



### What does it mean to be a historian? What does it mean to behave and think like a historian?

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources
- The ability to think, reflect, debate discuss and evaluate the past, formulating and refining questions and lines of enquiry
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics

### HISTORY - Progression of Skills and Knowledge

|                                                                              | EYFS                                                                                                                                   | Year 1                                                                                                                                    | Year 2                                                                                                                                                                                                                        | Year 3                                                                                                                                         | Year 4                                                                                                              | Year 5                                                                                                                                                                                                                                | Year 6                                                                                                                                                                                                         |
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| <b>British &amp; World History</b>                                           |                                                                                                                                        | Changes in living memory<br><br>The lives of significant individuals                                                                      | The lives of significant individuals<br><br>Significant local history<br><br>Significant national history                                                                                                                     | Changes in Britain from the Stone Age to the Iron Age<br><br>The Roman Empire and its impact on Britain<br><br>A local history study (Bristol) | Britain's settlement by Anglo-Saxons and Scots<br><br>The achievements of the earliest civilization (Ancient Egypt) | The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor<br><br>A study of Greek life and achievements and their influence on the western world                                             | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066<br><br>A non-European society that provides contrasts with British history (Mayans)                  |
| <b>Chronological Understanding</b>                                           | Discuss things that have happened to them in the past i.e. weekend and holidays experiences, pre-school, and events important to them. | To recognise the distinction between present and past in their own and other people's lives.                                              | To show developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past. | To developing understanding of chronology by their realisation that the past can be divided into different periods of time                     | To show factual knowledge and understanding by describing characteristic features of past societies and periods.    | To show factual knowledge and understanding by describing the achievements of past societies and periods.                                                                                                                             | To identify changes within and across different periods.                                                                                                                                                       |
|                                                                              |                                                                                                                                        | To show emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. |                                                                                                                                                                                                                               | To use words and phrases such as decades and centuries to describe the past                                                                    | To use key dates to describe events.                                                                                | To show factual knowledge and understanding by describing the influence of past societies and periods on the western world.                                                                                                           | To identify connections, contrasts and trends over time.                                                                                                                                                       |
|                                                                              |                                                                                                                                        |                                                                                                                                           |                                                                                                                                                                                                                               |                                                                                                                                                | To use terms such as: AD and BC along with dates when describing the past.                                          | To independently place key events on a timeline to show chronological understanding.                                                                                                                                                  |                                                                                                                                                                                                                |
| <b>Knowledge and Understanding of Events, People and Changes of the Past</b> | Discuss stories from the past.<br><br>Discuss famous people from the past.                                                             | To know and recount episodes from stories about the past                                                                                  | To show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied.                                                                                 | To show knowledge and understanding of some of the main events, people and changes studied.                                                    | To describe some of the main events, people and changes.                                                            | To show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. To then use this to describe features of past societies and periods and to begin to make links between them | To use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods, and to make links between features within and across different periods. |
|                                                                              |                                                                                                                                        |                                                                                                                                           | To recognise that there are reasons why people in the past acted as they did.                                                                                                                                                 | To begin to give a few reasons for, and results of, the main events and changes.                                                               | To give some reasons for, and results of, the main events and changes.                                              | To describe events, people and changes.                                                                                                                                                                                               | To examine and explain the reasons for, and results of, events and changes.                                                                                                                                    |
|                                                                              |                                                                                                                                        |                                                                                                                                           |                                                                                                                                                                                                                               |                                                                                                                                                |                                                                                                                     | To describe and make links between events and changes and give reasons for, and                                                                                                                                                       |                                                                                                                                                                                                                |

|                                               | EYFS | Year 1                                                                               | Year 2                                                                                                              | Year 3                                                                                                       | Year 4                                                                                                       | Year 5                                                                                                                                                      | Year 6                                                                                                                                                   |
|-----------------------------------------------|------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               |      |                                                                                      |                                                                                                                     |                                                                                                              |                                                                                                              | results of, these events and changes.                                                                                                                       |                                                                                                                                                          |
| <b>Historical Interpretations and Enquiry</b> |      | To find answers to some simple questions about the past from sources of information. | To start to identify some of the different ways in which the past is represented.                                   | To identify some of the different ways in which the past is represented.                                     | To show some understanding that aspects of the past have been represented and interpreted in different ways. | To know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.                                 | To describe, and begin to analyse, why there are different historical interpretations of events, people and changes.                                     |
|                                               |      |                                                                                      | To observe or handle sources of information to answer questions about the past on the basis of simple observations. | To use sources of information in ways that go beyond simple observations to answer questions about the past. | To are beginning to select and combine information from different sources.                                   | To use their knowledge and understanding - pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks. | To use their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions. |
| <b>Organisation and Communication</b>         |      |                                                                                      |                                                                                                                     |                                                                                                              | To start to begin to produce structured work, making appropriate use of dates and terms.                     | To select and organise information to produce structured work, making appropriate use of dates and terms.                                                   | To select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.                               |