FAIRLAWN & HASELTINE FEDERATION

Haseltine PRIMARY SCHOOL

# History Progression of Knowledge and Skills

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| **Intent (Aims)** | For all children to secure historical knowledge and to develop the confidence to question and investigate evidence, explore different perspectives and build informed interpretations of events, people and societies |
| **Pedagogy (How?)** | Based on the aims of the National curriculum, the following five strands have been identified, which run throughout the History curriculum:<br>• Topic knowledge including the progression of vocabulary<br>• Chronological awareness (sequencing)<br>• Substantive (abstract) concepts<br>• Disciplinary concepts (knowledge about how historians investigate the past)<br>• Historical enquiry |

| **Curriculum (What?)** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| Locational Knowledge | **Skills**<br>• Beginning to sequence events when describing them (e.g. daily routines, events in a story).<br>• Recognising that some stories are set a long time ago.<br>• Recognising significant dates for them (birthday).<br>• Beginning to use common words and phrases for the passage | **Skills**<br>• Sequencing three or four events in their own life<br>• Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)<br>• Sequencing three or four artefacts from different periods of time.<br>• Placing events on a simple timeline. | **Skills**<br>• Sequencing up to six photographs , focusing on the intervals between events.<br>• Placing events on a timeline, building on times studied in Year 1.<br>• Beginning to recognise how long each event lasted.<br>• Knowing where people/events studied fit into a chronologic | **Skills**<br>• Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in<br>• Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.<br>• Using dates to work out the interval between periods of time and the | **Skills**<br>• Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.<br>• Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.<br>• Using dates to work out the interval between periods of time and the | **Skills**<br>• Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.<br>• Putting dates in the correct century.<br>• Using the terms AD and BC in their work.<br>• Using relevant dates and relevant terms for the period and period labels e.g. Stone | **Skills**<br>• Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.<br>• Putting dates in the correct century.<br>• Using the terms AD and BC in their work.<br>• Using relevant dates and relevant terms for the period and period labels e.g. Stone |

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| | of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery…").<br>• Recounting activities that happened in their past using photos as a prompt.<br><br>**Knowledge**<br><br>• To know that they started life as a baby but have since grown and changed.<br>• To know that someone's age is the time since they were born.<br>• To know that some people are older than others.<br>• To know that parents are older than children and grandparents are older than parents. (Beginning to understand the concept | • Recording on a timeline a sequence of historical stories heard orally.<br><br>**Knowledge**<br><br>• To know that a timeline shows the order events in the past happened.<br>• To know that we start by looking at 'now' on a timeline then look back.<br>• To know that 'the past' is events that have already happened.<br>• To know that 'the present' is time happening now.<br>• To know that within living memory is 100 years.<br>• | al framework.<br><br>**Knowledge**<br><br>• To know a decade is ten years.<br>• To know that beyond living memory is more than 100 years ago.<br>• To know that events in history may last different amounts of time.<br>• | duration of historical events or periods.<br>• Using BC/AD/Century<br>• Sequencing eight to ten artefacts, historical pictures or events.<br>• Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.<br>• Placing the time studied on a timeline<br>• Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.<br>• Noticing connections over a period of time.<br>• Making a simple individual timeline.<br><br>**Knowledge**<br><br>• To know that history is | duration of historical events or periods.<br>• Using BC/AD/Century.<br>• Sequencing eight to ten artefacts, historical pictures or events.<br>• Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.<br>• Placing the time studied on a timeline<br>• Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.<br>• Noticing connections over a period of time.<br>• Making a simple individual timeline.<br><br>**Knowledge**<br><br>• To know that history is | Age, Bronze Age, Iron Age<br>• Developing a chronologically secure understanding of British, local and world history across the periods studied.<br>• Placing the time, period of history and context on a timeline.<br>• Relating current study on timeline to other periods of history studied.<br>• Comparing and making connections between different contexts in the past.<br><br>**Knowledge**<br><br>• To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)<br>• To know relevant | Age, Bronze Age, Iron Age<br>• Developing a chronologically secure understanding of British, local and world history across the periods studied.<br>• Placing the time, period of history and context on a timeline.<br>• Relating current study on timeline to other periods of history studied.<br>• Comparing and making connections between different contexts in the past.<br><br>**Knowledge**<br><br>• To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century<br>• To know relevant |

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| | of generations).<br>• To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year). | | | divided into periods of history e.g. ancient times, middle ages and modern.<br>• To know that BC means before Christ and is used to show years before the year 0.<br>• To know that AD means Anno Domini and can be used to show years from the year 1AD.<br>• To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.<br>• To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.<br>• To know that the Stone Age, Bronze Age and Iron Age periods are named after | divided into periods of history e.g. ancient times, middle ages and modern.<br>• To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born.<br>• To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.<br>• To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.<br>• To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the | 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, Maya , and Victorians.<br>• To understand that historical periods have characteristics that distinguish them.<br>• To understand how to work out durations of periods and events.<br>• To understand how to represent a scale on a timeline.<br>• To understand how to create their own timeline selecting significant events. | 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, Maya , and Victorians.<br>• To understand that historical periods have characteristics that distinguish them.<br>• To understand how to work out durations of periods and events.<br>• To understand how to represent a scale on a timeline.<br>• To understand how to create their own timeline selecting significant events. |

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| | | | | the materials that were commonly used to make tools.<br>• To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.<br>• To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.<br>• To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled. | ruling family in England.<br>• To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled. | | |