



Statutory Requirements	EYFS	Key Stage 1	Key Stage 2
	Purpose of study: 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. 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		



	EYFS Understanding the World - Past and Present: • 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.	KS1 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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. 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 [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 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. 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. • 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.
--	--	--	---



Skills Progression

Skills Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	- Begin to sequence familiar events. - Use simple language about time (yesterday, today, tomorrow). - Recognise significant dates and events in their own lives. - Recount events from the past using photographs.	- Use vocabulary such as past, present, before, after, then and now. - Place events and people on simple timelines. - Sequence historical stories and events. - Compare life in different time periods. - Begin to recognise duration and change over time.	- Use BC, AD and century accurately. - Place periods studied on timelines. - Calculate intervals between periods. - Develop a chronologically secure understanding of British and world history. - Make links between different periods studied.		- Use chronology confidently to explain historical developments. - Use terms such as interval, duration, concurrent and continuity. - Make connections across periods of history. - Use chronology to support historical explanations and arguments. - Explain long-term patterns and trends.		
Cause and Consequence	Begin to talk about why things happen.	- Ask and answer simple "why" questions. - Begin to explain causes of events. - Identify simple changes resulting from events.		- Identify reasons for historical change. - Identify continuity and change. - Recognise consequences of events and actions. - Explain why societies changed over time.		- Explain short and long-term causes. - Analyse consequences for different groups. - Explain links between causes and outcomes. - Evaluate significance and impact. - Consider who benefited and who was disadvantaged by change.	
Historical Enquiry	- Ask simple questions about the past. - Respond to questions about historical events and people.	- Ask and answer questions about people and events. - Find answers using simple sources. - Begin to investigate historical questions.		- Use evidence to answer enquiry questions. - Select relevant information. - Construct structured responses. - Create narratives to answer historical enquiries.		- Develop historically valid questions. - Pursue independent lines of enquiry. - Generate follow-up questions. - Select the strongest evidence to support conclusions. - Carry out independent historical research	
Using Historical Sources and Evidence	- Observe photographs and objects from the past. - Comment on what they notice.	- Use photographs, artefacts and stories to learn about the past. - Make simple observations. - Draw simple conclusions from evidence.		- Use a range of sources to investigate the past. - Define source and evidence. - Extract relevant information.		- Use primary and secondary sources confidently. - Analyse different types of evidence. - Compare multiple sources. - Identify limitations of sources.	

St Ann's R.C. Primary School Progression of Skills - History



		Recognise that evidence can come from different sources.	- Use evidence to build historical knowledge. - Reach conclusions supported by evidence.	Support claims with evidence.
Historical Interpretation	Recognise that stories can tell us about the past.	- Understand that the past can be represented in different ways. - Compare accounts and images.	- Explore different representations of the past. - Recognise that evidence can be interpreted differently.	- Evaluate interpretations. Identify bias and gaps in evidence. - Consider different viewpoints and perspectives.
Historical Communication	- Talk about the past using simple vocabulary. - Share ideas verbally.	- Use historical vocabulary. - Communicate through discussion, timelines, pictures and simple writing.	- Use historical terminology accurately. - Produce structured explanations supported by evidence.	- Present balanced arguments. - Participate in debate. - Construct informed conclusions using historical vocabulary and evidence.



Historical Concepts

Concept	EYFS	KS1	Lower KS2	Upper KS2
Cause	Begin to talk about why things happen.	Identify simple reasons why events happened.	Identify multiple causes of historical events and changes.	Explain and evaluate short-term and long-term causes of events and developments.
Consequence	Recognise that actions can lead to outcomes.	Describe what happened after an event.	Explain the effects of historical events and actions.	Analyse the consequences of events for different groups and over time.
Continuity and Change	Notice differences between past and present.	Identify things that have changed and things that have stayed the same.	Describe changes and continuities across historical periods.	Explain why some things changed while others remained the same. Analyse patterns of continuity and change over time.
Similarity and Difference	Compare familiar people, experiences and objects.	Compare people, events and ways of life from the past.	Compare societies, civilisations and time periods.	Analyse similarities and differences within and across historical periods and societies.
Significance	Recognise important people, celebrations and events.	Explain why people or events are remembered.	Explain why individuals, events or achievements were important.	Evaluate the significance of people, events and developments in local, British and world history.



Application of Skills		
EYFS	Why do we wear a poppy? - Listen to and respond to simple explanations about Remembrance Day - Ask and answer simple questions (e.g. "Why do we wear a poppy?") - Use new vocabulary such as poppy, remember, soldier, peace in talk - Begin to talk about their own experiences of remembering (e.g. family, pets)	Peek into the Past - Beginning to sequence events when describing them (e.g. daily routines, events in a story). - Recognising significant dates for them (birthday). - Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery..."). - Recounting activities that happened in their past using photos as a prompt. - Being aware of changes that happen throughout the year (e.g. seasons, nature). - Beginning to recognise similarities and differences between the past and today. - Using photographs and stories to compare the past with the present day. - Making simple observations about the past from photographs and images. - Communicating findings by pointing to images and using simple language to explain their thoughts.



Year 1	How has life changed since our grandparents were young?? • Use historical vocabulary such as past, present, old, new, then, and now. • Sequence events and objects in chronological order using simple timelines. • Ask and answer questions about the past using sources like photos and interviews. · • Compare aspects of life in different time periods. Begin to interpret evidence and understand that people remember the past in different ways. • Using sources to show an understanding of historical concepts.	How were the lives of these famous explorers the same or different? • Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). • Placing events on a simple timeline. • Recording on a timeline a sequence of historical stories heard orally. • Describing simple changes and ideas/objects that remain the same. • Understanding that some things change while others remain the same and some are new. • Asking why things happen and beginning to explain why with support. • Using artefacts, photographs and museum visits to answer simple questions about the past. • Finding answers to simple questions about the past using sources (e.g. artefacts). • Beginning to identify different ways to represent the past (e.g. photos, stories). • Asking how and why questions based on stories, events and people. • Asking questions about sources of evidence (e.g. artefacts). • Using sources of information, such as artefacts, to answer questions. • Drawing out information from sources. • Making simple observations about the past from a source. • Interpreting evidence by making simple deductions. • Making simple inferences and deductions from sources of evidence. • Describing the main features of concrete evidence of the past or historical evidence. • Drawing simple conclusions to answer a question. • Communicating findings through discussion and timelines with physical objects/ pictures. • Using vocabulary such as – old, new, long time ago. • Discussing and writing about past events or stories in narrative or dramatic forms. • Expressing a personal response to a historical story or event.	Why is our locality called Trafford? • Talking About the Past - Children can say what happened a long time ago and what happens now. • Knowing Important People - Children know the de Trafford family lived in this area long ago and were important. • Understanding Place Names - Children know Trafford comes from old words meaning a river crossing near a road. • Spotting History Around Us - Children can point out places that still use the name Trafford, such as Trafford Park. Children know St Ann's Church in Stretford was supported by the de Trafford family and is part of our school's history. • Using Evidence - Children can look at real objects, like a church plaque, and talk about what it shows us from the past. • Explaining Their Learning - Children can say: Our area is called Trafford because the de Trafford.
----------------------	---	---	---



Year 2	What are some of the important events in the UK to remember? - Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). - Place events from the Great Fire of London in chronological order on a timeline. - Retell the events of the Great Fire of London using pictures, captions and simple sentences. - Investigate the causes of the fire, how it spread and the changes made when London was rebuilt. - Explore and compare different historical accounts of the Great Fire of London. - Compare and discuss paintings and illustrations of the Great Fire of London, identifying similarities and differences.	How did these famous women make the world a better place? - Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). - Explain how women's rights and opportunities have changed over time. - Describe the importance of the Suffragettes and Suffragists in changing laws. - Explain how Florence Nightingale improved hospitals and nursing. - Explain why Mary Seacole is remembered for bravery and overcoming prejudice. - Describe how Rosa Parks helped challenge unfair laws. - Compare similarities and differences between significant women from the past using historical vocabulary. - Use timelines confidently to place events and people in chronological order.	How did we learn to fly? - Sequencing up to six photographs, focusing on the intervals between events. - Sequencing up to six events on a timeline. - Beginning to recognise how long each event lasted. - Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). - Recognising some things which have changed/stayed the same as the past. - Identifying simple reasons for changes. - Beginning to look for similarities and differences over time in their own lives. - Identifying similarities and difference between ways of life at different times. - Making comparisons with their own lives. - Discussing who was important in a historical event. - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Making simple observations about a source or artefact. - Using sources to show an understanding of historical concepts. - Identifying a primary source. - Recognising different ways in which the past is represented (including eye-witness accounts). - Comparing pictures or photographs of people or events in the past. - Developing their own interpretations from artefacts, photographs and written sources. - Asking questions about sources of evidence (e.g. artefacts). - Asking a range of questions about stories, events and people. - Using a source to answer questions about the past. - Interpreting evidence by making simple deductions. - Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). - Making links and connections across a unit of study.
----------------------	---	--	--



Year 3	How did life change from the Stone Age to the Iron Age? • Using dates to work out the interval between periods of time and the duration of historical events or periods. • Using BC/AD/century. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Placing the time studied on a timeline. • Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • Noticing connections over a period of time. • Identifying reasons for change and reasons for continuities. • Identifying what the situation was like before the change occurred. • Comparing different periods of history and identifying changes and continuity. • Describing the changes and continuity between different periods of history. • Identifying the links between different societies. • Identifying reasons for historical events, situations and changes. • Identifying similarities and differences between periods of history. • Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Using a range of sources to find out about a period. • Using evidence to build up a picture of a past event. • Using a range of sources to construct knowledge of the past. • Reaching conclusions that are substantiated by historical evidence. • Constructing answers using evidence to substantiate findings. • Creating a structured response or narrative to answer a historical enquiry.	What did the first civilizations have in common and what were their achievements? • Understanding that history is divided into periods of history e.g. ancient times, middle-ages and modern. • Using BC/AD/Century. • Sequencing eight to ten artefacts, historical pictures or events. • Noticing connections over a period of time. • Identifying reasons for change and reasons for continuities. • Comparing different periods of history and identifying changes and continuity. • Identifying the links between different societies. • Identifying the consequences of events and the actions of people. • Identifying reasons for historical events, situations and changes. • Using a range of sources to find out about a period. • Using evidence to build up a picture of a past event. • Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. • Defining the terms 'source' and 'evidence'. • Extracting the appropriate information from a historical source. • Selecting and recording relevant information from a range of sources to answer a question. • Understanding that there are different ways to interpret evidence. • Creating a structured response or narrative to answer a historical enquiry.
----------------------	--	---



Year 4	How did the Ancient Greeks influence us today? • Using the terms AD and BC in their work. • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Comparing and making connections between different contexts in the past. • Describing the links between main events, similarities and changes within and across different periods studied. • Describing the links between different societies. • Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. • Giving reasons for historical events, the results of historical events, situations and changes. • Starting to analyse and explain the reasons for, and results of historical events, situations and change. • Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Describing change throughout time. • Identifying significant people and events across different time periods. • Explain the significance of events, people and developments. • Recognising primary and secondary sources. • Comparing accounts of events from different sources. • Evaluating the usefulness of historical sources. • Addressing and devising historically valid questions. • Understanding that different evidence creates different conclusions. • Evaluating the interpretations made by historians. • Recognising 'gaps' in evidence. • Using evidence to support and illustrate claims.	What did the Romans do for Britain? • Understanding that history is divided into periods of history e.g. ancient times, middle-ages and modern. • Using dates to work out the interval between periods of time and the duration of historical events or periods. • Using BC/AD/Century. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Placing the time studied on a timeline. • Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • Noticing connections over a period of time. • Identifying what the situation was like before the change occurred. • Comparing different periods of history and identifying changes and continuity. • Describing the changes and continuity between different periods of history. • Identifying the links between different societies. • Identifying similarities and differences between periods of history. • Using a range of sources to find out about a period. • Using evidence to build up a picture of a past event. • Asking questions about the bias of historical evidence.
----------------------	---	--



Year 5	Why was there a struggle between the Anglo Saxons and Vikings and who won what? • Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. • Understanding that history is divided into periods of history e.g. ancient times, middle-ages and modern. • Using dates to work out the interval between periods of time and the duration of historical events or periods. • Using BC/AD/Century. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Noticing connections over a period of time. • Identifying reasons for change and reasons for continuities. • Describing the changes and continuity between different periods of history. • Identifying the links between different societies. • Identifying the consequences of events and the actions of people. • Recalling some important people and events. • Identifying who is important in historical sources and accounts. • Using a range of sources to find out about a period. • Identifying and giving reasons for different ways in which the past is represented. • Using a range of sources to construct knowledge of the past.	When did the Early Islamic civilisation begin and how far did it expand? • Chronological understanding – can describe the sequence of periods on a timeline. Can use language such as interval, duration, concurrent and interacted with a growing accuracy. Use the timeline in conjunction with other source material to explain answers in detail. • Source Analysis and Interpretation – children can extract information from various types of source (artefact, pictorial, written, historian's account) and interpret information from multiple sources into one conclusion. Can identify limitations of different types of sources and compare them to form a more in-depth understanding. • Historical Enquiry - Pursue a line of enquiry, generate further questions that can deepen their understanding for various aspects of study. Make decisions over which available evidence provides the best support to an answer they are providing. Use modal verbs and other language.
----------------------	--	--



Year 6	How has Britain's involvement in war changed over time? 1. Chronological Understanding • Place wars and key events on a timeline. • Calculate duration and intervals between events. • Use historical dates accurately. • Understand how Britain's involvement in war changed over time. • Sequence key events within WW1 and WW2. • Make links across different historical periods. 2. Cause and Consequence • Identify short-term and long-term causes of conflict. • Explain why wars begin. • Explain why wars end. • Analyse consequences for Britain and the wider world. • Recognise relationships between events. 3. Historical Enquiry • Ask historically valid questions. • Research independently. • Select relevant information. • Organise findings. • Present conclusions. 4. Using Historical Sources and Evidence: • Use primary and secondary sources. • Analyse photographs, letters, posters, speeches and newspaper reports. • Extract information from sources. • Make inferences from evidence. • Use evidence to support conclusions. 5. Historical Interpretation: • Discuss different viewpoints. • Debate historical decisions. • Consider perspectives of historical groups. • Evaluate fairness of historical actions. 6. Historical Communication: • Use historical vocabulary accurately. • Construct historical explanations. • Present research findings.	Local History Study - Why is it called the Industrial Revolution? • Using historical vocabulary accurately to describe people, places, and change. • Identifying change and continuity by comparing life before and after the Industrial Revolution. • Interpreting historical evidence, including maps, images, buildings, and artefacts. • Explaining cause and consequence, e.g. why cities grew and how industry affected society. • Making inferences about everyday life from visual and written sources. • Communicating historical understanding clearly through discussion, annotation, diagrams, and short written explanations. • Evaluating impact, considering who benefited and who was disadvantaged by historical change.
----------------------	--	---



	• Create timelines and diagrams. • Participate in debate and discussion. • Write informed conclusions.	
--	--	--

