



Fir Tree Junior School
Curriculum Knowledge and Skills Progression
History

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
- 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.

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.

	Expectations for End of KS1	Y3	Y4	Y5	Y6	Expectations for End of KS2
Chronological Understanding	<p>Changes in living memory linking to aspects of change in national life</p> <p>Lives of significant individuals</p> <p>Significant historical events, people and places in their Locality</p> <p>Events beyond living memory significant nationally or globally</p> <p>Use words and phrases like: before I was born, when I was younger</p>	<p>Describe events and periods using the words: BC, AD and decade</p> <p>Describe events from the past using dates when things happened</p> <p>Use a timeline within a specific time in history to set out the order things have happened</p> <p>Use mathematical knowledge to work how long ago events in recent and local history would have happened</p>	<p>Describe events and periods using the words: ancient and century</p> <p>Use a timeline within a specific time in history to set out the order things may have happened</p> <p>Place periods of history on a timeline showing periods of time</p> <p>Use mathematical skills to round up time differences into centuries and decades</p>	<p>Use dates and historical language in their work</p> <p>Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc</p> <p>Use mathematical skills to work out exact time scales and differences</p> <p>Begin to build up a picture of what main events happened in Britain/the World during different centuries</p>	<p>Say where a period of history fits on a timeline</p> <p>Place a specific event on a timeline by decade</p> <p>Place features of historical events and people from past societies and periods in a chronological framework</p> <p>Appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them</p>	<p>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.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>

	<p>Use phrases and words like: before, after, past, present, then and now, in my historical learning</p> <p>Use a range of appropriate words and phrases to describe the past sequence a set of events in chronological order and give reasons for their order</p>		<p>Use mathematical knowledge to work how long ago events would have happened</p> <p>Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain</p>	<p>Plot recent history on a timeline using centuries</p>		
<p>Knowledge and Interpretation</p>	<p>Explain how my local area was different in the past</p> <p>Recount some interesting facts from a historical event, such as where the Great Fire of London started</p> <p>Explain why Britain has a special history by naming some famous events and people</p> <p>Explain why someone in the past acted in the way that they did</p>	<p>Know that the early settlers would not have communicated as we do or have eaten as we do</p> <p>Begin to picture what life would have been like for the early settlers</p> <p>Realise that invaders in the past would have fought fiercely, using hand to hand combat</p> <p>Suggest why certain events happened as they did in history</p> <p>Suggest why certain people acted as they did in history</p> <p>Explain how events from the past have helped shape our lives</p>	<p>Recognise that Britain has been invaded by several different groups over time</p> <p>Begin to appreciate why Britain would have been an important country to have invaded and conquered</p> <p>Know that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</p> <p>Know that people who lived in the past cooked and travelled differently and used different weapons from ours</p> <p>Recognise that the lives of wealthy people were very different from those of poor people</p> <p>Know how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</p>	<p>Describe historical events from the different period/s they are studying/have studied</p> <p>Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p> <p>Begin to appreciate that how we make decisions has been through a Parliament for some time</p> <p>Understand and explain that significant events in history have helped shape the country we have today</p> <p>Investigate how crime and punishment has changed over the years</p> <p>Have a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>	<p>Summarise the main events from a specific period in history, explaining the order in which key events happened</p> <p>Summarise how Britain has had a major influence on world history</p> <p>Summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently</p> <p>Describe features of historical events and people from past societies and periods they have studied</p> <p>Understand historical concepts such as continuity and change, cause and consequence, 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</p> <p>Recognise and describe differences and similarities/changes and</p>	<p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>

					continuity between different periods of history	
Historical Enquiry	<p>Answer questions using a range of artefacts/photographs</p> <p>Answer questions by using a specific source, such as an information book</p> <p>Research the life of a famous Briton from the past using different resources to help</p> <p>Research about a famous event that happens in Britain and why it has been happening for some time</p> <p>Research the life of someone who used to live in their area using the Internet and other sources</p>	<p>Begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past</p> <p>Use various sources of evidence to answer questions</p> <p>Use various sources to piece together information about a period in history</p> <p>Research a specific event from the past to then write about this</p> <p>Through research, identify similarities and differences between given periods in history</p>	<p>Research two versions of an event and say how they differ</p> <p>Confidently recognise the part that archaeologists have had in helping us understand more about what happened in the past</p> <p>Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</p> <p>Give a reason to support a historical argument</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>	<p>Test out a hypothesis in order to answer a question</p> <p>Appreciate how historical artefacts have helped us understand more about British lives in the present and past</p> <p>Give more than one reason to support a historical argument</p> <p>Understand historical concepts of similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon multiple sources they have explored</p> <p>Ask valid questions about change, cause, similarity and difference, and significance</p>	<p>Look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint</p> <p>Identify and explain their understanding of propaganda</p> <p>Describe and analyse a key event from Britain's past using a range of evidence from different sources</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon offer points of view based upon multiple sources they have explored and evaluated</p>	<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>