

## HISTORY KNOWLEDGE AND SKILLS PROGRESSION

Types of knowledge in History		
<p><b>Generative:</b> Being able to learn more, do more and remember more. Generative knowledge is important knowledge which enables pupils to learn more as they progress through the curriculum. It acts like a building block for further learning and deeper understanding.</p>		
<p><b>Substantive: pupils' knowledge about the past</b> Includes information about the past in terms of people, events, dates, states of affairs and places. Substantive concepts appear through history and develop pupils understanding. Examples are invasion, empire, legacy and crime and punishment. Repeated exposure to these in different historical time periods over time will result in pupils' having complex and rich understanding of these concepts.</p>	<p><b>Disciplinary: pupils' knowledge about how historians investigate the past and how they construct historical claims, arguments and accounts</b> Key concepts to teach include cause, consequence, similarity and difference, historical significance, historical interpretation, change and continuity and sources and evidence. Each area requires security with substantive knowledge and repeated encounters over time. Each are should also be taught within the context of the accompanying substantive knowledge.</p>	<p><b>Chronological:</b> A mental timeline. Through developing their chronological knowledge, pupils are able to create an organising structure through which they can understand the broad characteristics of periods of time as well as the way in which these relate to each other.</p>
<p>Substantive and disciplinary knowledge are mutually beneficial. Both strands should be intentionally taught and learned.</p>		

	KS1	LKS2		UKS2		
Chronological Understanding						
Core knowledge	<p>Know what year I was born in.</p> <p>Know that time can be shown on a timeline.</p> <p>Know that there were events in the past before they were born (eg Great Fire of London).</p> <p>Know that things change over time (eg people and places).</p>	<p>Know that things change over time.</p> <p>Know that timelines show us when events happened in relation to now.</p> <p>Know some examples of how life was different in the past to now and some reasons why this is.</p> <p>Know that we can use dates to help us order chronologically.</p>	<p>Know BC and AD and what they mean.</p> <p>Know where Stone Age, Bronze Age and Iron Age and Ancient Greek civilisation appear on a timeline in relation to each other and today.</p> <p>Know the broad features and characteristics of time periods studied and how they are different to modern life here.</p> <p>Know that things change over time because of events (eg inventions, discoveries).</p>	<p>Know where Ancient Rome, Anglo-Saxons and Vikings appear on a timeline and how this relates to previous time periods studied.</p> <p>Know when Romans invaded Britain.</p> <p>Know some significant individuals and when they appear on a timeline, using time periods studied to help.</p> <p>Know the broad features and characteristics of time periods studied.</p> <p>Know that things change over time due to events (eg invasion).</p>	<p>Know where on a timeline Tudor Britain was in relation to other periods studied.</p> <p>Know where on a timeline Ancient Egyptian civilisation was and how this links with periods previously studied.</p> <p>Know how to order BC and AD dates on a timeline.</p> <p>Know ways in which Oakham has changed during major time periods (Iron Age to now).</p> <p>Know why key historical events result in changes in Britain over time.</p>	<p>Know where Queen Victoria's reign was in relation to other periods studied.</p> <p>Know where Kingdom of Benin was on a timeline and where this relates to periods previously studied on a timeline.</p> <p>Know when the Transatlantic Slave Trade was in relation to other periods studied.</p> <p>Know similarities and differences between time periods studied that occur at a similar time on timelines and give reasons for these.</p> <p>Know how to order a range of dates on a timeline using chronological understanding.</p> <p>Know some key dates of important events by heart (eg dates of WWII, Queen Victoria on the throne).</p> <p>Know why there have been periods of rapid change and those without.</p>
Core outcomes	Put up to three objects in chronological order (recent history) on a timeline.	Place events or artefacts in order on a timeline Label timelines with pictures, words or phrases and give reasons for their order.	Use dates and historical terms to describe events. Use a timeline within a specific time in history to set out the order things may have happened. Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain.	Use dates and historical terms accurately in describing events. Place features of historical events and people from past societies and periods in a chronological framework.		

	Label timelines with pictures, words or phrases. Tell others about changes that have happened in my own life since I was born. Talk about how things have changed since my parents or grandparents were children.	Make connections between long- and short-term time scales. Use dates to talk about people or events from the past (when appropriate). Connect my new learning of historical people or events to others that I have learnt about before.	Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time due to events.		Create timelines which outline the development of specific features, such as changes in religion in Britain; medicine; Polar exploration; Slave Trade. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Make connections and contrasts between different time periods studied and talk about trends over time.	
Vocabulary	in order, a long time ago, recently, when my parents/carers, grandparents were children, in the ..... times, timeline	years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the ..... period.	dates, BC, AD, time period, change, ancient, century, decade, chronology	dates, time period, era, change, chronology, ancient, century, decade, chronology	dates, time period, era, chronology, continuity, change, century, decade. Continuity, technological, social, political	
Threads of learning	<p>Revisit and consolidate previous vocabulary in new learning.</p> <p>Pupils have a good understanding of chronology and can give examples of how life now differs to periods in the past.</p> <p>Pupils can explain the main changes in periods of time and reasons for these changes (eg religion, politics, technology).</p>					
<b>Historical Enquiry</b>						
	Year 1			Year 2		
Core outcomes	<p>Show some understanding of how people find out about the past.</p> <p>Show some understanding of how evidence is collected and used to make historical facts.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Answer questions by using different sources, such as an information book, pictures or artefacts.</p> <p>Talk about the different ways that the past is represented.</p> <p>Tell you how I found out about people or events in the past.</p> <p>Find out more about a famous person from the past and carry out some research on him or her and why they are important.</p> <p>Find out something about the past by talking to an older person.</p> <p>Recognise that some forms of evidence are more reliable than others when finding out about the past.</p>			<p>Understand and talk about how people find out about the past.</p> <p>Show understanding of how evidence is collected and used to make historical facts.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Answer questions by using a specific source, such as an information book.</p> <p>Research the life of someone who used to live in my area using the Internet and other sources to find out about them.</p> <p>Research the life of a famous Briton from the past using different resources to help me.</p> <p>Choose and use parts of stories or other sources to show that I understand events or people from the past.</p> <p>Talk about what type of evidence is reliable when finding out about the past.</p>		
Vocabulary	questions, find out, collect, history, information, research, artefacts, objects, historians, investigate			wonder, evidence, points of view, opinion, historical, sources of information, resources		

	Lower Key Stage 2	Upper Key Stage 2
Core outcomes	<p>Understand how historians find out about the past.            Ask questions about the past based on what has been learnt. Use evidence to answer these.            Suggest suitable sources of evidence for historical enquiry.            Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.            Recognise the part that archaeologists have had in helping us understand more about what happened in the past.            Use my research skills in finding out facts about the time period I am studying.            Through my research, compare and contrast different forms of evidence.            Research what it was like for men, women and children in a given period from the past and use different forms to present my findings.            Beginning to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</p>	<p>Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying.            Answer historical questions or claims, using information and evidence that I have carefully considered and selected.            Understand how our knowledge of the past is constructed from a range of sources and how historians have evaluated the importance and reliability of these.            Understand that no single source of evidence gives the full answer to questions about the past.            Appreciate how historical artefacts have helped us understand more about British lives in the present and past.            Use a wide range of sources of evidence to deduce information about the past.            Select suitable sources of evidence, giving reasons for choices.            Identify and explain my understanding of propaganda.            Understand how propaganda can affect the reliability of sources and that historians have to take this into account.            Understand that significant events and individuals we learn about are only significant because historians have deemed them to be.            Understand that the important events in British history we learn about at school in the UK won't be important in other countries (they will have their own important historic events).</p>
Vocabulary	<p>Consolidate previous vocabulary            Archaeologists</p>	<p>Consolidate previous vocabulary            Propaganda</p>
Threads of learning	<p>Pupils can ask questions and use appropriate sources to find out information about a specific area of history.            Pupils can use research to learn about the lives of people in the past and why changes happened.            Pupils can identify the reliability of sources and explain why some may be unreliable.            Pupils understand how we know about the past and the decision historians have made in identifying events and individuals as significant.</p>	

Knowledge and Interpretation		
	Year 1	Year 2
Core knowledge	<p>Know how life has changed within own living memory.            Know and have an understanding of the past and that events have happened before we were born.            Know the main events in the Great Fire of London and how it changed London.            Know the name of at least three significant individuals and their impact.            Know that we remember important events in the past by commemorating them.</p>	<p>Know that the past can be shown on a timeline.            Know that life in the past was different to now.            Know the main similarities and differences between medieval life and now.            Know that the monarchy has a long history.            Know a significant event in history from the local area and the impact this had.            Know the name of at least three significant individuals and their impact.            Know that we remember important events in the past by commemorating them.</p>

Core outcomes	<p>Recount some interesting facts from a historical event. Talk about some important people from the past. Talk about how their actions changed the way we do things today. Recognise that there are reasons why people in the past acted as they did. Show an understanding of the word 'nation' and the concept of a nation's history. Start to show an understanding of concepts such as monarchy and parliament when learning about historical events.</p>		<p>Describe historical events. Describe significant people from the past and talk about what they did. Explain the impact significant events from the past have had on the way we live today. Talk about similarities and differences between two different time periods. Explain how local people or events in history have changed things nationally. Explain why someone in the past acted in the way they did.</p>	
Vocabulary	find out, explain, facts, reasons, events, actions		causes, consequences, impact, affected, time periods, monarchy, parliament	
	Year 3	Year 4	Year 5	Year 6
Core knowledge	<p>Know what life was like in Britain during the Stone Age to Iron Age. Know why things changed during this time. Know what life in Ancient Greece was like for different individuals. Know the influences of Ancient Greece on Britain (eg art/architecture). Know the name of at least three significant individuals and their impact.</p>	<p>Know what life what like in Ancient Rome. Know what life was like in Britain before and after Roman invasion. Know what 'empire' means and why the Roman Empire was so big. Know what life was like in Britain before and after Anglo-Saxon and Viking invasions. Know forms of crime and punishment in Anglo-Saxon times. Know what impact various invasions had on life in Britain. Know that events and changes happen for specific reasons. Know the name of at least three significant individuals and their impact. Know the lasting impact Romans, Anglo-Saxons and Vikings have had on Britain.</p>	<p>Know previous periods studied and where they appear (approximately) on a timeline. Know where on a timeline Tudor Britain is in relation to other periods studied. Know what life was like for people in Tudor Britain. Know about the Dissolution of the Monasteries and the impact that had (immediate and lasting). Know when the Ancient Egyptian civilisation was on a timeline and how this links to other periods studied. Know what life was like for people during Ancient Egypt. Know some aspects of national history that is present in our local area. Know the name of at least three significant individuals and their impact. Know forms of crime and punishment in Tudor times.</p>	<p>Know what life was like in Victorian Britain for different people. Know about key changes during Victorian era and how this changed life in Britain (incl Industrial Revolution) and around the world. Know forms of crime and punishment in Victorian times. Know what the British Empire was and how it changed life (of those in countries conquered and how it contributed to our multicultural society). Know about a non-European society (Benin) and what life was like for different groups. Know what the slave trade is and Britain's role in it. Know that discrimination has been present throughout history and how it has changed. Know the name of at least three significant individuals and their impact.</p>
Core outcomes	<p>Beginning to give reasons why certain events happened as they did in history. Begin to talk about why certain people acted as they did in history.</p>	<p>Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history.</p>	<p>Describe with some detail any historical events from the different period/s I am studying/have studied. Make comparisons and contrasts between historical periods; explaining things that have</p>	<p>Describe in detail any historical events from the different period/s I am studying/have studied. Make comparisons and contrasts between historical periods; explaining</p>

	<p>Beginning to explain how events from the past have helped shape our lives today.  Give a broad overview of what life was like in Ancient Greece.  Beginning to compare some of the times studied.  Beginning to describe the religious diversity of past societies.  Beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.  Talk about the causes and consequences of some of the main events and changes in history.  Show some understanding of the difference between democratic societies in Ancient Greece and those that weren't.</p>	<p>Explain how events from the past have helped shape our lives today.  Begin to appreciate why Britain would have been an important country to have invaded and conquered.  Give a broad overview of life in Britain under the Roman Empire.  Compare some of the times studied.  Describe the social, cultural or religious diversity of past societies.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Suggest causes and consequences of some of the main events and changes in history.</p>	<p>changed and things which have stayed the same and suggest reasons for these.  Appreciate that significant events in history have helped shape the country we have today.  Identify continuity and change in the history of the locality of the school (Time Traveller- Stone Age to now).  Give a broad overview of life in Tudor Britain and Ancient Egypt.  Make connections, compare and contrast some of the times studied.  Describe the social, ethnic, cultural or religious diversity of past society.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Explain how some aspects of history/historical events have had an impact elsewhere in the world.</p>	<p>things that have changed and things which have stayed the same.  Begin to appreciate that how we make decisions as a country has been through a Parliament for some time.  Appreciate that significant events in history have helped shape the country we have today.  Give a broad overview of life in Victorian Britain and in Benin.  Make connections, compare and contrast some of the times studied with what was happening elsewhere in the world at that time.  Describe the social, ethnic, cultural or religious diversity of past society.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Explain how some aspects of history/historical events have had an impact elsewhere in the world.</p>
	<p>find out, explain, facts, <b>reasons, events</b>, actions; <b>causes, consequences, impact</b>, affected, time periods, <b>change</b>, monarchy  Invention, Chronology,  Democracy, Religion, Lifestyle</p>	<p>find out, explain, facts, reasons, events, actions; <b>causes, consequences, impact</b>, affected, time periods, monarchy, <b>invention, chronology, democracy, religion, lifestyle.</b>  Crime and punishment, conflict, empire, legacy</p>	<p>find out, explain, facts, reasons, events, actions; <b>causes, consequences, impact</b>, affected, time periods, <b>monarchy, invention, chronology, democracy, religion, lifestyle, Invasion, crime and punishment, conflict, empire, legacy</b>  Continuity, diversity</p>	<p>find out, explain, facts, reasons, events, actions; <b>causes, consequences, impact</b>, affected, time periods, <b>monarchy, invention, chronology, democracy, religion, lifestyle, Invasion, crime and punishment, conflict, empire, legacy</b>  Continuity, diversity, ethics, ethical</p>
Vocabulary	<p>Time period specific vocabulary.  Consolidate previous vocabulary.</p>			