

History Skills, Knowledge and Vocabulary Progression

	EY	Y1	Y2	Y3	Y4	Y5	Y6
<b>Historical knowledge</b>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, cultures, communities and traditions.</p> <p>Children can understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>events beyond living memory that are significant nationally or globally [<i>ie.. the Great Fire of London/ first aeroplane flight or events commemorated through festivals/ anniversaries</i>] (<i>Guy Fawkes Gunpowder plot &amp;</i></p> <p>the lives of significant individuals who can be compared from different time periods <u><i>Mary Seacole and/or Florence Nightingale and Edith Cavell &amp; Christopher Columbus and Neil Armstrong.</i></u></p> <p>significant historical events, people and places in their own locality <i>e.g. John Cabot &amp; Matthew ship - SSGB ships</i></p>	<p>Toys/childhood in the past: changes within living memory</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>events beyond living memory that are significant nationally or globally [<i>ie.. the Great Fire of London/ first aeroplane flight or events commemorated through festivals/ anniversaries</i>]</p> <p>the lives of significant individuals who can be compared from different time periods <i>Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</i></p> <p>significant historical events, people and places in their own locality. <i>E.g. Brunel and landmarks in Bristol</i></p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt</p>	<p>The Roman Empire and its impact on Britain</p> <p>A local history study linked to Romans</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - <i>the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></p> <p>a non-European society that provides contrasts with British history: Mayan civilization c. AD 900</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - <i>the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day</i></p>	<p>A local history study and a significant turning point in British History (Windrush &amp; Bristol / WW2)</p> <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
	<b>Vocabulary</b>	<p>Mary Seacole and Florence Nightingale, Crimea, Scutari, infections, nursing, nurses, doctors, John Cabot, The Matthew, SS Great Britain, Isambard Kingdom Brunel, voyages, discovery,</p>	<p>Tudor, Victorian, modern day, significant, monarchy, queen, king, prince and princess, Armada, kingdom, battles, plots, war, court, mills/factories, railways, inventions, industrial revolution</p>	<p>Stone age, Bronze age, Iron age, Skara Brae, hunter-gatherer, religion, Stonehenge, Avebury, hillforts, settlement</p> <p>Ancient Egyptians, civilisation, pyramid, sphinx, Nile, flood, gods, fertile, agriculture, tomb, archaeologist, papyrus, scribe, hieroglyphics, Howard Carter, Tutankhamen</p>	<p>Roman, conquer, invasion, Caesar, Emperor, revolt, mosaic, hypocaust, gladiator, chariot, Roman baths, Roman roads, aqueduct, viaduct, amphitheatre, amphora, toga, villa, centurion, legion, Hadrian's wall, forum, fortifications, legacy, culture, diversity, The Ancient Maya, empire, astrology, astronomy, excavate, stele, sacrifice, temple, ceremony, Conquistador, disease, warrior, headdress</p>	<p>Raid, settlers, resistance, invaders, long ships, Danegeld, Christianity, Lindesfarne, monasteries, monks, illuminated writing, democracy, vote,</p>	<p>20<sup>th</sup> century, WW1, WW2, blitz, home front, make do and mend, evacuate, evacuees, morale, propaganda, Winston Churchill, Adolf Hitler, allies, axis powers, Windrush generation, emigrate, immigrant, immigration,</p> <p>Vocabulary related to subjects studied in 20<sup>th</sup> century Bristol</p>

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	<p><b>Context</b></p>	<p>Who are the real heroes? <i>(to include study and comparisons of Mary Seacole and/or Florence Nightingale)</i></p> <p>Why is water precious? <i>(to include history and comparison of local Matthew ship &amp; John Cabot) with famous Christopher Columbus. Could compare to a different explorers e.g. Neil Armstrong and landing on the moon event.</i></p>	<p>What was it like to live in Victorian times? <i>(to include studies of the life and times Queens Victoria &amp; comparison to Elizabeth 2)</i></p> <p>What makes Bristol brilliant? <i>(to include study of Brunel and the history of famous landmarks in Bristol. Study of local history in Shirehampton)</i></p> <p>What makes Africa amazing?</p>	<p>Would you prefer to live in Ancient Egypt or the Stone age Britain?</p>	<p>What did the Romans do for us? How has Europe changed?</p> <p>How has STEM changed the world?</p>	<p>Why were European Invaders such successful conquerors?</p> <p>How have the Ancient Greeks influenced us?</p>	<p>What changes can we see in Bristol in 100 years?</p> <p>Evolution topic <i>(including a study of Mary Anning)</i></p>
<p><b>Chronological awareness/knowledge/understanding</b></p>	<p>Children can listen to stories and place events in chronological order.</p> <p>Use the vocabulary: beginning, middle and end.</p> <p>Can talk about what they have done with their families during Christmas' in the past.</p>	<p>To develop an awareness of the past, using common words and phrases relating to the passing of time e.g. past, present, older and newer</p> <p>Know where people and events studied fit into a chronological framework. With support can order/sequence artefacts/events/photos in chronological order</p> <p>Identify similarities and differences between ways of life at different periods of time</p> <p>Can repeat dates studied</p>	<p>To develop an awareness of the past, using common words and phrases relating to the passing of time, with greater independence</p> <p>Know where people and events studied fit into a chronological framework. With greater independence, order/sequence artefacts/events/photos in chronological order</p> <p>Identify similarities and differences between their lives and the lives of others at different periods in time</p> <p>Can use dates studied to understand how long ago this was</p>	<p>Continue to develop chronologically secure knowledge of history time periods studied</p> <p>Independently place events from period studied on time line in relation to other studies</p> <p>Understand that time can be divided into BC/AD</p> <p>Establish clear narrative within period studied</p> <p>Starting to note connections, contrasts and any trends over time</p> <p>Can use dates when describing events/ eras studied, and can order these.</p>	<p>Continue to develop chronologically secure knowledge of history time periods studied and relate this to prior learning</p> <p>Place events from period studied on time line in relation to other studies accurately and independently</p> <p>Understand that time can be divided into BC/AD</p> <p>Establish clear narrative within period studied</p> <p>Note connections, contrasts and any trends over time</p> <p>The child can sequence a number of the most significant events, objects, themes,</p>	<p>Continue to develop chronologically secure knowledge of history time periods studied and relate this to prior learning</p> <p>Place current study on time-line in relation to other studies (using key periods as reference points: BC, AD, Romans, Anglo-Saxons, Vikings)</p> <p>Establish clear narratives within and across periods studied</p> <p>Know and sequence significant events, societies and people within topics covered using relevant dates, period labels and terms</p> <p>Relate current studies to previous studies, make connections and comparisons between</p>	<p>Display chronologically secure knowledge of history time periods studied</p> <p>Place current study on time-line in relation to other studies (using key periods as reference points: BC, AD, Romans, Anglo-Saxons, Vikings)</p> <p>Establish clear narratives within and across periods studied</p> <p>Know and sequence significant events, societies and people within topics covered using relevant dates, period labels and terms</p> <p>Relate current studies to previous studies, make connections and comparisons between different times in history</p>

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				Can identify details from several themes, societies, events and significant people covered in local, national and global history.	societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and term	different times in history and trends over time  Can understand some features associated with themes, societies, people and events covered.	and trends over time and start to consider 'why?'  Can understand the concepts of continuity and change, sequencing them on a timeline with supporting evidence
	<b>Vocabulary</b>	Year, decade, century, ancient, modern, long ago, timeline, date order, similar, different, important, living memory, grandparent, parent, memories, historian, detective, opinion, old, new, past, present	Chronological order, era, period, reign, hundreds of years ago, about a hundred years ago,  Same, different, similar,	BCE, BC, CE, AD, millennium, thousands of years, over the years, over many years, connection, contrast, trend, duration, lasting, artefact	Two thousand years, many hundreds of years, legacy, key events	Sequence	
	<b>Context</b>	Key dates: Mary Seacole – 1805 - 1881 Florence Nightingale – 1820 – 1910 Christopher Columbus (1451 – 1506) John Cabot (1450 – 1500) Matthew ship: SSGB ship	Key dates: Elizabeth 1: 1533 – 1603 Victoria: 1819 – 1903 Elizabeth 2: 1926 – Great Exhibition 1851	Key dates: Stone age: 3 million – 2000BC Bronze age: 2000BC Iron Age 800bc – 43AD (Roman conquest)  Ancient Egypt: broadly 3100BC – arrival Romans in 30BC Tutankhamen: 1342-1325BC	Key dates: Roman conquest of Britain: 43AD – 410AD Mayans: Classic period 250 – 900AD Post classic period 950 – 1539AD (Spanish conquest)	Key dates: Anglo-Saxon kingdoms 410- 1066 (Norman conquest)  Vikings: 793 – 1066AD (Norman conquest)  Ancient Greek civilisation: 700BC – 323BC (Death of Alexander the Great)	Key dates:  End WW1 1918 WW2: 1939 – 1945  Windrush arrival 1948  Other key dates depend on what you choose to study.
<b>Historical enquiry (using evidence, communicating ideas) - include use of primary and secondary sources</b>	Can use vocabulary and forms of speech that are increasingly influenced by their experiences of books.  Can develop their own narratives and explanations by connecting ideas or events.  Can make relevant comments and ask questions.  Children can have discussions between themselves regarding their experience of past birthday celebrations.	Ask and answer simple questions (why, what, who, how, when) related to different sources and objects  With support, sequence a small collection of artefacts/pictures.  Begin to understand some ways we can find out about the past.  Use parts of stories and other sources to show that they know and understand concepts With support, children start to identify different views using sources.	Ask and answer relevant questions (why, what, who, how, when) related to different sources and objects and use answers to make comparisons to their own experiences (continuity and change).  Mostly independently, sequence a small collection of artefacts/pictures.  Understand some ways we can find out about the past.  Use parts of stories and other sources to show that they know and understand concepts and identify different views.  Children can express how and why changes have happened within living memory.  Children can express how and why changes have happened beyond living memory.	Regularly address and sometimes devise historically valid questions Why did they live like this? How did this happen? Why did ___ decide to...? ( starting to think about reasons for continuity and change).  Understand how knowledge of the past is constructed from a range of sources (including primary and secondary) and select significant information.  Begin to construct informed responses by selecting and organising relevant historical information - use evidence to build up a picture of a past event and choose relevant material to present/communicate this.	Independently address and devise historically valid questions and answer using given sources. Why did they live like this? How did this happen? Why did ___ decide to...? ( starting to think about reasons for continuity and change).  Comment on the usefulness and reliability of a range of sources (including primary and secondary)  Construct informed responses by selecting and organising relevant historical information - use evidence to build up a picture of a past event and choose relevant material to present/communicate this	Regularly address and sometimes devise historically valid questions. Children consider the 'how and why'?  Choose suitable sources (including primary and secondary) of evidence based mostly on relevance.  Use inference skills when looking at a range of resources to form conclusions from a range of sources. Select and use relevant evidence to build a picture and communicate this.  Can place several valid causes and effects in an order of importance relating to events and developments.	Regularly address and sometimes devise historically valid questions. Children consider what might have happened if certain events/individuals did not happen.  Understand how knowledge of the past is constructed from a range of sources (including primary and secondary).  Construct informed responses by considering the richness, relevance and reliability of resources when selecting and organising relevant historical information from a range of sources and how they are used to answer questions/ draw conclusions.  Can compare the significance of events,

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	Can discuss images, video clips, shared texts and other resources about the wider world.			With support, can describe some relevant causes for, and effects on, some of the key events and developments covered.	Can comment on the importance of causes and effects for some of the key events and developments within topic.	Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics.	development and people across topics and time period.  Can understand and explain the nature and reasons for different interpretations in a range of topics.
	<b>Vocabulary</b>	Detective, picture, painting, letter, diary, artefact, object, memories	Evidence, investigate, research, historians, experts, letters, newspapers, websites, text books,	First hand evidence, second hand evidence, document, hieroglyphics, recorded, archaeologist, artefact, excavate	Primary source, secondary source, Reliable,	This sources suggest that..., significant	This sources doesn't suggest that..., eye witness, biased, motive, significant, different experiences
	<b>Context</b>	Examples of sources: Paintings of Seacole and Nightingale. Descriptions of hospitals then and now. Pictures of the ships. Visit the ships, maps of the voyages	Examples of sources: Paintings and photographs of the queens and events in their reigns. Contemporaneous descriptions of life at each time. Photographs of toys in each era.	Examples of sources: Visit British museum for both eras to see primary sources. Watch films about discovery of Tutankhamen's tomb.	Examples of sources: Visit Kingsweston Villa. See photographs of Roman artefacts.  Read contemporaneous descriptions e.g. Boudicca's revolt (are there two viewpoints?). See photos of key Mayan remains	Examples of sources: Sutton Hoo artefacts. Viking artefacts. Greek remains and artefacts Contemporaneous descriptions of life at that time. (different viewpoints?)	Examples of sources: Asking people who were there at the time. M Shed exhibits Films and archives Copies of contemporaneous documents Lots of opportunities to compare and contrast. Also, different viewpoints.
<b>Key concepts which underpin all historical enquiry:</b>  - Continuity and change in and between periods  -Cause and consequence -Similarity / Difference within a period/situation (diversity)  -Significance of events / people	Compare and contrast characters from stories including figures from the past.  Children can identify significant figures (e.g. those who have been to space)/events and begin to understand that these events happened before they were born.  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.	With support, can identify a range of similarities/differences between ways of life 'now' and 'then'  With support, ask and answer questions about why people did things/why events happened and suggest simple explanations.  Make simple observations about different types of people, events, beliefs within a society and consider one reason why it is important.  Talk about who was important e.g. in a simple historical account  Describe what life was like for children in the past.	More independently, can identify and describe a range of similarities / differences between ways of life 'now' and 'then'  More independently, ask and answer questions about why people did things/why events happened and suggest simple explanations.  Make simple observations and consider a range of significant aspects about different types of people, events, beliefs within a society  Talk about who was important e.g in a simple historical account	Can independently and accurately identify and describe similarities / differences between ways of life at the different times studied in Key Stage 1 and Lower Key Stage 2  Describe/ make links between main events, situations and changes within and across different periods  Identify and give reasons for, results of, historical events, situations, changes  Identify social, cultural, religious and ethnic diversity in Britain and the wider world  Identify and discuss historically significant people and events in situations and select what is most significant.	Can make valid statements about the main similarities/differences between ways of life at the different times studied.  Comment on the importance of causes and effects for some of the main events, situations and changes within and across different periods Identify and give reasons for, results of, historical events, situations, changes  With support, describe social, cultural, religious and ethnic diversity in Britain and the wider world  Identify, discuss and explain why people and events are historically significant	Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change.  Place several valid causes and effects in an order of importance relating to main events, situations and changes within and across different periods/societies, including Egyptians, Romans, Anglo-Saxons, Vikings present day  Identify and give reasons for, results of, historical events, situations, changes and significant issues in many of the topics covered  Describe social, cultural, religious and ethnic diversity in Britain & the wider world  Identify historically significant people and events in situations in many of the topics covered	Can compare how typical similarities, differences and changes were.  Can explain the role and significance of different causes and effects of a range of events and developments.  Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance  Ask and answer questions about why people did things/why events happened and suggest simple explanations  Suggest reasons for social, cultural, religious and ethnic diversity in Britain & the wider world  Make simple observations about different types of people, events, beliefs within a society

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	<b>Vocabulary</b>	Similar, different, change, important, opinion,	Compare, reason,	Affect, effect, impact,	I can infer that..., my conclusion is that..., legacy, suggest, impact	This source suggests that..., impression, consequences, cause, reliable	This source does not suggest that...,
<b>Context</b>		Compare hospitals and nursing now to then Look at different ships and compare them throughout all times.	Now and then in everyday objects. Now and then school life. Why did they have the Great Exhibition? Study lives of the queens, Brunel.	Compare life in Egyptian times and in bronze age. Understand how and why life changed in Britain from Stone age to Iron age. Study Howard Carter and Tutankhamen.	Compare Britain at the beginning of the Roman period to Britain at the end. Discuss the legacy of the Roman culture in Britain today. Discuss the legacy of the Mayan culture Compare life in Roman times to life before the Romans. Boudicca. Understand the significance of the Spanish conquests of Central and South America.	Compare the Anglo-Saxon and the Vikings. How did they learn to live together in Britain? Why did the Vikings come? Compare life in Anglo-Saxon times (the Dark Ages!) to Roman times? Compare evidence for these time to Roman times. Study Bede, King Alfred, a Viking ruler	Compare and contrast Bristol in 1920 to Bristol today. Follow some of the national developments in everyday life and how they impacted Bristol (NHS, television and radio, transport, housebuilding, music...) Roy Hackett Windrush, bus boycott, St Pauls