

Progression in History Skills, Knowledge and Vocabulary

Coverage					
KS1		Year 3	Year 4	Year 5	Year 6
Year 1	Year 2	Changes between Neolithic and Iron Age (Spring 1) Local Study – Geography link (Spring 2) Roman Impact (Summer 2)	Anglo Saxons: the ruin of Britain Alfred the Great (Spring 1 and 2)	The Afterlife Ancient Egypt (Autumn 1) Greek Legacy (Summer 1)	Crime & Punishment (Autumn 1) Islamic Civilisations (Spring 2)

Vocabulary				
<p>Key historical knowledge linked to Chronology, Characteristic Features, Continuity &amp; Change, Cause &amp; Consequence, Historical Significance, Historical Interpretation and Historical Enquiry.</p> <p>Vocabulary is cumulative and therefore each year group should be using their vocab as shown in the columns below, as well as the words taught in the previous years.</p>				
KS1	Year 3	Year 4	Year 5	Year 6
	<p><b>Timeline</b></p> <p><b>BC/AD</b> (Before Christ/ Anno Domini)</p> <p><b>BCE/CE</b> (Before Common Era/Common Era)</p> <p><b>Chronology</b> – the study of time and order of events in history</p> <p><b>Civilization</b> – the society, culture and life of a particular area/place/time.</p> <p><b>Period</b> – a ‘chunk’ of time Consequence source</p>	<p><b>Characteristics</b> – the main features of that period, person or event.</p> <p><b>Change</b> <b>Continued</b> <b>Consequence</b> - the result of an event or period</p> <p><b>Significance</b> – how important that period, person or event was.</p> <p><b>Interpretation</b> – how different people may view the same event differently (and why).</p>	<p><b>Continuity</b> <b>Change</b> <b>Cause</b> <b>Historical narrative</b> <b>Legacy</b></p>	<p><b>Chronological</b> <b>Characteristic features</b> <b>Continuity and change</b> <b>Overview</b> <b>Impact</b> <b>Reliability</b> <b>Enquiry</b> <b>Provenance</b> <b>Construct</b></p>

## Chronology

Developing an understanding of the chronology of the people, events, period or civilisations studied.

End of KS1	Year 3	Year 4	Year 5	Year 6
<p>Creates <b>simple timelines</b> to sequence processes, events, objects within their own experience.</p> <p><i>e.g. Able to sequence key life events in the right order when given times/years/periods.</i></p> <p><b>Confidently</b> uses vocabulary associated with the past e.g. ‘old and new, then and now’.</p> <p>Realises that historians use dates to describe events.</p> <p><b>Use phrases</b> describing intervals of time e.g. before, after, at the same time etc.</p>	<p>Creates <b>simple timelines</b> to sequence processes, events and objects from a certain period in history.</p> <p><i>e.g. Able to sequence the main historical periods from Bronze Age to Vikings when given some dates.</i></p> <p><b>Uses and understands</b> phrases such as ‘over three hundred years ago’ and AD/BC or *BCE/CE.</p>	<p>Creates <b>more detailed timelines</b> to sequence process, events and objects.</p> <p><i>e.g. Able to sequence events from within a period studied as well as sequence that on a wider timeline of historical periods.</i></p> <p>Begins to understand historical periods overlap each other and vary in length.</p> <p style="padding-left: 40px;">- <i>This is shown on timelines used by children. They are beginning to know that events in history are just sequential.</i></p> <p>Uses more <b>precise</b> chronological vocabulary.</p> <p>e.g. Towards the end of the Roman Empire</p> <p>Use of exact dates.</p>	<p>Creates more <b>precise and detailed</b> timelines when given key dates and information.</p> <p><i>e.g. using the exact dates, including key moments within a period and being able to place that on a timeline with other significant periods.</i></p> <p>Understands that past civilizations overlap with others in different parts of the world, and that their respective durations vary.</p> <p><i>-This is shown on the timelines the children use and produce.</i></p> <p><i>-Children begin to make connections to what else was happening around the world during the period studied.</i></p>	<p>Can <b>accurately</b> place civilizations/ periods studied, in chronological order and may take account of some overlap in duration and intervals between them.</p> <p><i>e.g. Timelines are used and shown as multi-layered line, rather than a singular continuation of events. Children have good awareness of what else is happening around the world at a particular time studied.</i></p>

## Characteristic features

### Identify the characteristics of people, civilizations or periods studied.

End of KS1	Year 3	Year 4	Year 5	Year 6
<p>Recognise and describe, in simple terms, some characteristics features of a person or period studied.</p> <p><i>e.g. The Bronze Age was characterised by tools and weapons made from bronze.</i></p> <p>Increasingly uses period specific language in explanations.</p> <ul style="list-style-type: none"> <li>- <i>Use of key vocab specific to that period of history.</i></li> </ul>	<p>Can describe the main features associated with the period, civilization studied, <b>mostly</b> using period specific language.</p>	<p>Can give <b>simple explanations</b> that not everyone in the past lived in the same way.</p> <p><i>e.g. How the rich Roman-British citizens would have lived compared to poorer people during the period.</i> OR <i>How the Romans differed from the Anglo-Saxons through their buildings, clothing and beliefs.</i></p> <p><b>Consistently</b> uses period specific language in explanations.</p>	<p><b>Understand</b> that some past civilizations in different parts of the world would have some similarities.</p> <p><i>e.g. The use of pyramids in Southern and Central America as well as Ancient Egypt.</i> OR <i>Many gods worshipped rather than a single ominous being</i></p> <p>Can <b>identify</b> and <b>make links</b> between significant characteristics of periods/civilizations and others previously studied.</p> <ul style="list-style-type: none"> <li>- <i>How did the Romans leaving Britain link with the Vikings settling in Britain.</i></li> </ul>	<p>Can <b>contrast</b> and make some <b>significant links</b> between civilizations/periods studied.</p> <p><i>e.g. How was Victorian punishment different to Medieval punishment, but also were there are links/connections?</i></p> <p>Can give <b>reasoned explanations</b> with reference to significant examples of some connections between ways of life in the different civilisations and periods studied.</p> <ul style="list-style-type: none"> <li>- <i>How crime and punishment was connected to Anglo-Saxon times through to the 18<sup>th</sup> Century.</i></li> </ul>

## Continuity and change

Developing an understanding that while many aspect of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.

End of KS1	Year 3	Year 4	Year 5	Year 6
<p>Can talk about similarities and differences not just between <u>then</u> and <u>now</u> but between <u>then</u> and <u>another then</u>.</p> <p><i>e.g. How did homes change between Bronze and Iron ages? As well as, how did their homes compare to ours?</i></p>	<p>Can describe <b>some</b> changes in history over a period of time and identify <b>some</b> things which stayed the same.</p> <p><i>e.g. The Victorians still wanted to punish criminals in a similar way to the 18<sup>th</sup> century but they did introduce 'modern' prison which was a new development.</i></p>	<p>Can describe and give examples of a range of changes at particular points in history while some remained the same.</p> <p>Can explain why changes in different places might be connected in some way.</p> <p><i>e.g. explain how the withdrawal of Romans in Britain was linked to the difficulties elsewhere in the Empire.</i></p>	<p>Can <b>give simple explanations</b> with simple examples of why changed happened during particular events/periods.</p> <p>Understands that there is usually a combination of reasons for any change.</p> <p>Understands that changes do not impact everyone in the same way or at the same time.</p>	<p>Understands that changes in different places and periods can be <b>connected</b>.</p> <p>Has an <b>overview</b> of the kinds of things that <b>impact on history</b> and are continuous through time and the kinds of things impacting change significantly.</p> <p><i>e.g. how ruler's ideal to keep power often dictates what happens in a civilisation. OR How the desire for empire had significant impact on the events in the 19 – 20<sup>th</sup> centuries.</i></p>

## Cause and consequence

Develop and understanding that changes in the past usually resulted from several factors.

End of KS1	Year 3	Year 4	Year 5	Year 6
<p>Can describe in <b>simple terms</b> the causes of an important historical event offering at least one example of its result.</p> <p><i>e.g. the Vikings came to Britain looking for gold.</i></p>	<p>Can describe the causes and/or consequences of an important historical event offering <b>more than one</b> example of these.</p> <p><i>e.g. the Vikings came to England for several reasons. Initially for raids of gold and slaves but soon they began to settle as Britain offered better opportunities than their own homelands.</i></p>	<p>Can describe with <b>simple examples</b> different types of causes and seeing that events happen for various reasons not just human actions.</p>	<p>Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently.</p> <p><i>e.g. What legacy did the Romans leave behind in Britain?</i></p> <p>Can link causes or explain that one cause might be linked to another making an event much more likely to happen.</p> <p><i>e.g. The start of the First World War was due to a number of reasons such as poverty, empire and alliances, not just the assassination of Franz Ferdinand.</i></p>	<p>Can explain the causes <b>and</b> consequences of quite complex events, even though they might still link some in a simple way.</p> <p><i>e.g. Why did the Victorians build prisons? What were the causes of them taking this actions and what were the consequences? (some of these still link to our lives today).</i></p>

## Historical significance

Develop an understanding that significance in historical terms, implies the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time.

End of KS1	Year 3	Year 4	Year 5	Year 6
<p>Can recognise and talk about who was important e.g. in a simple historical account</p> <p><i>e.g. Neil Armstrong was the first man on the moon.</i></p>	<p>Understands that events, people and developments are considered significant if they resulted in change.</p> <p><i>e.g. The Romans were important as they brought the system of roads and towns to Britain which changed the country.</i></p>	<p>Can understand that significances reveals something about history or contemporary life</p>	<p>Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.</p> <p><i>e.g. Children able to discuss and debate what was the most important and significant part of Ancient Egyptian life was, when supported by adult questioning.</i></p>	<p>Can make judgements about historical significance against criteria.</p> <p>Recognises that historical significance varies over time, and by the interpretations of those ascribing the significance.</p> <p><i>e.g. Why has the story of Robin Hood been told for so many years? What does it tell us about medieval society? Would people at the time have seen Robin Hood as a hero?</i></p>

## Historical Interpretation

Building an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, event, period or civilization and the aims of those that developed the construct.

End of Key Stage 1	Year 3	Year 4	Year 5	Year 6
<p>Can identify and talk about difference in account relating to people or events both from the time and from the present.</p>	<p>Can <b>recognise</b> difference between versions of the same event and can give a simple explanation of why we might have more than one version.</p> <p><i>e.g. Why would there be different pictures/stories about Boudicca? Begin to understand the Romans would have felt differently about her than most Celts.</i></p>	<p>Can <b>describe how</b> different interpretations arise.</p> <p>Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.</p>	<p><b>Understands</b> that different accounts of the past emerge for various reasons – different people might give a different emphasis.</p> <p><i>e.g. Howard Carter is viewed as an explorer and ‘hero’ by British reporters but native Egyptians may see him as an Imperialist robber and may not have been keen to see the tombs treasures taken to Britain.</i></p> <p>Understands that some interpretations are more reliable than others.</p>	<p>Understands that <b>all</b> history is to some extent a construct and can identify a range of reasons for this.</p> <p><i>e.g. How did people view the First World War? Do all viewpoints agree – contrast soldiers from the front line with people on the home front. Why would people have different views? Link with use of propaganda.</i></p> <p>Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation.</p> <p><i>e.g. Samuel Peeps wrote about the Fire of London but it’s only one man’s account and to question whether he’d had given an accurate view of events, or a biased version.</i></p>

## Historical Enquiry

The development and increasingly sophisticated use of historical skills and the ability to communicate the findings of historical studies.

End of Key Stage 1	Year 3	Year 4	Year 5	Year 6
<p>Can gather information from simple sources to <b>ask and answer</b> questions about the past.</p> <p><i>e.g. Why did this happen?</i></p> <p>Can <b>explain</b> events and actions rather than just retell the story.</p>	<p>Can <b>describe</b> in simple terms how sources reveal important information about the past.</p> <p><i>e.g. Why there were few written accounts of Boudicca and what this tells us about society at the time.</i></p> <p>Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.</p>	<p>Can <b>describe and question</b> the origins and purposes of sources using knowledge of periods and civilizations.</p> <p><i>e.g. children begin to understand that only the well-educated/rich were able to read and write in middle ages and therefore this may distort what is recorded.</i></p> <p>Ask perceptive questions.</p> <p>Knows how to <b>find, select and utilise</b> suitable information and sources to formulate and investigate hypothesis.</p> <p><i>e.g. Children able to select relevant facts and information from longer pieces of text. They are then able to use this within their hypothesis.</i></p>	<p>Can <b>explain</b> with examples why a source might be unreliable.</p> <p><i>e.g. Understands that some websites about Ancient Egypt may not be accurate and give reasons why.</i></p> <p>Can <b>construct</b> simple reasoned arguments about aspects of events, periods and civilizations studied.</p> <p><i>e.g. The Ancient Greeks were a more civilised society than the Egyptians because they invented democracy.</i></p>	<p>Can <b>question</b> source reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this.</p> <p><i>e.g. question who took the photos of the enlistment office queues during the First World War and why they may been taken. Compare this with accounts of the war at the time and question the reliability and reasons for variation in accounts.</i></p> <p>Can <b>construct</b> reasoned arguments about events, periods or civilizations studied.</p> <p><i>e.g. The Anglo-Saxon period was the safest time to live as there was a lower crime rate than now – children would be able to argue against this point and suggest an alternative and included information learnt, such as increases in population.</i></p>