

Lower Peover C of E Primary School

Progression in history under the 2014 National Curriculum

Key Stage 1

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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They 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.

Pupils should be taught about:

- **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** (e.g. 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** (e.g. 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 Edith Cavell)
- **significant historical events, people and places in their own locality.**



LOWER PEOVER
CoE Primary School

Key Stage 2

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

<p>Changes in Britain from the Stone Age to the Iron Age This could include:</p> <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae • Bronze Age religion, technology and travel, e.g. Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture] 	<p>The Roman Empire and its impact on Britain This could include:</p> <ul style="list-style-type: none"> • Julius Caesar’s attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian’s Wall • British resistance, e.g. Boudica • “Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
<p>Britain’s settlement by Anglo-Saxons and Scots This could include:</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne 	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include:</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066
<p>A local history study For example:</p> <ul style="list-style-type: none"> • a depth study linked to one of the British areas of study listed above • a study over time, tracing how several aspects of national history that are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 For example:</p> <ul style="list-style-type: none"> • the changing power of monarchs using case studies such as John, Anne and Victoria

	<ul style="list-style-type: none"> • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • a significant turning point in British history, e.g. the first railways or the Battle of Britain
<p>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</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
<p>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>	

Pupils should be taught to:	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Use words and phrases like: old, new and a long time ago • Talk about things that happened when they were little. 	<ul style="list-style-type: none"> • Use words and phrases like: before I was born, when I was younger? • Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in 	<ul style="list-style-type: none"> • Describe events and periods using the words: BC, AD and decade. • Describe events from the past using dates when things happened. 	<ul style="list-style-type: none"> • Plot recent history on a timeline using centuries. • Place periods of history on a timeline showing periods of time. 	<ul style="list-style-type: none"> • Use dates and historical language in their work. • Draw a timeline with different time periods outlined 	<ul style="list-style-type: none"> • Say where a period of history fits on a timeline. • Place a specific event on a timeline by decade.

<p>Chronological Understanding</p>	<ul style="list-style-type: none"> • Recognise that a story that is read to them may have happened a long time ago. • Explain how they have changed since they were born. • Can sequence up to 3 events or objects - Drawing pictures and using language (e.g. before/after, today/yesterday, first/next, morning/afternoon) • Recognise and use language relating to dates, including days of the week, months and years • Make a simple zigzag timeline containing their birth date, ages 1, 2, 3, 4, and now • Using pictures, make a simple timeline showing the order in which family members were born • Can put a few significant local historical events, people and places in order on a timeline • Maths link: Know where the people and events they study fit within a chronological framework 	<p>their historical learning.</p> <ul style="list-style-type: none"> • Use the words past and present correctly. • Use a range of appropriate words and phrases to describe the past. • Sequence a set of events in chronological order. 	<ul style="list-style-type: none"> • Describe events and periods using the words: ancient and century. • Use a timeline within a specific time in history to set out the order things may have happened. • Use their mathematical knowledge to work out how long ago events would have happened. 	<ul style="list-style-type: none"> • Use their mathematical skills to round up time differences into centuries and decades. 	<p>which show different information, such as, periods of history, when famous people lived, etc.</p> <ul style="list-style-type: none"> • Use their mathematical skills to work exact time scales and differences as need be. 	
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Challenge	<ul style="list-style-type: none"> • Can they put up to five objects/events in chronological order (recent history)? • Can they say why they think a story was set in the past? 	<ul style="list-style-type: none"> • Can they create their own timeline and sequence the events? 	<ul style="list-style-type: none"> • Can they set out on a timeline, within a given period, what special events took place? 	<ul style="list-style-type: none"> • Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? 	<ul style="list-style-type: none"> • Can they create timelines which outline the development of specific features, such as weaponry; transport, etc. 	<ul style="list-style-type: none"> • Can they place features of historical events and people from past societies and periods in a chronological framework?

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge & Understanding	<ul style="list-style-type: none"> • Appreciate that some famous people have helped our lives be better today. • Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. <ul style="list-style-type: none"> • Understand that we have a queen who rules us and 	<ul style="list-style-type: none"> • Explain how their local area was different in the past. • Recount some interesting facts from an historical event, such as where the fire of London started. <ul style="list-style-type: none"> • Recognise that we celebrate certain events, such as bonfire night, because of what 	<ul style="list-style-type: none"> • Appreciate that the early Brits would not have communicated as we do or have eaten as we do. • Begin to picture what life would have been like for the early settlers. <ul style="list-style-type: none"> • Describe how and why technology changed over time. • Explain how and why settlements were developed. 	<ul style="list-style-type: none"> • Explain how events from the past have helped shape our lives. <ul style="list-style-type: none"> • Explain the impact that Ancient Greece have had on the world. • Explain what the Maya have done for us. • Appreciate that wars have happened from a 	<ul style="list-style-type: none"> • Describe historical events from the different period/s they are studying / have studied. • Make comparisons between historical periods; explaining things that have changed and things which have stayed the same. • Appreciate that significant events in history has helped shape the country we have today. • Recognise that Britain has been 	<ul style="list-style-type: none"> • Summarise the main events from a specific period in history, explaining the order in which key events happened. • Summarise how Britain has had a major influence on world history. • Summarise what Britain may have learnt from other countries and civilizations

	<p>that Britain has had a king or queen for many years.</p> <ul style="list-style-type: none"> • Begin to identify the main differences between old and new objects. • Appreciate the impact that some significant people(in Britain and globally) have had on our lives today. • Give examples of things that are different in their life from that of their grandparents when they were young. • Identify objects from the past, such as vinyl record. 	<p>happened many years ago.</p> <ul style="list-style-type: none"> • Explain why Britain has a special history by naming some famous events and some famous people. • Explain what is meant by a parliament. <ul style="list-style-type: none"> • Identify similarities and differences between ways of life in different periods. • Appreciate some inventions (transport) and explain how they have impacted our lives today. 	<ul style="list-style-type: none"> • Appreciate how rulers have shaped and influenced their civilisations and societies. • Explain how some inventions and discoveries from early civilisations are still relevant and key for today. <p>• Realise that invaders in the past would have fought fiercely, using hand to hand combat.</p> <ul style="list-style-type: none"> • Suggest why certain people acted as they did in history. 	<p>very long time ago and it is often associated with invasion, conquering or religious differences.</p> <ul style="list-style-type: none"> • Know that people who lived in the past lived, cooked and travelled differently and used different weapons from ours. • Recognise that the lives of wealthy people were very different from those of poor people, and are able to explore, discuss and compare both scenarios in two historical periods • Explore and research items found belonging to the past, discussing how these have developed over time and are helping us to build up an accurate picture of how people lived in the past. 	<p>invaded by several different groups over time.</p> <ul style="list-style-type: none"> • Begin to appreciate why Britain would have been an important country to have invaded and conquered. <ul style="list-style-type: none"> • Begin to appreciate that how we make decisions has been through a Parliament for some time. • Explain the impact that the Romans had on Britain • Recognise how Roman inventions have changed over time (roads, central heating, aqueducts, architecture, maths, medicine) 	<p>through time gone by and more recently.</p> <ul style="list-style-type: none"> • Recognise and describe differences and similarities / changes and continuity between different periods of history. • Explain the role that Britain has had in spreading Christian values across the world. • Have an appreciation that wars start for specific reasons and can last for a very long time.
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Challenge	<ul style="list-style-type: none"> • Can they explain why certain objects were different in the past, e.g., iron, music systems, televisions? • Do they know who will succeed the queen and how the succession works? 	<ul style="list-style-type: none"> • Can they explain why someone in the past acted in the way they did? 	<ul style="list-style-type: none"> • Can they suggest why certain events happened as they did in history? 	<ul style="list-style-type: none"> • Can they recognise that people's way of life in the past was dictated by the work they did? 	<ul style="list-style-type: none"> • Can they explain how people have adapted further since the Roman times? 	<ul style="list-style-type: none"> • Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? • Do they understand Britain's journey from a mono to a multi-cultural society?
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	<ul style="list-style-type: none"> • Ask and answer questions about old and new objects. • Spot old and new things in a picture. • Answer questions using an artefact / a photograph provided. • Give a plausible explanation about what an object was used for in the past. 	<ul style="list-style-type: none"> • Find out something about the past by talking to an older person. • Answer questions by using a specific source, such as an information book. • Research the life of a famous Briton from the past using different resources to help them. • Research about a famous event that happens in Britain and 	<ul style="list-style-type: none"> • Recognise the part that archaeologists have had in helping us understand more about what happened in the past. • Use various sources of evidence to answer questions. • Use various sources to piece together information about a period in History. • Use their 'information finding' skills in writing to 	<ul style="list-style-type: none"> • Research two versions of an event and say how they differ. • Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. 	<ul style="list-style-type: none"> • Appreciate how historical artefacts have helped us understand more about British lives in the present and past. • Give more than one reason to support an historical argument. 	<ul style="list-style-type: none"> • Look at different sources and say how the author may be attempting to persuade or give a specific viewpoint. • Identify and explain their understanding of propaganda. • Describe a key event from Britain's past using a range of evidence from different sources. • Can they suggest why there may be different

	<ul style="list-style-type: none"> Can interview visitors/museum staff, asking perceptive questions about famous people, events and places in the area. 	<p>why it has been happening for some time.</p>	<p>help them write about historical information.</p> <ul style="list-style-type: none"> Through research, identify similarities and differences between given periods in history. 	<ul style="list-style-type: none"> Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. Research a specific event from the past. 		<p>interpretations of events?</p> <ul style="list-style-type: none"> Can they suggest why certain events, people and changes might be seen as more significant than others?
<p>Challenge</p>	<ul style="list-style-type: none"> Can they find out more about a famous person from the past and carry out some research on him or her? 	<ul style="list-style-type: none"> Can they explain why eye-witness accounts may vary? 	<ul style="list-style-type: none"> Can they begin to use more than one source of information to bring together a conclusion about an historical event? 	<ul style="list-style-type: none"> Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? 	<ul style="list-style-type: none"> Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries? 	<ul style="list-style-type: none"> Can they pose and answer their own historical questions?