

## Progression in History

### 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.

### Aims

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.

|               |                      | Year 1  | Year 2   | Year 3  | Year 4   | Year 5  | Year 6   |
|---------------|----------------------|---|--|---|--|---|--|
| Comparison    | Compare and contrast | Identify similarities and differences between ways of life within living memory.  | Describe what it was like to live in a different period.   | Explain the similarities and differences between two periods of history.  | Compare and contrast two civilisations.  | Compare and contrast an aspect of history across two or more periods studied.   | Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.   |
| Humankind     | Everyday life        | Describe an aspect of everyday life within living memory.   | Describe the everyday lives of people in a period within or beyond living memory.                        | Describe the everyday lives of people from past historical periods.<br>Describe everyday life in a Roman town, including jobs, houses and schooling.  | Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.<br>Create an in-depth study of an aspect of British history beyond 1066.  | Explain how everyday life changed for people after invasion.  | Evaluate the human impact of war or conflict on the everyday life of a past or ancient society   |
|               | Hierarchy and power  | Describe the role of a monarch.   | Describe the hierarchy of a past society.  | Describe the roles of tribal communities and explain how this influenced everyday life.   | Describe the hierarchy and different roles in ancient civilisations.   |   | Describe and explain the significance of a leader or monarch.  |
|               | Civilisations        |   |  | Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.<br>Describe the achievements and influence of the ancient Greeks on the wider world.<br>Describe ways in which human invention and ingenuity have changed how people live. | Explain the cause and consequence of invasion and migration by the Romans into Britain.<br>Describe the significance and impact of power struggles on Britain.<br>Construct a narrative of a past civilisation, focusing on their features and achievements.<br>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). | Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).<br>Study a feature of a past civilisation or society.<br><br>Describe the achievements and influence of the ancient Greeks on the wider world. | Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).<br>Describe and explain the common traits and motives of leaders and monarchs from different historical periods.<br>Describe some of the greatest achievements of mankind and explain why they are important. |
| Change        | Changes over time    | Describe changes within living memory (approximately 100 years).  | Describe how an aspect of life has changed over time.  | Summarise how an aspect of British or world history has changed over time.  | Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them  | Frame historically valid questions about continuity and change and construct informed responses.  | Describe the causes and consequences of a significant event in history.  |
|               | British history      | Describe a significant historical event in British history.   | Describe and explain the importance of an individual's achievements.                                     | Describe how a significant event or person in British history changed or influenced how people live today.  | Explain the cause, consequence and impact of invasion and settlement in Britain.   | Create an in-depth study of an aspect of British history beyond 1066.   | Debate the significance of a historical person, event, discovery or invention in British history.  |
|               | Chronology           | Order information on a timeline.  | Sequence details about an event beyond living memory in chronological order.                             | Sequence dates and information from several historical periods on a timeline.   | Sequence significant dates about events within a historical time period on historical timelines.   | Sequence, and make connections between, periods of world history on a timeline.   | Articulate and present a clear, chronological world history narrative within and across historical periods studied.  |
| Significance  | Significant events   | Identify some key features of a significant historical event beyond living memory.  | Explain why an event from the past is significant.   | Explain the cause and effect of a significant historical event.   | Explain in detail the multiple causes and effects of a significant historical event.   | Explain why an aspect of world history is significant.  | Present a detailed historical narrative about a significant global event.  |
|               | Significant people   | Explain why a significant individual is important.  | Describe the impact of a significant historical individual.  | Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.  | Construct a profile of a significant leader using a range of historical sources.   | Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.   | Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.  |
| Creativity    | Report and conclude  | Create stories, pictures and role play about historical events, people and periods.   | Present historical information in a simple non-chronological report, fact file, story or biography.      | Make choices about the best way to present historical accounts and information.   | Present a thoughtful selection of relevant information in a historical report or in-depth study.   | Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.  | Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.  |
| Communication |                      | Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). | Use the historical terms year, decade and century.   | Use historical terms to describe different periods of time.   | Use more complex historical terms to explain and present historical information.   | Articulate and organise important information and detailed historical accounts using topic-related vocabulary.  | Use abstract terms to express historical ideas and information.  |
| Local history |                      | Describe important events in the school's history.  | Describe, in simple terms, the importance of local events, people and places.                            | Describe, in simple terms, the importance of local events, people and places.   | Describe and explain the impact of a past society on a local settlement or community.  | Describe and explain the impact of a past society on a local settlement or community.   | Present an in-depth study of a local town or city, suggesting how to source the required information.  |
| Artefacts     |                      | Use a range of historical artefacts to find out about the past.   | Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. | Make deductions and draw conclusions about the reliability of a historical source or material.  | Make deductions and draw conclusions about the reliability of a historical source or material.   | Identify bias in historical source materials.   | Ask perceptive questions to help evaluate a historical source.   |