

**Trinity St Mary's Church of England Primary School Subject Progression:**  
**Key Stage 1 and 2**  
**Subject Area: History**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stages 2 and 3.

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

**KEY STAGE 1:****Pupils should be taught:**

Knowledge / understanding of British History

- Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.

Knowledge / understanding of wider world history

- Events beyond living memory that are significant nationally or globally (for example the Great Fire of London, The first aeroplane flight or events commemorated through festivals or anniversaries)
- 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 Elizabeth the First, 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.)

Local History

- Significant historical events, people and places in their own locality.

**KEY STAGE 2****Pupils should be taught:**

Knowledge / understanding of British History

- changes in Britain from the Stone Age to the Iron Age (e.g. – late Neolithic hunter-gatherers and early farmers; Bronze age religion, technology etc – Stonehenge, Iron Age hill forts, tribal kingdoms, farming art and culture)
- the Roman Empire and its impact on Britain (Julius Caesar’s attempted invasion 55-54BC; the Roman Empire by AD42 and the power of its army; invasion by Claudius and conquest – Hadrian’s Wall; British resistance – Boudica; ‘Romanisation’ of British sites and impact of culture and beliefs, including early Christianity)
- Britain’s settlement by Anglo-Saxons and Scots (Roman withdrawal from Britain in c.AD410 and the fall of the western Roman Empire; Scots invasions from Ireland to North Britain; Anglo-Saxon invasions, settlements and kingdoms; place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne)
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (Viking raids and invasion; resistance by Alfred the Great and Athelstan; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066)
- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (the changing power of monarch using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> century; the legacy of Greek or Roman culture on later periods in British history, including the present day; a significant turning point in British history, for example the first railways or Battle of Britain)

Knowledge / understanding of wider world history

- the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in depth study of one of the following : Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrast with British history – one study chosen from; early Islamic civilisation; including a study of Baghdad c.AD900; Mayan civilisation c.AD900; Benin (West Africa) c.AD900-1300

Local History

- A local history study (a depth study linked to one of the British areas of study listed above; a study over time tracing several aspects of national history are reflected in the locality, this can go beyond 1066; a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality)

Year 1 – I Can...	Year 2 – I Can ...	Year 3 – I Can ...	Year 4 – I Can ....	Year 5 – I Can ....	Year 6 – I Can ...
<ul style="list-style-type: none"> <li>Use words and phrases: <b>old, new, long ago, decades</b></li> <li><b>Compare</b> old and new e.g. toys</li> <li>Recognise objects that belonged in the <b>past</b> and in present</li> <li>Explain how I have <b>changed</b> since <b>birth</b></li> <li>Explain how some people have helped us to have better lives</li> <li>Ask and answer <b>questions</b> about old and new places</li> <li><b>Identify before</b> and <b>after</b> in pictures</li> <li>Explain what has <b>changed</b> and <b>stayed the same</b> over time</li> <li><b>Compare</b> objects and their <b>use</b></li> </ul>	<ul style="list-style-type: none"> <li>I can show a developing understanding of events beyond living memory that are significant nationally.</li> <li>I can build <b>understanding</b> of the <b>lives</b> of significant individuals in the past-Samuel Pepys.</li> <li>I can <b>compare</b> aspects of <b>life</b> in 1666 and 2020</li> <li>I can <b>sequence events</b> that are close together in time.</li> <li>I can <b>order dates</b> from <b>earliest</b> to <b>latest</b> on simple <b>timelines</b>.</li> <li>I can use words such as: <b>old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after</b> to show the passing of time.</li> <li>I can recognise some <b>similarities</b> and <b>differences</b> between the <b>past</b> and <b>present</b>.</li> <li>I can identify similarities and differences between <b>ways of life</b> in different <b>periods</b>.</li> <li>I can explain the reasons that people in the past acted how they did.</li> <li>I can recount episodes from stories and <b>significant events in history</b>.</li> <li>I can use historical vocabulary to retell simple stories about the past.</li> <li>I can give examples of things that were different when my grandparents were children</li> <li>I can, with support, <b>research</b> the lives of famous people from the past using different <b>sources of evidence</b> (Significant</li> </ul>	<ul style="list-style-type: none"> <li><b>understand</b> how our knowledge of the past is constructed from a <b>range of sources</b></li> <li>look at more than two <b>versions</b> of the same <b>event</b> or story in history and <b>identify differences</b></li> <li>use a range of sources to find out about the past;</li> <li>construct informed <b>responses</b> about one aspect of life or a <b>key event</b> in the past through careful <b>selection</b> and <b>organisation</b> of relevant <b>historical information</b></li> <li>gather more detail from sources such as <b>maps</b> to build up a clearer picture of the <b>past</b></li> <li>regularly address and sometimes devise own questions to find answers about the past;</li> <li>begin to undertake their own <b>research</b>.</li> <li><b>sequence</b> several events, <b>artefacts</b> or <b>historical figures</b> on a <b>timeline</b> using <b>dates</b>, including those that are sometimes further apart, and terms related to the unit being studied and <b>passing of time</b>;</li> <li><b>understand</b> that a timeline can be divided into <b>BC</b> (Before Christ) and <b>AD</b> (Anno Domini).</li> <li>note key <b>changes</b> over a period of time and be able to give reasons for those changes;</li> <li>find out about the <b>everyday lives</b> of people in time studied <b>compared</b> with our life <b>today</b>;</li> </ul>	<ul style="list-style-type: none"> <li><b>understand</b> how our knowledge of the past is constructed from a <b>range of sources</b></li> <li>look at more than two versions of the same event or story in history and <b>identify differences</b></li> <li>use a range of sources to find out about the past;</li> <li><b>construct</b> informed responses about one <b>aspect of life</b> or a <b>key event</b> in the past through careful <b>selection</b> and <b>organisation</b> of relevant <b>historical information</b></li> <li>gather more detail from sources such as <b>maps</b> to build up a clearer picture of the past</li> <li>regularly address and sometimes <b>devise own questions</b> to find answers about the past;</li> <li>begin to undertake their own <b>research</b>.</li> <li><b>sequence</b> several events, <b>artefacts</b> or <b>historical figures</b> on a <b>timeline</b> using <b>dates</b>, including those that are sometimes <b>further apart</b>, and terms related to the unit being studied and <b>passing of time</b>;</li> <li><b>understand</b> that a timeline can be divided into <b>BC</b> (Before Christ) and <b>AD</b> (Anno Domini).</li> <li>identify key features, aspects and events of the time studied;</li> <li><b>describe connections</b> and <b>contrasts</b> between aspects of history, people, events and artefacts studied.</li> </ul>	<ul style="list-style-type: none"> <li><b>construct</b> informed responses about one aspect of life or a key event in the past through <b>careful selection and organisation</b> of relevant <b>historical information</b></li> <li>gather more detail from sources such as maps to build up a clearer picture of the past</li> <li><b>sequence</b> several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and <b>passing of time</b>;</li> <li><b>find and analyse a wide range of evidence</b> about the past;</li> <li>start to understand the difference between <b>primary and secondary evidence</b> and the impact of this on <b>reliability</b>;</li> <li>show an awareness of the concept of <b>propaganda</b>;</li> <li>know that people in the past represent events or ideas in a way that may be to <b>persuade</b> others;</li> <li>begin to <b>evaluate</b> the usefulness of different <b>sources</b>.</li> <li>use a wide range of <b>different evidence</b> to collect evidence about the past, such as <b>ceramics, pictures, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</b>;</li> <li>select relevant sections of information to address <b>historically valid questions</b> and construct <b>detailed, informed responses</b>;</li> <li><b>investigate their own lines of enquiry</b> by posing historically valid questions to</li> </ul>	<ul style="list-style-type: none"> <li>find and <b>analyse</b> a wide <b>range of evidence</b> about the past;</li> <li>use a range of evidence to offer some <b>clear reasons</b> for <b>different interpretations</b> of events, linking this to <b>factual understanding</b> about the past;</li> <li>consider different ways of <b>checking the accuracy</b> of interpretations of the past;</li> <li><b>start</b> to understand the difference between <b>primary and secondary evidence</b> and the <b>impact of this on reliability</b>;</li> <li>show an awareness of the concept of <b>propaganda</b>;</li> <li><b>know</b> that people in the past represent events or ideas in a way that may be to <b>persuade others</b>;</li> <li>begin to <b>evaluate the usefulness</b> of different sources.</li> <li>recognise when they are using <b>primary and secondary sources</b> of information to investigate the past;</li> <li>use a <b>wide range</b> of different <b>evidence</b> to collect evidence about the past, such as <b>ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</b>;</li> <li>select relevant sections of information to address <b>historically valid questions</b> and construct <b>detailed, informed responses</b>;</li> <li><b>investigate their own lines of enquiry</b> by posing historically valid questions to</li> </ul>

	people day)	<ul style="list-style-type: none"> <li>• explain how people and events in the past have influenced life today;</li> </ul>		<p>of significant events, movements and dates on a timeline using dates accurately;</p> <ul style="list-style-type: none"> <li>• understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>• examine causes and results of great events and the impact these had on people;</li> </ul>	<p>answer.</p> <ul style="list-style-type: none"> <li>• order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>• accurately use dates and terms to describe historical events;</li> <li>• understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>• understand how some historical events/periods occurred concurrently in different locations, e.g. Ancient Greece</li> <li>• identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>• use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li>• examine causes and results of great events and the impact these had on people;</li> <li>• describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</li> </ul>
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