

Inspire to Aspire

Nightingale Primary School

History Progression of Knowledge and Skills

Nightingale Primary School

## EYFS

EYFS – Early Learning Goals & Development matters	Historical Enquiry	Chronology	Historical Concepts
<p>ELG: Past and Present</p> <p>ELG: Listening, Attention and Understanding</p> <p>ELG: Speaking</p> <p>Development Matters 2023 - Comment on images of familiar situations in the past.</p> <p>Development Matters 2023 - Compare and contrast characters from stories, including figures from the past.</p>	<ul style="list-style-type: none"><li>● Understand the past through settings, characters and events encountered in books read in class and storytelling</li><li>● Make comments about what they have heard and ask questions to clarify their understanding</li> <li>● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>● Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</li></ul>	<ul style="list-style-type: none"><li>● Talk about the lives of the people around them and their roles in society.</li><li>● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li><li>● Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</li><li>● Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</li><li>● Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</li></ul>	<ul style="list-style-type: none"><li>● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li><li>● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li><li>● Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li><li>● Offer hands-on experiences that <b>deepen children's understanding, such as</b> visiting a local area that has historical importance. Include a focus on the lives of both women and men.</li></ul>

## Year 1

National Curriculum Objectives	Historical Enquiry	Chronology	Historical Concepts
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"><li>• changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li><li>• 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]</li><li>• 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]</li><li>• significant historical events, people and places in their own locality</li></ul>	<ul style="list-style-type: none"><li>• To develop a simple awareness of the past</li><li>• To tell stories from the past</li><li>• To recognise a past and a present in their own and other <b>people's lives</b></li><li>• To identify some things from their own past</li><li>• To identify some differences between past and present</li><li>• To know some of the main events and people studied in a topic</li><li>• To show some understanding of aspects of the past beyond living memory</li></ul>	<ul style="list-style-type: none"><li>• To use simple words and phrases to describe the past - after, before, between</li><li>• To arrange objects in order of their age</li><li>• To begin to use very simple timelines to order some recent events</li></ul>	<ul style="list-style-type: none"><li>• To identify old and new from pictures</li><li>• To use stories as sources for answering questions about the past</li><li>• To observe and handle artefacts, and use this to ask and answer questions</li></ul>

## Year 2

National Curriculum Objectives	Historical Enquiry	Chronology	Historical Concepts
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"><li>• changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li><li>• 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]</li><li>• significant historical events, people and places in their own locality</li><li>• 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]</li></ul>	<ul style="list-style-type: none"><li>• To retell stories, they have heard, about the past</li><li>• To pick out the main elements of stories they have heard about the past</li><li>• To discuss what they have enjoyed most about stories from the past</li><li>• To explain what they think is important about the past and explain reasons why</li><li>• To identify any important changes which happened at the time being studied</li></ul>	<ul style="list-style-type: none"><li>• To use more complex phrases to describe time – a long time ago, centuries ago.</li><li>• To sort recent historical studies into a broad time order</li><li>• To recognise some differences and similarities between the time being studied and now</li></ul>	<ul style="list-style-type: none"><li>• To identify old and new from artefacts</li><li>• To use pictures and artefacts for answering questions about the past</li><li>• To use a range of simple sources to devise historical questions</li><li>• To summarise their learning into short sentences</li><li>• To ask questions about what they have heard or seen</li></ul>

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### Year 3

National Curriculum Objectives	Historical Enquiry	Chronology	Historical Concepts
<p>Pupils should be taught about</p> <ul style="list-style-type: none"><li>• <b>changes in Britain from the Stone Age to the Iron Age</b></li><li>• the Roman Empire and its impact on Britain</li><li>• a local history study</li></ul> <p>This could include:</p> <ul style="list-style-type: none"><li>• late Neolithic hunter-gatherers and early farmers, for example, Skara Brae and Bronze Age religion, technology and travel, for example, Stonehenge</li><li>• <b>Julius Caesar's attempted invasion in 55-54 BC</b></li><li>• the Roman Empire by AD 42 and the power of its army</li><li>• successful invasion by Claudius and conquest, including <b>Hadrian's Wall</b></li><li>• British resistance, for example, Boudica</li><li>• 'Romanisation' of Britain</li><li>• a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li><li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li></ul>	<ul style="list-style-type: none"><li>• To use a range of documents and printed sources</li><li>• To use the internet for research</li><li>• To understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict</li><li>• To interpret the past through role play – e.g. hot seating</li><li>• To be able to recognise how my local area has changed over time</li></ul>	<ul style="list-style-type: none"><li>• To guess what objects from the past were used for, using evidence to support answers</li><li>• To understand that some events of the past affect people's lives today</li><li>• To summarise the main events from a period in history, using their characteristics</li><li>• To give reasons for main events and changes</li></ul>	<ul style="list-style-type: none"><li>• Can they ask and answer questions about old and new objects?</li><li>• Can they spot old and new things in a picture?</li><li>• Can they answer questions using an artefact /photograph provided?</li><li>• Can they find out more about a person or event from the past from a given source?</li></ul>

## Year 4

National Curriculum Objectives	Historical Enquiry	Chronology	Historical Concepts
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"><li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li></ul> <p>This could include:</p> <ul style="list-style-type: none"><li>Viking raids and invasion</li><li>resistance by Alfred the Great and Athelstan, first king of England</li><li>further Viking invasions and Danegeld</li><li>Anglo-Saxon laws and justice</li><li>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li><li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li><li>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</li></ul>	<ul style="list-style-type: none"><li>To use more complex sources of primary and secondary information</li><li>To choose and discriminate between a range of information, and use this to ask questions</li><li>To distinguish between reliable and unreliable sources Identify the most useful sources for a particular task</li><li>To give reasons for change through analysing evidence</li><li>To support own point of view using evidence</li><li>Understand that some evidence is limited</li></ul>	<ul style="list-style-type: none"><li>To understand differences in social, religious, political and cultural history</li><li>To know some similarities and differences within a period of time- e.g. the lives of rich and poor</li><li>To describe how some things from the past affect life today</li><li>To begin to understand why some people acted as they did and give reasons</li></ul>	<ul style="list-style-type: none"><li>Can they research what it was like for a person in a given period from the past using primary and secondary sources?</li><li>Can they give a plausible explanation about what an object was used for in the past?</li><li>Can they give more than one reason to support an historical argument?</li></ul>

## Year 5

National Curriculum Objectives	Historical Enquiry	Chronology	Historical Concepts
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"><li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li><li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li></ul> <p>Examples (non-statutory)</p> <ul style="list-style-type: none"><li>• the changing power of monarchs using case studies such as John, Anne and Victoria</li><li>• 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</li><li>• the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li><li>• a significant turning point in British history, for example, the first railways or the Battle of Britain</li></ul>	<ul style="list-style-type: none"><li>• To rank sources of information in order</li><li>• To identify differences between different versions of the past</li><li>• To give a balanced view of interpretations of the past, using different points of view</li><li>• To make conclusions with evidence as to the most likely version of events</li><li>• To offer some reasons for different versions of events.</li><li>• They should note connections, contrasts and trends over time.</li></ul>	<ul style="list-style-type: none"><li>• To organise a series of relevant historical information, and check this for accuracy</li><li>• To describe the main changes in a period of history, from several perceptions – e.g. political, cultural</li><li>• To understand links between history and geography</li><li>• To explain their own point of view, justifying this with a broad range of evidence</li><li>• To adapt their ideas and viewpoints as new information arises</li></ul>	<ul style="list-style-type: none"><li>• Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion?</li><li>• Can they explain how historical artefacts have helped us understand more about people's lives in the present and past?</li><li>• Can they research about the lives of significant individuals?</li></ul>

Year 6

National Curriculum Objectives	Historical Enquiry	Chronology	Historical Concepts
<p>Pupils should be taught about:</p> <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> <ul style="list-style-type: none"><li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li><li>• 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</li><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• To devise historically valid questions about change, cause, similarity and difference</li><li>• To interpret the past using a range of concepts and ideas</li><li>• To understand the role of opinion and propaganda</li><li>• To consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li><li>• To be aware that different evidence will lead to different conclusions</li><li>• To confidently use the library or internet for research.</li></ul>	<ul style="list-style-type: none"><li>• To suggest omissions from historical accounts</li><li>• To bring knowledge gathered from several sources together in a fluent account.</li><li>• To use historically valid questions about change, similarity, difference and significance.</li><li>• To understand and use the concept of legacy, including Royal families and dynasties</li><li>• To speculate and hypothesise about the past, formulating their own theories about reasons for change</li></ul>	<ul style="list-style-type: none"><li>• Can they suggest why there may be different interpretations of events?</li><li>• Can they identify and explain their understanding of propaganda?</li><li>• Can they suggest why certain events, people and changes might be seen as more significant than others?</li><li>• Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions?</li></ul>