

Hazel Grove Primary School

Curriculum Progression- 2022/2023 History – Knowledge and Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE (INTENT)						
Locational Knowledge	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, <u>these should be used to reveal aspects of change in national life</u> events beyond living memory that are significant nationally or globally 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 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain (linked with a local history study) the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <u>Ancient Egypt</u>; The Shang Dynasty of Ancient China 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (linked with a local history study) 	<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world a local history study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <u>Ancient Egypt</u>; The Shang Dynasty of Ancient China 	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a non-European society that provides contrast with British history - one study chosen from: <u>early Islamic civilization</u>, including a study of Bagdad c.AD 900; <u>Mayan civilization c. AD 900</u>; Benin (West Africa) c. AD 900-1300
SKILLS						
Chronology	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Begin to show where places, people and events fit into a broad chronological framework</p> <p>Begin to use dates</p>	<p>Demonstrate an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Show where places, people and events fit into a broad chronological framework</p> <p>Begin to use dates</p>	<p>Begin to develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Begin to put events, people, places and artefacts on a timeline</p> <p>Begin to use correct terminology to describe events in the past</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a timeline</p> <p>Use correct terminology to describe events in the past</p>	<p>As Year 4, and</p> <p>Begin to use greater depth and range of knowledge</p>	<p>As Year 5, and</p> <p>Use greater depth and range of knowledge</p>
Historical Terms	<p>Begin to develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my L. were younger, years, decades, centuries</p>	<p>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my L. were younger, years, decades, centuries</p>	<p>Begin to develop use of appropriate subject terminology, such as: empire, civilisation, monarch.</p>	<p>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch.</p>	<p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p>	<p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</p>

<p style="text-align: center;">Historical Enquiry</p>	<p>Begin to ask and to answer questions about events e.g. When? What happened? What was it like? Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p> <p>Choose and use parts of stories and other sources to show understanding of events</p> <p>Communicate understanding of the past in a variety of ways</p>	<p>Ask and begin to answer questions about events e.g. When? What happened? What was it like? Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p> <p>Choose and use parts of stories and other sources to show understanding of events</p> <p>Communicate understanding of the past in a variety of ways</p>	<p>Begin to ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Begin to suggest where we might find answers to questions considering a range of sources</p> <p>Begin to understand that knowledge about the past is constructed from a variety of sources</p> <p>Begin to construct and organise responses by selecting relevant historical data</p>	<p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Suggest where we might find answers to questions considering a range of sources</p> <p>Understand that knowledge about the past is constructed from a variety of sources</p> <p>Construct and organise responses by selecting relevant historical data</p>	<p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Select sources independently and give reasons for choices</p> <p>Analyse a range of source material to promote evidence about the past</p> <p>Construct and organise response by selecting and organising relevant historical data</p>	<p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Select sources independently and give reasons for choices</p> <p>Analyse a range of source material to promote evidence about the past</p> <p>Construct and organise response by selecting and organising relevant historical data</p>
<p style="text-align: center;">Interpreting History</p>	<p>Begin to identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p>	<p>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p>	<p>Be aware that different versions of the past may exist and begin to suggest reasons for this</p>	<p>Be aware that different versions of the past may exist and begin to suggest reasons for this</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this</p>
<p style="text-align: center;">Continuity and Change</p>	<p>Discuss change and continuity in an aspect of life, e.g. holidays</p>	<p>Discuss change and continuity in an aspect of life, e.g. holidays</p>	<p>Describe and begin to make links between main events, situations and changes within and across different periods and societies</p>	<p>Describe and begin to make links between main events, situations and changes within and across different periods and societies</p>	<p>As Year 3/4, and Use a greater depth of historical knowledge</p>	<p>As Year 3/4, and Use a greater depth of historical knowledge</p>
<p style="text-align: center;">Similarities and Differences</p>	<p>Identify similarities and differences between ways of life in different periods, including their own lives</p>	<p>Identify similarities and differences between ways of life in different periods, including their own lives</p>	<p>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>	<p>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>	<p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>	<p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>
<p style="text-align: center;">Significance</p>	<p>Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why</p>	<p>Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why</p>	<p>Identify and begin to describe historically significant people and events in situations</p>	<p>Identify and begin to describe historically significant people and events in situations</p>	<p>Give reasons why some events, people or developments are seen as more significant than others</p>	<p>Give reasons why some events, people or developments are seen as more significant than others</p>