



Kingswood Primary School – History skills progression

By the end of Key Stage 1, pupils should begin to develop an awareness of the past and the ways in which it is similar to and different from the present. They should understand simple subject-specific vocabulary relating to the passing of time and begin to develop an understanding of the key features of a range of different events and historical periods.

By the end of Key Stage 2, pupil should continue to develop skills taught throughout KS1. In addition, pupils should be taught the essential chronology of Britain's history. This will serve as an essential frame of reference for more in-depth study. Pupils should be made aware that history takes many forms, including cultural, economic, military, political, religious and social history. Pupils should be taught about key dates, events and significant individuals. They should also be given the opportunity to study local history.

Pupils should be taught to:

KS1	• simple vocabulary relating to the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now' • the concept of nation and of a nation's history • concepts such as civilisation, monarchy, parliament, democracy, and war and peace that are essential to understanding history • the lives of significant individuals in Britain's past who have contributed to our nation's achievements – scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti • key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year • significant historical events, people and places in their own locality.
KS2	• know and understand the story of these islands: how the British people shaped this nation and how Britain influenced the world • know and understand British history as a coherent, chronological narrative, from the story of the first settlers in these islands to the development of the institutions which govern our lives today. • know and understand the broad outlines of European and world history: the growth and decline of ancient civilisations; the expansion and dissolution of empires; the 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 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.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics covered Cycle 1		Discovery(Island life - Lighthouses) India The Great Fire of London Down in the Woods When I Grow Up		Scots and Anglo Saxons Vikings School and its Environment Russia Natural Disasters		Ancient Greeks Victorians Mayan Civilisations	
Topics covered Cycle 2		People who help us Kenya Seaside Holidays Transport In Our Garden		Romans and Iron Age Britain South America Arctic and Antarctica Tudors		World War 2 Ancient Egyptians European and UK Rivers, Mountains and Coasts.	
Significant people and places – cycle 1		Grace Darling Neil Armstrong Christopher Columbus Gandhi/Mother Teresa Samuel Pepys Lord Roseberry Epsom Salts		Alfred the Great Canute the Great Leif Erikson Lower Kingswood Village Vladimir Lenin Joseph Stalin		Alexander the Great Queen Victoria Prince Albert Henry Ford Isambard Kingdom Brunel Lewis Carroll/Charles Dickens	
Significant people and places – cycle 2		Florence Nightingale Mary Seacole Epsom Derby Emily Pankhurst Queen Elizabeth II Wright brothers		Julius Cesar Rome Shackleton/Scott Henry VIII Queen Elizabeth I		Adolf Hitler Winston Churchill Neville Chamberlin Benito Musollini Tutankhamun Howard Carter	
Vocabulary	Birthday Days Months Seasons Weekend Yesterday This morning Now Then Before After	Nation Civilisation Monarchy Parliament Democracy war peace		Empire Civilisation Parliament Peasantry Institution Govern Chronological First settlers Continuity and change Cause and consequence Similarity Difference			

				Significance Local, regional, national and international history Cultural, economic, military, political, religious and social history			
Chronology	*Birthdays, Days, months, seasons. • Understanding of changes in their own lifetime - personal timeline. • Uses everyday language related to time. (M – ELG) • Talk about things they did at the weekend, yesterday, this morning... • Visual timetable • Orders and sequences familiar events (M – ELG).	Recognise the distinction between past and present. Order and sequence some familiar events and objects. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.	Order and sequence events and objects. Use common words and phrases concerned with the passing of time.	Use some dates and historical terms when ordering events and objects. Demonstrate awareness that the past can be divided into different periods of time. Explore trends and changes over time.	Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework.	Use dates and appropriate historical terms to sequence events and periods of time. Identify where people, places and periods of time fit into a chronological framework.	Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied.
Events, people and changes	• Understand key features of event e.g. Remembrance Day • Learn about the lives of significant family members	Retell some events from beyond their living memory which are significant nationally or globally.	Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.	Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. Describe some aspects of the Roman Empire and recognise its impact on Britain. Demonstrate knowledge of aspects of history significant in their locality.	Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world. Describe key aspects of a non-European society such as the Mayan Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.		

	Children to talk about past and present events in their own lives and in the lives of family members. (UW - ELG)	Talk about the Nation and its history Describe some changes within their living memory (including aspects of national life where appropriate).	Talk about the Nation and its history Develop awareness of significant historical events, people and places in their own locality. Describe changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.		Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.	
Interpretation, enquiry and using sources	- Recount an event, verbally and written. C& L Speaking ELG: - Use past, present & future forms accurately when talking about events that have happened or are to happen in the future. Lit ELG: - Know that information can be retrieved from books and computers.	Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions about the past. When? What happened? What was it like...? Why? Who was involved?	Ask and answer simple questions about the past through observing and handling a range of sources. Consider why things may change over time.	Use sources to address historically valid questions. Recognise that our knowledge of the past is constructed from different sources of evidence. Describe some of the ways the past can be represented.	Use sources to address historically valid questions and hypotheses. Recognise how sources of evidence are used to make historical claims.	Use a wider range of sources as a basis for research to answer questions and to test hypotheses. Recognise how our knowledge of the past is constructed from a range of sources. Evaluate sources and make simple inferences. Choose relevant sources of evidence to support particular lines of enquiry.	Regularly address and sometimes devise historically valid questions and hypotheses. Give some reasons for contrasting arguments and interpretations of the past.

Causes and consequences	UtW ELG: • Talk about changes. C&L ELG: • They answer 'how' and 'why' questions about their experiences and in response to stories and events.	Identify some of the basic ways in which the past can be represented.	Recognise some basic reasons why people in the past acted as they did.	Recognise and make connections as to why some events happened and what happened as a result.	Describe the impact of historical events and changes. Recognise and make connections why some events happened and what happened as a result.
Similarities and differences	DM: • Looks closely at similarities, differences, patterns and change. (UtW – 40-60) UtW P&C Exceeding: • Children know the difference between past & present events in their own lives & some reasons why people's lives were different in the past.	Identify some similarities and differences between ways of life at different times	Recognise that their own lives are similar and / or different from the lives of people in the past.	Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Recognise that different versions of past events may exist. Explore links and contrasts within and across different periods of time. ie. What has changed between two points in history, or conversely, what has stayed the same.	Describe and analyse links and contrasts within and across different periods of time including short-term and long-term time scales. ie. What has changed between two points in history, or conversely, what has stayed the same.
Significance		Choose parts of stories and other sources to show	Choose parts of stories and other sources to show	Identify historically significant people and events in different situations.	Recognise that some events, people and changes are judged as more significant than others.

