

KS1 Programme of Study		Chronology	Historical concepts	Historical enquiry	Historical perspective
<ul style="list-style-type: none"> <li>• Significant historical events, people and places in the locality</li> <li>• Changes within living memory</li> <li>• Significant national or global event beyond living memory</li> <li>• Lives of significant individuals</li> </ul>		<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. Know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>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.</p>	<p>To 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.</p>	<p>To 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</p>	<p>To 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.</p> <p>To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p>
Reception Dinosaurs	<u>Knowledge and understanding of the world</u>	Use language to identify things that were alive in the past	<p>Asking questions and seeking answers:</p> <p>What did they look like? How did they move? What did they eat? Why are they not here anymore?</p>	Trip to the Science Museum to see evidence from the time that dinosaurs lived on earth	<p>Recognise the difference between then and now</p> <p>Learning about a time long, long ago.</p>
Year 1 Toys	<u>Changes within living memory</u>	<ul style="list-style-type: none"> <li>• Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).</li> <li>• Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</li> <li>• Sequencing three or four artefacts/photographs from different periods of time.</li> <li>• Matching objects to people from different</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to look for similarities and differences over time in their own lives</li> <li>• Asking why things happen and beginning to explain why with support.</li> <li>• To know that there are similarities and differences between their lives today and their lives in the past.</li> <li>• Recalling special events in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking how and why questions based on stories, events and people.</li> <li>• Making simple observations about the past from a source.</li> <li>• Interpreting evidence by making simple deductions</li> <li>• Using vocabulary such as - old, new, long time ago.</li> <li>• Drawing simple conclusions to answer a question.</li> </ul>	<ul style="list-style-type: none"> <li>• Achievements and follies of mankind</li> <li>• To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.)</li> <li>• To know some achievements and discoveries of significant individuals (e.g. explorers).</li> </ul>

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		<p>time periods. Placing events on a simple timeline.</p> <ul style="list-style-type: none"> <li>Recording on a timeline a sequence of historical stories heard orally.</li> </ul>	<ul style="list-style-type: none"> <li>Sorting artefacts from then and now.</li> <li>Developing their own interpretations from historical artefacts.</li> </ul>		
<p><b>Year 2</b> <b>The Great Fire of London</b></p>	<p><u>Events Beyond Living Memory</u></p>	<ul style="list-style-type: none"> <li>Sequencing six artefacts on a timeline.</li> <li>Sequencing six photographs, focusing on the intervals between events.</li> <li>Placing events on a timeline, building on times studied in Year 1.</li> <li>Beginning to recognise how long each event lasted.</li> <li>Knowing where people/events studied fit into a chronological framework.</li> <li>Understanding generation in a family context</li> </ul>	<ul style="list-style-type: none"> <li>To know that some events are more significant than others.</li> <li>Making simple observations about a source or artefact</li> <li>To know that historians use evidence from sources to find out more about the past.</li> <li>Developing their own interpretations from photographs and written sources</li> </ul>	<ul style="list-style-type: none"> <li>Asking a range of questions about stories, events and people.</li> <li>Understanding the importance of historically-valid questions.</li> <li>Making simple conclusions about a question using evidence to support.</li> <li>Describing past events and people by drawing or writing</li> </ul>	<ul style="list-style-type: none"> <li>To know that a monarch is a king, queen, emperor or sultan.</li> <li>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</li> <li>To begin to identify achievements and inventions that still influence their own lives today</li> </ul>

KS 2 Programme of Study		Chronology	Historical concepts	Historical enquiry	Historical perspective
<ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>a local history study</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>The achievements of the earliest civilizations</li> </ul>		<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. Know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>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.</p>	<p>To 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.</p>	<p>To 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</p>	<p>To 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.</p> <p>To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p>
<b>Year 3</b> <b>Stone age to Iron Age</b>	<u>Changes in Britain from the Stone Age to the Iron Age</u>	<p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Understanding that history is divided into periods of history e.g. ancient times, middle Ages and modern.</p> <p>Using dates to work out the interval between periods and the duration of historical events or periods.</p> <p>Using BC/AD/Century.</p> <p>Sequencing eight to ten artefacts, historical pictures or events.</p>	<p>Comparing different periods of history and identifying changes and continuity.</p> <p>Identifying reasons for historical events, situations and changes.</p> <p>Identifying similarities and differences between periods of history.</p> <p>Recalling some important people and events.</p> <p>Using a range of sources to find out about a period.</p> <p>Evaluating the usefulness of different sources</p>	<ul style="list-style-type: none"> <li>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</li> <li>Creating questions for different types of historical enquiry.</li> <li>Making links and connections across a period of time, cultures or groups</li> <li>Asking the question "How do we know?"</li> <li>Creating a structured response or narrative to answer a historical enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</li> <li>To understand some reasons why empires fall/collapse.</li> <li>To understand the earliest settlements in Britain.</li> <li>To know that settlements changed over time.</li> </ul>

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<p><b>Year 4</b> <b>The Ancient Romans</b></p>	<p><u>The Roman Empire and its impact on Britain</u></p>	<ul style="list-style-type: none"> <li>• Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</li> <li>• Placing the time studied on a timeline.</li> <li>• Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</li> <li>• Noticing connections over a period of time.</li> <li>• Making a simple individual timeline.</li> </ul>	<p>Describing the changes and continuity between different periods of history and Identifying the links between different societies. identifying reasons for historical events, situations and changes. Explaining similarities and differences between daily lives of people in the past and today. Observing the small details when using artefacts and pictures Identifying and giving reasons for different ways in which the past is represented.</p>	<ul style="list-style-type: none"> <li>• Constructing answers using evidence to substantiate findings.</li> <li>• Identifying weaknesses in historical accounts and arguments.</li> <li>• Asking questions about the bias of historical evidence.</li> <li>• Comparing and contrasting different historical sources.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the expansion of empires and how they were controlled across a large empire.</li> <li>• To know that there were different reasons for invading Britain.</li> <li>• To understand that there are varied reasons for coming to Britain</li> <li>• To understand how invaders and settlers influence the culture of the existing population.</li> </ul>
<p><b>Year 5</b> <b>The Ancient Mayan Civilisation</b></p>	<p><u>A non-European society that provides contrasts with British history – Mayan civilization AD 900</u></p>	<p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Understanding the term “century” and how dating by centuries works. Putting dates in the correct century. Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians</p>	<p>Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Giving reasons for historical events, the results of historical events, situations and changes. Making links with different time periods studied. Recognising primary and secondary sources. Comparing accounts of events from different sources</p>	<p>Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. Making connections, draw contrasts and analyse within a period and across time</p>	<ul style="list-style-type: none"> <li>• To understand the process of democracy and parliament in Britain.</li> <li>• To understand that different empires have different reasons for their expansion.</li> <li>• To understand that there are changes in the nature of society</li> </ul>

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<p><b>Year 6</b></p> <p><b>World war 2</b></p>	<p><u>British History beyond 1066.</u></p>	<ul style="list-style-type: none"> <li>• Developing a chronologically secure understanding of British, local and world history across the periods studied.</li> <li>• Placing the time, period of history and context on a timeline.</li> <li>• Relating current study on timeline to other periods of history studied.</li> <li>• Comparing and making connections between different contexts in the past.</li> <li>• Sequencing 10 events on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</li> <li>• Analysing and presenting the reasons for changes and continuity</li> <li>• Giving reasons for historical events, the results of historical events, situations and changes.</li> <li>• Describing change throughout time.</li> <li>• Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</li> <li>• Evaluating the interpretations made by historians.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li> <li>• Reaching conclusions which are increasingly complex and substantiated by a range of sources.</li> <li>• Interpreting evidence in different ways using evidence to substantiate statements.</li> <li>• Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence.</li> <li>• Distinguishing between fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that migrants come from different parts of the world.</li> <li>• To know about the diverse experiences of the different groups coming to Britain over time.</li> <li>• To know about the negative and positive experiences that migrants to Britain face.</li> <li>• To know that there are different reasons for the decline of different empires.</li> <li>• To be able to compare education in different cultures, times and groups.</li> <li>• To understand the changing role of women and men in Britain.</li> <li>• To understand that there are differences between early and later civilisations.</li> </ul>
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