



Kingsway Primary School

History Progression Framework

Historical knowledge

N.C. Outcome		Year	Knowledge and skills
Upper KS2	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	6	<ul style="list-style-type: none"> - Create a chronological overview of the significant developments and explain independently the sequence of key events and causes/effects across a historical topic. (for example: the chronology of early-modern architecture. - Independently sequence key events, objects, themes, societies and people covered in history, by using and dates and labels accurately. - Study a historical topic in depth and show detailed awareness of the characteristics and features of a historical society (for example: show an understanding of the social, economic, cultural and political aspects of Maya society.)
		5	<ul style="list-style-type: none"> - Study and develop a secure knowledge of key events in Local, British and World history (for example: Can provide an overview of the key events in World War One and Two) - Independently sequence key events, objects, themes, societies and people covered in history, by using and dates and labels accurately (For Example, sequence the events and developments in Europe in the early 20th century.) - Study a historical event in depth (for example: the Holocaust) within an overview study of a period (for example: World War 2.)
Lower KS2		4	<ul style="list-style-type: none"> - Study and develop knowledge of local and world history to have a secure understanding of the historical events. - Study a local historical site (Cresswell Crags) to discover details about life in the past. - Can sequence a number of the historical topics covered in LKS2 by using dates and terms (for example: sequence the events in the Neolithic period). - Can place historical events in order using dates and historical terms.

			<ul style="list-style-type: none"> - The child can identify details from a local, national and global historical topic to show some awareness of themes, societies, events and people (for example: Recall a number of achievements of the Egyptians.)
		3	<ul style="list-style-type: none"> - Study and develop knowledge of British and world history. Including the Roman Empire and its effect on Britain, and the Viking/Anglo-Saxon struggle for England during the reign of Edward the Confessor. - Can place historical events in order (for example, they recognise the Roman Empire came before the Saxon conquest of England.) using some dates. - The child can identify details from a local, national and global historical topic to show some awareness of themes, societies, events and people (for example: Recall a number of details about the Romans and their achievements.)
KS1	<p>Understand Significant historical events and places in their own locality.</p> <p>They should know where the people and events they study fit within a chronological framework.</p> <p>Develop awareness of nationally significant events beyond living memory (e.g. The Great Fire of London).</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p>	2	<ul style="list-style-type: none"> - Use common terms to describe the passing of time. - Create a chronological timeline of events. - Understand where the events they have studied fit on a timeline. - Study significant events beyond living memory (such as the Great Fire of London) - Study significant historical events based on their own locality. - Learn about significant individuals in the past and why they are important.
	<p>Pupils should be taught about 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 [for example, Christopher Columbus, Florence Nightingale, Tim Berners Lee etc.]</p>	1	<ul style="list-style-type: none"> - Use common terms to describe the passing of time. - Understand the role of significant individuals in the past. - Sequence events in their lives chronologically. - Sequence artefacts from different periods of time.

<p>Past and Present ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling 	<p>EYFS</p> <p>In EYFS the children’s historical knowledge will be built up upon their personal history therefore practitioners should encourage children to talk about their significant past events. For example, in group task we have one session focused on circle time where we discuss significant events such as birthdays, celebrations, festivals and what did they do at the weekend.</p> <p>Children should know some things that happened to me in the past.</p> <p>Children should be able to discuss a significant event such as their birthday and be able to tell others how old they are.</p> <p>Children should be able to discuss past and present events in their own life and their families through circle time and provision time. E.g my mummy is having a baby, I am going to be a big sister.</p> <p>Circle time is a great opportunity for the children to show and tell their past, present and future events. For example, the children were asked to fill and create a Summer Shoebox. This gave the children opportunities to discuss key events in their summer holiday.</p> <p>Children should be able to talk and sequence some events related to objects/ actions such as in class we demonstrated how to create a jam sandwich step by step. As a result of this it should encourage the children to think of their actions in a chronological framework.</p> <p>Use every day language related to time e.g. old, new, young, days, today, yesterday, and tomorrow. Use common words and phrases relating to the passing of time e.g. old, new, young, days, months, today, yesterday, and tomorrow.</p>
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Historical concepts

N.C. Outcome		Year	Knowledge and skills
Upper KS2	They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	6	<ul style="list-style-type: none"> - Compare similarities, differences and changes within and across some topics and offer some explanations (for example, explain the differences within early-modern architecture.) - Comment independently on different types of causes and effects for events covered in Year 6. - Explain why different historical events, societies or people etc. were significant, while comparing the significance of events (for example: explain why one event is more significant than the other.) - Understand how different sources can lead to different interpretations about a person or event, and offer explanations for these differences. (for example, the contrast of sources with regards to medieval architecture.)
	They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	5	<ul style="list-style-type: none"> - Compare similarities, differences and changes within and across some topics (for example: provide similarities, differences and changes between World War One and World War Two.) - Explain the significance and roles of causes and effects across a range of events and developments (for example: the various factors that led to World War One.) - Explain why a historical event is significant (for example: the sinking of the Titanic.) - Understand how different sources can lead to different interpretations about a person or event.
Lower KS2		4	<ul style="list-style-type: none"> - The child can explain why some historical events are significant using appropriate historical terms. - Can make valid statements about the main similarities, differences and changes within a topic (for example: the changes and differences within stone-iron age.) - Can comment on the cause and effects on key events and developments within the studied historical topic.

KS1	<p>Identify similarities and differences between ways of life in different periods.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	2	<ul style="list-style-type: none"> - Compare the similarities and differences of the way of the way of life from two different historical settings. - Learn about some of the ways in which we can learn about the past (such as diary entries, paintings, artefacts and photographs.) - Begin to study some of the cause and effects of historical events.
		3	<ul style="list-style-type: none"> - The child can explain why some historical events are significant. - Compare and contrast trends over time (for example: how does Victorian schooling compare to modern schooling?) - Comment on some of the cause and effects for key events during their study of historical events (for example: Explain some of the reasons for the Viking/Saxon struggle for England.) - The child can interpret sources and off reasons why accounts may differ (For example, why there were different viewpoints regarding Boudicca.)

		1	<ul style="list-style-type: none"> - Talk about simple similarities and differences between different time periods. - Recognise the difference between past and present.
	<p><u>Past and Present ELG</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling 	EYFS	<p>Children will have the opportunity to listen to stories about the past.</p> <p>Children should be able to identify similarities and differences through various stories e.g The Nativity.</p> <p>Children should be able to recount parts of stories and memories about the past.</p> <p>With support, children should be able to research some facts about people and events which happened long ago such as Guy Fawkes when we celebrated Bonfire Night.</p> <p>Children will have the opportunity to look at various books and stories independently and ask for help to identify key concepts.</p>

Historical Enquiry

N.C. Outcome		Year	Knowledge and skills
Upper KS2	They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	6	<ul style="list-style-type: none"> - Reach a valid and well-informed conclusion from an independently planned and investigated enquiry, selecting appropriate evidence to support their answer. - Evaluate and offer suggestions to improve or develop their enquiry. - Comment with confidence on the value of different sources. - Can select their own evidence to support their judgement.
	They should understand how our knowledge of the past is constructed from a range of sources.	5	<ul style="list-style-type: none"> - Begin to reach a valid conclusion to an independently planned and investigated enquiry (For example: an enquiry into the sinking of the Titanic). - Offer some suggestions for improvements or developments for their own enquiry. - Comment on the value of different sources, and how some may be less reliable than others (for example: war propaganda) - Can select their own evidence to support their judgement.

Lower KS2		4	<ul style="list-style-type: none"> - Can use a range of sources to make and answer historical enquiries (For example, a range of sources and artefacts when studying stone-iron age Britain.) - Independently devise a range of historical questions and answer them through their own enquiries. (For example, answering their own questions about life in Ancient Egypt.) - The child can comment on how different sources can be used to build pictures of a past (for example: What an arrowhead might be able to tell you about Iron age Britain.)
		3	<ul style="list-style-type: none"> - Can use a range of sources to make and answer historical enquiries (For example: a range of sources when investigating the Roman impact in Britain). - Begin to independently devise a range of valid historical questions and answer them during their enquiries. (For example: plan a Victorian schooling drama using their own findings.)
KS1	<p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should use a wide vocabulary of everyday historical terms.</p>	2	<ul style="list-style-type: none"> - Ask and answer historical questions using their growing historical knowledge. - Use stories to learn about and retell historical events. - Use a variety of historical sources to make historical enquiries [for example: Use sources to plan and find information for an information paragraph.] - Use artefacts to form a picture about the past.

		1	<ul style="list-style-type: none"> - Ask and answer simple historical questions. - Begin to use some historical vocabulary, including every day terms for the past and present. [for example: tomorrow, yesterday.] - Use stories to differentiate between fact and fiction and to learn about historical events. - Understand how we can use objects to learn about the past.
	<p><u>Past and Present ELG</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling 	EYFS	<p>Through various books, children should be able to look at pictures, new vocabulary and discuss similarities and differences, e.g. “which things may be from the past/ a long time ago? Which things may be new or old? Children can look at pictures from the past and personal past experiences. E.g around the areas in our unit we display various pictures of the children learning and they notice themselves and their friends in the pictures and discuss what they were doing in that past event.</p> <p>Children are given the opportunity to ask and answer questions about personal past and present events in circle time.</p> <p>Children are encouraged to use some historical vocabulary such as yesterday, before, a long time ago or in the past. Also at this stage of development it’s essential to be constantly modelling the past tense vocabulary when we communicate. For example, “I play outside with my friends./ I played outside with my friends.”</p> <p>In our topic of minibeasts, children will be encouraged to ask and answer questions about the creatures. This is specifically portrayed when we look at a life cycle of one minibeast. As a result of this, the children should be able to use key vocabulary to describe these events such as first, then, before and after.</p> <p>Children are provided with the opportunity to look at objects from the past and discuss. For example, in our topic of Dinosaurs we look at artefacts from a long time ago through role play activities, researching on computers together and reading various books. E.g in our sand area children can independently become an archaeologist and dig for dinosaur fossils which encourages curiosity about past events, promotes new vocabulary and imaginative/ story-telling skills.</p> <p>When we celebrate birthdays, children share with the whole class their personal experience. Children discuss their age and what they did on their birthday.</p>

Historical Topics (i.e. Romans)

N.C. topics		Year	Knowledge and skills
KS2	Stone Age to Iron age Britain	6	Mayan empires. Architecture of the world from middle ages to modern day. Restoration period and Industrial Revolution Revisiting the Great Fire of London through the study of architecture.
	Roman Empire and its impact on Britain.		
	Britain's settlement by Anglo-Saxons and Scots.		
	Viking and Anglo-Saxon struggle for England during Edward the Confessor		
KS2	A local history study	5	WW1 and WW2 Titanic Legacy of Ancient Greek art, culture, literature and architecture on the modern world.
	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.		
	The achievements of the earliest civilizations – a depth study of an ancient civilization of: Ancient Sumer, Indus Valley, Egypt or Shang Dynasty.		
	Ancient Greece – a study of Greek life and achievements and it's influence on the western world.		
KS2	Ancient Greece – a study of Greek life and achievements and it's influence on the western world.	4	Ancient Egypt – How did they live? Tudors Trip to Cresswell Crags – comparing life in the Stone age, bronze age and iron age.
	A non-european society that provides contrasts with British History – one from early Islamic civilisation (including Baghdad), Mayan civilisation or Benin.		
	Ancient Greece – a study of Greek life and achievements and it's influence on the western world.		
KS1	Significant Individuals in the past	2	Robin Hood and Castles (audited) Great Fire of London How sea sides have changed Comparing explorers – Columbus and Cook
	Significant historical events		
	Changes within living memory		
	Significant historical events in their own locality		

		1	<p>Comparing astronauts</p> <p>Mary Seacole and Florence Nightingale.</p>
EYFS	<p>Past and Present ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling 	EYFS	<p>Celebrations-</p> <p>Children should be able to discuss past events such as birthdays, The Nativity, how we celebrate Christmas now and any special events which may have happened within their family. (e.g marriage, new baby brother or sister or a family members birthday)</p> <p>Children are given the opportunity to show and tell about their birthdays.</p> <p>Dinosaurs-</p> <p>Key vocabulary is used more frequently such as; in the past, a long time ago, before, old, new, discovered, research, now and then.</p> <p>Comparing past events. E.g How old are we and how old are dinosaurs?</p> <p>Children should be able to look at and discuss similarities and differences between dinosaurs and animals in the present with support from pictures, books and adults.</p> <p>Key curiosity questions will be asked. Eg. I wonder how many years ago, I wonder who was the first person to see a dinosaur or I wonder who the first person to find a fossil was.</p> <p>Investigations take place. E.g could dinosaurs still be alive, we're going on a dinosaur hunt.</p> <p>Children are constantly being asked open- ended questions to promote discussions about personal past, present and future events in their own lives and in the lives of family members. This may be carried out formally through circle time or show and tell, however, this can also be completed informally when in provision time and taking observations.</p>