

Year 1 History Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
Autumn 1 and 2: Mary Anning's Discoveries		
<ul style="list-style-type: none"> • Know and use words that describe the passing of time. • Know when the event/s happened. • Know what happened. • Know why these events were significant and what impact they had. • Reason about what these events tell us about the past. 		
Spring 1 and 2: The Great Fire of London		
<ul style="list-style-type: none"> • Know and use words that describe the passing of time. • Know when the event/s happened. • Know what happened. • Know why these events were significant and what impact they had. • Reason about what these events tell us about the past. 		
Summer 1 and 2: Victorian Seaside Holidays		
<ul style="list-style-type: none"> • Know and use words that describe the passing of time. • Explain how life was different in the past. • Use artefacts to answer questions about the past. • Make comparisons between an historical period and modern life. • Explain how artefacts can tell us about the past and know what they tell us about a certain period. 		
Historical Skills		
<ul style="list-style-type: none"> • Understand that History tells us about the past. • Use key words and phrases relating to the passing of time. • Use simple timelines to develop a sense of chronology. • Compare how life was similar and different in the past and the modern day. • Answer questions about a period in history. • Use artefacts to find out about the past. • Use stories and other sources to demonstrate an understanding of the events that happened. 		

Year 2 History Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
Autumn 1 and 2: The Wright Brothers and Powered Flight <ul style="list-style-type: none"> • Know and use words that describe the passing of time. • Use a simple timeline to put events in chronological order. • Know when the event/s happened. • Know what happened. • Know why these events were significant and the impact they had on modern life. • Use artefacts and sources to answer questions about an historical event. 		
Spring 1 and 2: Florence Nightingale and Mary Seacole <ul style="list-style-type: none"> • Know and use words that describe the passing of time. • Use a simple timeline to put events in chronological order. • Identify and explain how life was different in the past. • Know why people from the past are significant and the impact they had on modern life. • Know how to use artefacts to answer questions about the past. 		
Summer 1 and 2: Isambard Kingdom Brunel <ul style="list-style-type: none"> • Know and use words that describe the passing of time. • Use a simple timeline to put events in chronological order. • Identify features of change and progress in national life. • Know why people from the past are significant and the impact they had on modern life. • Know how to use artefacts and sources to answer questions about the past. • Ask simple questions to find out about the past. 		
Historical Skills <ul style="list-style-type: none"> • Use key historical vocabulary. • Put people and events in chronological order on a simple timeline. • Compare how life was similar and different during different periods in history. • Select information to demonstrate an understanding of key features of events. • Understand some of the ways in which we can find out about the past. • Ask simple questions about historical people and events. • Begin to understand aspects of change and progress in national life. 		

Year 3 History Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
Autumn 1 and 2: Stone Age <ul style="list-style-type: none"> • Know and understand the history of the British Isles • Have a coherent, chronological narrative of Britain in pre-Roman times. • Have knowledge of late Neolithic hunter-gatherers and early farmers. • Understand Bronze Age religion, technology and travel, for example, Stonehenge. • Have a knowledge of Iron Age hill forts: tribal kingdoms, farming, art and culture. 		
Spring 1 and 2: Ancient Egypt <ul style="list-style-type: none"> • Have an overview of where and when the first civilizations appeared. • Have an understanding of Ancient Egypt society and religion. • Know how and why the Ancient Egyptians are remembered. 		
Summer 1 and 2: Ancient Greece <ul style="list-style-type: none"> • Know how Ancient Greece society was organised. • Be able to describe what ancient Greeks believed. • Be able to explain if and why Alexander was great. • Know how our lives today have been influenced by the Greeks. 		
Historical Skills <ul style="list-style-type: none"> • Understand that the past is divided into differently named periods of time. • Use some dates to explain British history and place on a timeline using appropriate dates. • Put artefacts or information in chronological order. • Explain a range of similarities and differences between different times in the past. • Explain how the past can be represented or interpreted in different ways. • Answer and sometimes devise my own historically valid questions. • Use one or more source of information to me answer them. • Think critically, weigh evidence, sift arguments, and develop perspective and judgement. • Present information in a variety of ways using specialist terms. 		

Year 4 History Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
Autumn 1 and 2: Romans <ul style="list-style-type: none"> • Know the extent of the Roman Empire by 42CE. • Understand the reasons for the power of its army. • Know about Roman invasions of Britain in 55-54 BCE and 43CE. • Understand what is meant by the 'Romanisation' of Britain. • Know about British resistance: Boudicca's rebellion. • Understand what happened when the Romans left Britain. 		
Spring 1 and 2: Anglo Saxons and Scots <ul style="list-style-type: none"> • Know why Vortigern made a deal with the Anglo Saxons and the outcome of this. • Explain what life like for the Anglo Saxons. • Know what the Anglo Saxons believed. • Explain what was the heptarchy. • Explain how Alfred the Great protected the Anglo Saxons. 		
Summer 1 and 2: Vikings <ul style="list-style-type: none"> • Understand what happened when the Romans left Britain. • Know the subsequent invasions by the Scots, the Anglo-Saxons and the Vikings. • Know about the Anglo-Saxon impact on British Life, eg settlements, religion, culture, art, society. • Know about the Viking raids and the impact on life in Britain • Understand how resistance to the Vikings shaped Britain until the Norman invasion in 1066. 		
Historical Skills <ul style="list-style-type: none"> • Understand that the past is divided into differently named periods of time. • Use some dates to explain British history and place on a timeline using appropriate dates. • Explain a range of similarities and differences between different times in the past. 		

<ul style="list-style-type: none"> • Explain how the past can be represented or interpreted in different ways. • Answer and sometimes devise my own historically valid questions. • Think critically, weigh evidence, sift arguments, and develop perspective and judgement. • Present information in different ways using specialist terms. • Write a paragraph to describe some of the main events, people and changes in the history of Britain. 		
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Year 5 History Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
<p>Autumn 1 and 2: The Kingdom of Benin</p> <ul style="list-style-type: none"> • Know how the Kingdom of Benin began. • Explain what life was like for the Edo people in the Kingdom of Benin. • Know how trade links were established by the people and the goods that people traded. • Know what led to the Civil war in the 1700s. • Know about the Transatlantic Slave Trade. • Explain how the British colonised Benin and what impact this had. 		
<p>Spring 1 and 2: Medieval Monarchs and Tudors</p> <ul style="list-style-type: none"> • Justify who, in 1066, was the rightful heir to the throne. • Describe what happened at the Battle of Hastings. • Explain who was responsible for the death of Thomas Becket. • Justify and explain who was the worse King: Richard or John? • Explain the reasons why Henry VIII initiated the Reformation. • Evaluate and explain: was Elizabeth I 'weak and feeble'? 		
<p>Summer 1 and 2: Industrial Revolution and Victorians</p> <ul style="list-style-type: none"> • Identify the key features of Victorian society. • Explain, during the Industrial Revolution, what living and working conditions were like. • Know what inventions revolutionised the lives of British people. • Evaluate the impact Brunel had on the Victorian Era. • Explain how Queen Victoria changed life for British people during her reign. 		
<p>Historical Skills</p>		

<ul style="list-style-type: none"> • Confidently use maths skills when placing events in chronological order. • Devise my own historically valid questions. • Understand the complexity of people’s lives in the past. • Understand how some societies are very different due to changes or challenges at the time. • Represent the past using a range of historical information from a range of historical sources. 		
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Year 6 History Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
Autumn 1 and 2: World War 2 <ul style="list-style-type: none"> • Evaluate if the Second World War inevitable. • Know how Britain prepared for war and what was the phoney war. • Evaluate if the evacuation of Dunkirk a victory or disaster. • Describe what happened in the Battle of Britain? • Evaluate if D-Day an important factor in determining the end of WW2. • Explain how the Second World War ended and what was its legacy. 		
Summer 1 and 2: Windrush Generation <ul style="list-style-type: none"> • Know what the United States of America like in the 1950s. • Understand why Oliver Brown take the Board of education to the Supreme Court? • Explain why Rosa Parks did NOT give up her seat on the bus. • Understand what was Dr Martin Luther King Jr’s dream. • Evaluate his influence on the UK and explain what was the Bristol Bus Boycott. • Explain what it was like to have been one of the 492 migrants who travelled to Britain on the Windrush and understand why they travelled to Britian. • Know what the Black Lives Matter Movement stands for. 		
Historical Skills <ul style="list-style-type: none"> • Demonstrate a coherent chronological narrative, knowledge and understanding of history of the wider world. • Identify specific changes within and across different periods over a long arc of development. • Explain that the past can be represented or interpreted in many different ways and select relevant historical information. 		

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| <ul style="list-style-type: none">• Use methods of historical enquiry and know how evidence is used to make historical claims.• Devise my own historically valid questions.• Represent the past using a range of historical information from a range of historical sources.• Create my own structured accounts, including written narratives and analyses using key historical terms. | | |
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