identifying that changes throughout history have had important consequences e.g. contributions of	Identifying the major causes of advancements from Stone to Bronze to Iron and how these impacted globally,	Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain e.g. changes	Identifying the importance of the Nile for the Ancient Egyptians – the links between natural	Identifying local, national and global causes and the effect of them at different levels.		

		<p>in housing and toys.</p> <p>Identifying that there are reasons for continuities and changes and can explain some of these.</p> <p>Identifying that continuity or change can be a good thing or a bad thing.</p>	<p>significant nurses, the developments and innovations in flight.</p> <p>Identifying WHY some things have stayed the same throughout history.</p>	<p>nationally and locally.</p> <p>Identifying what caused the shift in hunter-gathering to settlements.</p> <p>Identifying the reasons for the invasion of Britain by the Roman and the impact that it had on Britain – identifying the effects on following civilizations and today.</p> <p>Identifying the continuity and changes to the local area as a result of Roman invasion and settlement through locality study of Chester.</p>	<p>in housing, religion, language etc...</p> <p>Identifying that one event can have multiple effects.</p> <p>Identifying the reasons for certain developments in the earliest civilisations and the impact of their achievements.</p>	<p>resources and humans.</p> <p>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p> <p>Identifying that one event can have multiple effects – invasions of Britain by AS and V</p>	<p>Identifying the cause and effect of migration to Britain across various periods of time – positive or negative?</p>	
<p>Significance and interpretation</p>	<p>Understanding that some events and people from history are important because they have achieved something or had an effect.</p>	<p>Identifying why certain people/events are significant in history – achievements, impact etc.</p> <p>Begin to understand what makes someone or something significant</p> <p>Identifying why some individuals are significant both locally and nationally.</p>	<p>Identifying why certain people/events are significant in the wider context of history.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally.</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p> <p>Identify why individuals were significant for both British and Roman British history</p>	<p>Use primary sources to understand that that is one viewpoint and cannot be verified</p> <p>Identify why interpretation of different sources is critical to our understanding of the past</p> <p>Identify why different individuals were significant in British history</p> <p>Identify why interpretations can change in light of new evidence –</p>	<p>Identifying the significance of Ancient Egyptian, Greek and Early Islamic achievements and their impact at the time (and on today)</p> <p>Interpreting and compared their achievements to make a judgement on their significance – which achievements were more impressive?</p> <p>Understanding why others might choose alternative achievements</p>	<p>Use primary and secondary sources to explore bias and understand that there are different interpretations of the same event written from different viewpoints</p> <p>Interpreting the impact of WW2 as a turning point in British history in the context of then and now</p>	

					change in meaning of the word 'barbarian'			
--	--	--	--	--	---	--	--	--

References:

- [https://www.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/pgce/pre-coursedocuments/pre-coursedocuments2021-22/Progression in History under the 2014 National Curriculum.pdf](https://www.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/pgce/pre-coursedocuments/pre-coursedocuments2021-22/Progression%20in%20History%20under%20the%202014%20National%20Curriculum.pdf)
- <https://www.tes.com/teaching-resource/history-skills-progression-11101375>
- <https://www.st-gregorys.kent.sch.uk/skills-progression-maps/>
- <https://www.sampford-peverell-primary.devon.sch.uk/website>
- <https://www.southwarkprimary.net/curriculum-offer/subjects/history/>
- <https://www.history-rocks.com/progression-of-skills>