



## History Progression of Knowledge and Skills

### **Purpose of study**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### **The national curriculum for history aims to ensure that all pupils:**

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- 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

Sonar ELG-blue NC	Reception-	Year 1	Year 2	End of Key Stage Expectations (taken from the National Curriculum and EYFS)
Historical Concepts	<p>Talk about past and present events in own lives and in the lives of family members.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Describe and discuss historical events beyond living memory. Describe significant people from the past.</p> <p>Use a timeline to develop chronological language eg past, present, older, newer.</p> <p>Develop understanding of changes within living memory eg toys, homes, transport.</p> <p>Develop understanding of local history eg historical events, people and places.</p>	<p>Describe and understand the significance of historical events beyond living memory (nationally or globally).</p> <p>Describe key people from the past who have contributed to national and international achievements and understand their significance.</p> <p>Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods.</p> <p>Know about changes within living memory and how they affected changes in national life eg toys, homes, transport. Know about local historical events, people and places.</p>	<p>(Reception)ELG: Past and Present Talk about the lives of people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Changes within living memory. Where appropriate use these to reveal aspects of change in national life (Y1: Seaside holidays, Y2: Toys, golden thread of 'Leisure and entertainment' in all classes)</p>
Key Vocabulary		Use historical vocabulary eg past, present, long ago, timeline.	Use a wider range of historical vocabulary eg recently, decade, century, source, pioneer.	Events beyond living memory that are significant nationally or globally (Y1: <b>The Great Fire of London</b> , Y1: <b>The</b>

Questions		Ask some questions about the past.	Ask wide range of questions about the past using parts of stories and sources.	<b>dinosaurs, Y2: History of travel and transport - the first aeroplane flight)</b>
Stories and sources		Use artefacts, pictures, stories and online sources to find out about the past. Be introduced to different representations of the past and discuss similarities and differences.	Use range of artefacts, pictures, stories and online sources to answer historical questions. Understand different representations of the past by drawing comparisons.	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 (Y1: <b>Samuel Pepys, Mary Anning, Y2: Florence Nightingale, Mary Seacole, Edith Cavell (Nursing), The Wright brothers, Amelia airheart, Christopher Columbus, Neil Armstrong (Travel and transport)</b>  Significant historical events, people and places in their own locality ( <b>Local history study, The Barlow Family, The football ground, Turton Tower</b> )

Sonar NC	Year 3	Year 4	Year 5	Year 6
Historical concepts	<p>Compare different eras considering similarities and differences.</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p> <p>Examine in depth an aspect of local history from a period beyond 1066.</p>	<p>Extend chronological understanding by exploring a theme over time eg leisure, entertainment.</p> <p>Understand how Britain has influenced and been influenced by the wider world.</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history.</p>	<p>Explore trends, looking at continuity/change and similarity /difference/significance.</p> <p>Examine different aspects of history eg social, cultural, political and religious.</p> <p>Gain historical perspective by making connections between local, national and international history.</p> <p>Examine in depth an aspect of local history from a period beyond 1066.</p> <p>Extend chronological understanding by exploring a theme over time eg crime and punishment.</p>	<p>Establish clear narratives within and across periods by using secure chronological understanding.</p> <p>Analyse trends, looking at continuity/change and similarity /difference/significance and use them to make connections and draw contrasts.</p> <p>Examine different aspects of history eg social, cultural, political and religious, in different contexts.</p> <p>Gain historical perspective by making connections between local, national and international history.</p> <p>Examine in depth an aspect of local history from a period beyond 1066.</p>
Key Vocabulary	Develop a range of historical vocabulary eg artefact, chronology, invade, settle.	Develop a range of historical vocabulary eg civilisation, chronology, ancient, legacy.	Use and apply a range of historical vocabulary eg civilisation, propaganda, economy, political.	Develop and apply a range of historical vocabulary eg influential, narratives, perspective.
Questions	Understand what types of question are historically-valid and identify how to find the answer.	Regularly generate and answer a range of historically-valid questions about similarities and differences.	Address and devise a wide range of historically-valid questions about change and cause.	Address and devise a wide range of historically-valid questions about change, cause, impact and significance.

<p>Stories and sources</p>	<p>Begin to understand how knowledge of the past is constructed from a range of sources.</p> <p>Develop understanding of how and why the past is represented in different ways.</p> <p>Select key information from a range of sources to answer an historical question.</p>	<p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Understand how and why the past is represented in different ways and explain this.</p> <p>Select and organise relevant information from a wider range of sources to answer a historical question.</p>	<p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Understand how evidence is used rigorously to make historical claims.</p> <p>Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg propaganda.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Develop perspective and judgement by weighing evidence and sifting arguments eg propaganda.</p> <p>Explain why contrasting arguments and interpretations of the past exist.</p>
<p><b>End of Key Stage Expectations (taken from the National Curriculum)</b></p>	<p><b>Know about:</b></p> <p><b>Changes in Britain from the Stone Age to the Iron Age (Y3)</b></p> <p><b>The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots (Y3)</b></p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y6)</b></p> <p><b>A local history study</b> (summer term local history study in all year groups, golden thread of Edgworth local history weaved through other topics in all year groups)</p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b> ( Y3: Changing power of the Monarch's, Y4: The Great Plague, Y4: The history of the railways, Y6: World War 2, Y6: Crime and Punishment from the Anglo Saxons to the present day. The golden threads of our history curriculum include the themes of '<b>Leisure and entertainment</b>' and '<b>Religion and beliefs</b>' and '<b>Black History</b>' which are weaved throughout topics where possible in all year groups</p> <p><b>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:</b> Ancient Sumer; The Indus Valley; <b>Ancient Egypt (Y4)</b>; The Shang Dynasty of Ancient China</p> <p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world (Y5)</b></p> <p><b>A non-European society that provides contrasts with British history – one study chosen from:</b> early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization c. AD 900 (Y5)</b>; Benin (West Africa) c. AD 900-1300.</p>			

