



History

Key skills and knowledge by unit

Standard

Introduction

The History Progression of skills and knowledge shows the knowledge and skills taught in the Kapow Primary History curriculum and which of the units work towards these statements.

Component knowledge statements are shown in grey and composite skills are shown in white.

Knowledge	To know that 'the present' is time happening now.	Chronological awareness	✓		
	To know that within living memory is 100 years.		✓		
	Sequencing three or four events in their own life		✓		
Skills	Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)		✓	✓	✓
	Sequencing three or four artefacts from different periods of time.			✓	

Topic knowledge is covered in each of our units, helping pupils to understand the period being studied, however this knowledge is not necessarily progressive and the need to memorise this knowledge may not extend beyond the topic in question. It has not been included in this document for this reason. Topic knowledge (or 'fingertip knowledge as it is referred to in the Ofsted research review series: history) does have an important role in history learning however as it enables pupils to develop their **Chronological awareness** and understanding of **Substantive concepts** in different contexts.

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EYFS: Reception		<u>Peek into the past</u>	<u>Adventure through time</u>
To know that they started life as a baby but have since grown and changed.	Chronological awareness	✓ Activity 1: Can you guess who? ✓ Activity 3: My life timeline ✓ Activity 4: Toy box	
To know that someone's age is the time since they were born.		✓ Activity 3: My life timeline	
To know that some people are older than others.			✓ Activity 1: Family tree
To know that parents are older than children and grandparents are older than parents. (Beginning to understand the concept of generations)			✓ Activity 1: Family tree
To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year).		✓ Activity 1: Can you guess who? ✓ Activity 2: Past and present ✓ Activity 3: My life timeline ✓ Activity 4: Toy box ✓ Activity 5: Spot the difference	✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Wearing the crown ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time
Beginning to sequence events when describing them (e.g. daily routines, events in a story)		✓ Activity 3: My life timeline	
Recognising that some stories are set a long time ago.			✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Wearing the crown ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time
Recognising significant dates for them (birthday).		✓ Activity 3: My life timeline	
Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...")		✓ Activity 1: Can you guess who? ✓ Activity 2: Past and present ✓ Activity 3: My life timeline ✓ Activity 4: Toy box ✓ Activity 5: Spot the difference	✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Wearing the crown ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time
Recounting activities that happened in their past using photos as a prompt.		✓ Activity 1: Can you guess who?	

EYFS: Reception	Disciplinary concepts:	<u>Peek into the past</u>	<u>Adventure through time</u>
To know that the environment around us changes as time passes.	Change and continuity	✓ Suggested Topic link	✓ Activity 4: Picture detective
N/A	Cause and consequence		
N/A	Similarities and differences		
To know the names of people that are significant to their own lives.	Historical significance		✓ Activity 2: My achievements
To know that stories and books can tell us about the past.	Sources of evidence		✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Wearing the crown ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time
To begin to know that some photographs and drawings represent the past.	Historical interpretations	✓ Activity 1: Can you guess who? ✓ Activity 2: Past and present ✓ Activity 5: Spot the difference	✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Wearing the crown ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time

EYFS: Reception	Disciplinary concepts:	<u>Peek into the past</u>	<u>Adventure through time</u>
Being aware of changes that happen throughout the year (e.g. seasons, nature).	Change and continuity	✓ Activity 3: My life timeline	
Experiencing cause and effect in play.	Cause and consequence	This statement can be achieved in your continuous provision by providing play equipment which demonstrates cause and effect: toy cars, equipment with buttons, musical instruments etc.	
Beginning to recognise similarities and differences between the past and today.	Similarities and differences	✓ Activity 1: Can you guess who? ✓ Activity 2: Past and present ✓ Activity 3: My life timeline ✓ Activity 4: Toy box ✓ Activity 5: Spot the difference	✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Wearing the crown ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time
Using photographs and stories to compare the past with the present day.		✓ Activity 1: Can you guess who? ✓ Activity 2: Past and present ✓ Activity 5: Spot the difference	✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Wearing the crown ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time
Recalling special people in their own lives.	Historical significance		✓ Activity 2: My achievements
Using stories and non-fiction books to find out about life in the past.	Sources of evidence		✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Wearing the crown ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time
Recognising that different members of the class may notice different things in photographs from the past.	Historical interpretations	✓ Activity 1: Can you guess who? ✓ Activity 2: Past and present ✓ Activity 5: Spot the difference	

EYFS: Reception	Historical enquiry	<u>Peek into the past</u>	<u>Adventure through time</u>
Asking questions about the differences they can see in photographs or images (in stories) that represent the past.	Posing historical questions	✓ Activity 1: Can you guess who? ✓ Activity 2: Past and present ✓ Activity 5: Spot the difference	✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Wearing the crown ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time
Making simple observations about the past from photographs and images.	Gathering, organising and evaluating evidence	✓ Activity 1: Can you guess who? ✓ Activity 2: Past and present ✓ Activity 5: Spot the difference	✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Wearing the crown ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time
Deciding whether photographs or images (e.g. from stories) depict the past.	Evaluating and drawing conclusions	✓ Activity 2: Past and present ✓ Activity 5: Spot the difference	✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Wearing the crown ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time
Communicating findings by pointing to images and using simple language to explain their thoughts.	Communicating findings	✓ Activity 2: Past and present ✓ Activity 5: Spot the difference	✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Wearing the crown ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time

EYFS: Reception	Substantive concepts:	<u>Peek into the past</u>	<u>Adventure through time</u>
To know that in fairytales kings/queens are usually important, powerful people who rule over others.	Achievements and follies of mankind		✓ Activity 3: Wearing the crown
To recognise some interests and achievements from their own lives and the lives of their families and friends.			✓ Activity 2: My achievements

Year 1		<u>How am I making history?</u>	<u>How have toys changed?</u>	<u>How have explorers changed the world?</u>
To know that a timeline shows the order events in the past happened.	Chronological awareness	✓		✓
To know that we start by looking at 'now' on a timeline then look back.		✓		✓
To know that 'the past' is events that have already happened.		✓		✓
To know that 'the present' is time happening now.		✓		✓
To know that within living memory is 100 years.		✓		✓
Sequencing three or four events in their own life		✓		
Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)		✓	✓	✓
Sequencing three or four artefacts from different periods of time.			✓	
Placing events on a simple timeline.		✓		✓
Recording on a timeline a sequence of historical stories heard orally.				✓

Year 1	Disciplinary concepts:	<u>How am I making history?</u>	<u>How have toys changed?</u>	<u>How have explorers changed the world?</u>
To know that people change as they grow older.	Change and continuity	✓		
To know that throughout someone's lifetime, some things will change and some things will stay the same.		✓	✓	
To know that everyday objects have changed over time.			✓	
To know that everyday objects have changed as new materials have been invented.	Cause and consequence		✓	
To know that there are similarities and differences between their lives today and their lives in the past.	Similarities and differences	✓		✓
To know some similarities and differences between the past and their own lives.		✓	✓	✓
To know that people celebrate special events in different ways.		✓		
To know that everyday objects have similarities and differences with those used for the same purpose in the past.			✓	
To know that some people and events are considered more 'special' or significant than others.	Historical significance	✓		✓
To know that photographs can tell us about the past.	Sources of evidence	✓		✓
To know that we can find out about the past by asking people who were there.		✓	✓	
To know that artefacts can tell us about the past.			✓	
To know that we remember some (but not all) of the events that we have lived through.		✓	✓	
To know that the past can be represented in photographs.	Historical interpretations	✓	✓	✓

Year 1	Disciplinary concepts:	<u>How am I making history?</u>	<u>How have toys changed?</u>	<u>How have explorers changed the world?</u>
Being aware that some things have changed and some have stayed the same in their own lives.	Change and continuity	✓	✓	
Describing simple changes and ideas/objects that remain the same.		✓	✓	✓
Understanding that some things change while other items remain the same and some are new.		✓	✓	✓
Asking why things happen and beginning to explain why with support.	Cause and consequence		✓	✓
Beginning to look for similarities and differences over time in their own lives.	Similarities and differences	✓	✓	
Recalling special events in their own lives.	Historical significance	✓	✓	
Using artefacts, photographs and visits to museums to answer simple questions about the past.	Sources of evidence	✓	✓	✓
Finding answers to simple questions about the past using sources (e.g. artefacts).			✓	✓
Sorting artefacts from then and now.			✓	
Beginning to identify different ways to represent the past (e.g. photos, stories).	Historical interpretations	✓	✓	✓
Developing their own interpretations from historical artefacts.			✓	

Year 1	Historical enquiry	<u>How am I making history?</u>	<u>How have toys changed?</u>	<u>How have explorers changed the world?</u>
Asking how and why questions based on stories, events and people.	Posing historical questions	✓	✓	✓
Asking questions about sources of evidence (e.g. artefacts).			✓	✓
Using sources of information, such as artefacts, to answer questions.	Gathering, organising and evaluating evidence		✓	✓
Drawing out information from sources.			✓	✓
Making simple observations about the past from a source.		✓	✓	✓
Interpreting evidence by making simple deductions. .	Interpreting findings, analysing and making connections	✓	✓	✓
Making simple inferences and deductions from sources of evidence.			✓	✓
Describing the main features of concrete evidence of the past or historical evidence.		✓	✓	✓
Drawing simple conclusions to answer a question.	Evaluating and drawing conclusions		✓	✓
Communicating findings through discussion and timelines with physical objects/ pictures.	Communicating findings	✓	✓	✓
Using vocabulary such as - old, new, long time ago.		✓	✓	✓
Discussing and writing about past events or stories in narrative or dramatic forms.				✓
Expressing a personal response to a historical story or event.				✓

Year 1	Substantive concepts:	<u>How am I making history?</u>	<u>How have toys changed?</u>	<u>How have explorers changed the world?</u>
To know some inventions that still influence their own lives today.	Achievements and follies of mankind		✓	✓
To know some achievements and discoveries of significant individuals.				✓

Year 2		<u>How was school different in the past?</u>	<u>How did we learn to fly?</u>	<u>What is a monarch?</u>
To know a decade is ten years.	Chronological awareness	✓		
To know that beyond living memory is more than 100 years ago.		✓	✓	✓
To know that events in history may last different amounts of time. ○				✓
Sequencing up to six photographs, focusing on the intervals between events.		✓	✓	✓
Placing events on a timeline, building on times studied in Year 1.			✓	✓
Beginning to recognise how long each event lasted.			✓	✓
Knowing where people/events studied fit into a chronological framework.		✓	✓	✓

Year 2	Disciplinary concepts:	<u>How was school different in the past?</u>	<u>How did we learn to fly?</u>	<u>What is a monarch?</u>
To know that daily life has changed over time but that there are some similarities to life today.	Change and continuity	✓		
To know that changes may come about because of improvements in technology.	Cause and consequence	✓	✓	
To know that there are explanations for similarities and differences between children's lives now and in the past.	Similarities and differences	✓		
To know that some events are more significant than others.	Historical significance		✓	✓
To know the impact of a historical event on society.			✓	✓
To know that 'historically significant' people are those who changed many people's lives.			✓	✓
To know that we can find out about how places have changed by looking at maps.	Sources of evidence	✓		
To know that historians use evidence from sources to find out more about the past.		✓	✓	✓
To know that the past is represented in different ways	Historical interpretations		✓	✓

Year 2	Disciplinary concepts:	<u>How was school different in the past?</u>	<u>How did we learn to fly?</u>	<u>What is a monarch?</u>
Recognising some things which have changed/stayed the same as the past.	Change and continuity	✓	✓	✓
Identifying simple reasons for changes.		✓	✓	✓
Asking questions about why people did things, why events happened and what happened as a result.	Cause and consequence		✓	✓
Recognising why people did things, why events happened and what happened as a result.			✓	✓
Identifying similarities and difference between ways of life at different times.	Similarities and differences	✓		✓
Finding out about people, events and beliefs in society.		✓	✓	✓
Making comparisons with their own lives.		✓		
Discussing who was important in a historical event.	Historical significance		✓	✓
Using artefacts, photographs and visits to museums to ask and answer questions about the past.	Sources of evidence	✓	✓	✓
Making simple observations about a source or artefact.		✓	✓	✓
Using sources to show an understanding of historical concepts (see above).		✓	✓	✓
Identifying a primary source.			✓	
Recognising different ways in which the past is represented (including eye-witness accounts).	Historical interpretations	✓	✓	✓
Comparing pictures or photographs of people or events in the past.		✓	✓	✓
Developing their own interpretations from photographs and written sources.		✓	✓	

Year 2	Historical enquiry	<u>How was school different in the past?</u>	<u>How did we learn to fly?</u>	<u>What is a monarch?</u>
Asking a range of questions about stories, events and people.	Posing historical questions	✓	✓	✓
Understanding the importance of historically-valid questions.		✓	✓	✓
Understanding how we use books and sources to find out about the past.		✓	✓	✓
Using a source to answer questions about the past.	Gathering, organising and evaluating evidence	✓	✓	✓
Evaluating the usefulness of sources to a historical enquiry.		✓	✓	✓
Selecting information from a source to answer a question.		✓	✓	✓
Identifying a primary source.			✓	
Making links and connections across a unit of study.	Interpreting findings, analysing and making connections	✓	✓	✓
Selecting and using sections of sources to illustrate and support answers.			✓	

Year 2	Historical enquiry	<u>How was school different in the past?</u>	<u>How did we learn to fly?</u>	<u>What is a monarch?</u>
Making simple conclusions about a question using evidence to support.	Evaluating and drawing conclusions	✓	✓	✓
Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).	Communicating findings	✓	✓	✓
Using relevant vocabulary in answers.		✓	✓	✓
Describing past events and people by drawing or writing.		✓	✓	✓
Expressing a personal response to a historical story or event through discussion, drawing or writing.		✓	✓	

Year 2	Substantive concepts:	<u>How was school different in the past?</u>	<u>How did we learn to fly?</u>	<u>What is a monarch?</u>
To know that a monarch in the UK is a king or queen.	Power (monarchy, government and empire)			✓
To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.				✓
To know that Britain was organised into kingdoms and these were governed by monarchs.				✓
To begin to identify achievements and inventions that still influence their own lives today.	Achievements and follies of mankind		✓	
To know the legacy and contribution of the inventions.			✓	
To be aware of the achievements of significant individuals.			✓	✓

Lower key stage 2		Year 3			Year 4			
		<u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u>	<u>British history 2: Why did the Romans invade and settle in Britain?</u>	<u>What did the ancient Egyptians believe?</u>	<u>How have children's lives changed?</u>	<u>British history 3: How hard was it to invade and settle in Britain?</u>	<u>British history 4: Were the Vikings raiders, traders or settlers?</u>	How did the achievements of the Maya civilisation influence their society and beyond?
To know that history is divided into periods of history e.g. ancient times, middle ages and modern.	Chronological awareness	✓	✓		✓		✓	✓
To know that BC means 'before Christ' and is the term used to date the years before Jesus was born.		✓	✓					
To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born.		✓	✓	✓				
To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.		✓	✓					
To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.		✓						✓
To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.		✓						
To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.							✓	
To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.					✓			
To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.					✓			
Key skills and knowledge by unit					✓			

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Lower key stage 2		Year 3			Year 4		
		<u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u>	<u>British history 2: Why did the Romans invade and settle in Britain?</u>	<u>What did the ancient Egyptians believe?</u>	<u>How have children's lives changed?</u>	<u>British history 3: How hard was it to invade and settle in Britain?</u>	<u>How did the achievements of the Maya civilisation influence their society and beyond?</u>
Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.	Chronological awareness	✓		✓		✓	✓
Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.		✓	✓	✓	✓	✓	✓
Using dates to work out the interval between periods of time and the duration of historical events or periods.		✓	✓	✓	✓	✓	
Using BC/AD/Century.		✓	✓	✓	✓	✓	✓
Sequencing eight to ten artefacts, historical pictures or events.					✓		✓
Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.		✓	✓	✓	✓	✓	✓
Placing the time studied on a timeline.		✓	✓	✓	✓	✓	✓
Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.		✓	✓	✓	✓	✓	✓
Noticing connections over a period of time.		✓	✓	✓	✓	✓	✓
Making a simple individual timeline.				✓	✓	✓	✓

Lower key stage 2	Disciplinary concepts:	Year 3			Year 4		
		<u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u>	<u>British history 2: Why did the Romans invade and settle in Britain?</u>	<u>What did the ancient Egyptians believe?</u>	<u>How have children's lives changed?</u>	<u>British history 3: How hard was it to invade and settle in Britain?</u>	<u>How did the achievements of the Maya civilisation influence their society and beyond?</u>
To know that change can be brought about by advancements in transport and travel.	Change and continuity	✓					
To know that change can be brought about by advancements in materials.		✓	✓				✓
To know that change can be brought about by advancements in trade		✓		✓			✓
To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).	Cause and consequence		✓		✓		✓
To know that advancements in science and technology can be the cause of change.					✓		✓
To know that significant archaeological findings are those which change how we see the past.	Historical significance	✓		✓		✓	✓
To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.				✓	✓	✓	✓
To know that archaeological evidence can be used to find out about the past.	Sources of evidence	✓	✓	✓			✓
To know that we can make inferences and deductions using images from the past.		✓	✓	✓	✓	✓	✓
To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.	Historical interpretations	✓		✓			✓
To know that assumptions made by historians can change in the light of new evidence.		✓		✓	✓		✓

Lower key stage 2	Disciplinary concepts:	Year 3			Year 4		
		<u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u>	<u>British history 2: Why did the Romans invade and settle in Britain?</u>	<u>What did the ancient Egyptians believe?</u>	<u>How have children's lives changed?</u>	<u>British history 3: How hard was it to invade and settle in Britain?</u>	<u>How did the achievements of the Maya civilisation influence their society and beyond</u>
Identifying reasons for change and reasons for continuities.	Change and continuity	✓			✓	✓	
Identifying what the situation was like before the change occurred.		✓	✓		✓	✓	✓
Comparing different periods of history and identifying changes and continuity.		✓	✓		✓	✓	✓
Describing the changes and continuity between different periods of history.		✓	✓		✓	✓	✓
Identifying the links between different societies.		✓	✓	✓		✓	✓
Identifying the consequences of events and the actions of people.	Cause and consequence		✓	✓	✓	✓	✓
Identifying reasons for historical events, situations and changes.		✓	✓	✓	✓	✓	✓
Identifying similarities and differences between periods of history.	Similarities and differences	✓	✓		✓	✓	✓
Explaining similarities and differences between daily lives of people in the past and today.		✓	✓		✓	✓	✓
Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.		✓	✓			✓	✓

Lower key stage 2	Disciplinary concepts:	Year 3			Year 4		
		<u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u>	<u>British history 2: Why did the Romans invade and settle in Britain?</u>	<u>What did the ancient Egyptians believe?</u>	<u>How have children's lives changed?</u>	<u>British history 3: How hard was it to invade and settle in Britain?</u>	<u>How did the achievements of the Maya civilisation influence their society and beyond</u>
Recalling some important people and events.	Historical significance		✓		✓	✓	✓
Identifying who is important in historical sources and accounts.			✓		✓	✓	
Using a range of sources to find out about a period.	Sources of evidence	✓	✓	✓	✓	✓	✓
Using evidence to build up a picture of a past event.		✓	✓	✓	✓	✓	✓
Observing the small details when using artefacts and pictures.		✓	✓	✓	✓	✓	✓
Identifying sources which are influenced by the personal beliefs of the author.					✓		
Identifying and giving reasons for different ways in which the past is represented.	Historical interpretations				✓	✓	✓
Identifying the differences between different sources and giving reasons for the ways in which the past is represented.			✓		✓		
Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.		✓	✓	✓		✓	✓
Evaluating the usefulness of different sources.		✓	✓		✓	✓	

Lower key stage 2	Historical enquiry	Year 3			Year 4		
		<u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u>	<u>British history 2: Why did the Romans invade and settle in Britain?</u>	<u>What did the ancient Egyptians believe?</u>	<u>How have children's lives changed?</u>	<u>British history 3: How hard was it to invade and settle in Britain?</u>	<u>How did the achievements of the Maya civilisation influence their society and beyond</u>
Understanding how historical enquiry questions are structured.	Posing historical questions			✓	✓	✓	
Creating historically-valid questions across a range of time periods, cultures and groups of people.				✓	✓	✓	✓
Asking questions about the main features of everyday life in periods studied, e.g. how did people live.		✓	✓		✓	✓	✓
Creating questions for different types of historical enquiry.		✓			✓		
Asking questions about the bias of historical evidence.			✓	✓	✓	✓	
Using a range of sources to construct knowledge of the past.	Gathering, organising and evaluating evidence	✓	✓		✓	✓	✓
Defining the terms 'source' and 'evidence'.			✓		✓	✓	
Extracting the appropriate information from a historical source.		✓	✓	✓	✓	✓	✓
Selecting and recording relevant information from a range of sources to answer a question.					✓		✓

Lower key stage 2	Historical enquiry	Year 3			Year 4		
		<u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u>	<u>British history 2: Why did the Romans invade and settle in Britain?</u>	<u>What did the ancient Egyptians believe?</u>	<u>How have children's lives changed?</u>	<u>British history 3: How hard was it to invade and settle in Britain?</u>	<u>How did the achievements of the Maya civilisation influence their society and beyond</u>
Identifying primary and secondary sources.	Gathering, organising and evaluating evidence (continued...)	✓	✓	✓	✓	✓	
Identifying the bias of a source.			✓		✓	✓	
Comparing and contrasting different historical sources.					✓	✓	✓
Understanding that there are different ways to interpret evidence.	Interpreting findings, analysing and making connections			✓		✓	✓
Interpreting evidence in different ways.		✓		✓			✓
Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.			✓	✓	✓	✓	✓
Making links and connections across a period of time, cultures or groups.		✓	✓	✓	✓	✓	✓
Asking the question "How do we know?"		✓	✓	✓	✓	✓	

Lower key stage 2	Historical enquiry	Year 3			Year 4		
		<u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u>	<u>British history 2: Why did the Romans invade and settle in Britain?</u>	<u>What did the ancient Egyptians believe?</u>	<u>How have children's lives changed?</u>	<u>British history 3: How hard was it to invade and settle in Britain?</u>	<u>How did the achievements of the Maya civilisation influence their society and beyond</u>
Understanding that there may be multiple conclusions to a historical enquiry question.	Evaluating and drawing conclusions			✓	✓	✓	✓
Reaching conclusions that are substantiated by historical evidence.		✓	✓	✓	✓	✓	✓
Recognising similarities and differences between past events and today.				✓	✓		✓
Communicating knowledge and understanding through discussion, debates, drama, art and writing.	Communicating findings		✓	✓	✓	✓	✓
Constructing answers using evidence to substantiate findings.		✓	✓	✓	✓	✓	✓
Identifying weaknesses in historical accounts and arguments.		✓	✓			✓	✓
Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.			✓	✓	✓	✓	✓
Creating a structured response or narrative to answer a historical enquiry.		✓	✓	✓	✓	✓	✓
Describing past events orally or in writing, recognising similarities and differences with today.		✓			✓		✓

Lower key stage 2	Substantive concepts:	Year 3			Year 4		
		<u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u>	<u>British history 2: Why did the Romans invade and settle in Britain?</u>	<u>What did the ancient Egyptians believe?</u>	<u>How have children's lives changed?</u>	<u>British history 3: How hard was it to invade and settle in Britain?</u>	<u>How did the achievements of the Maya civilisation influence their society and beyond</u>
To understand the development of groups, kingdom and monarchy in Britain.	Power (monarchy, government and empire)	✓				✓	
To know who became the first ruler of the whole of England.						✓	
To understand the expansion of empires and how they were controlled across a large empire.			✓				
To understand that societal hierarchies and structures existed including aristocracy and peasantry.			✓	✓		✓	
To understand some reasons why empires fall/collapse.			✓				
To know that there were different reasons for invading Britain.	Invasion, settlement and migration		✓			✓	
To understand that there are varied reasons for coming to Britain.		✓	✓			✓	
To know that there are different reasons for migration.						✓	
To know that settlement created tensions and problems.		✓	✓			✓	
To understand the impact of settlers on the existing population.			✓			✓	
To understand the earliest settlements in Britain.		✓	✓			✓	
To know that settlements changed over time.		✓				✓	✓

Lower key stage 2	Substantive concepts:	Year 3			Year 4		
		<u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u>	<u>British history 2: Why did the Romans invade and settle in Britain?</u>	<u>What did the ancient Egyptians believe?</u>	<u>How have children's lives changed?</u>	<u>British history 3: How hard was it to invade and settle in Britain?</u>	<u>How did the achievements of the Maya civilisation influence their society and beyond</u>
To understand how invaders and settlers influence the culture of the existing population.	Civilisation (social and cultural)	✓	✓			✓	
To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.		✓	✓	✓	✓	✓	✓
To know that education existed in some cultures, times and groups.					✓		✓
To know that communities traded with each other and over the English Channel in the Prehistoric Period.	Trade	✓	✓			✓	
To understand that trade began as the exchange of goods.		✓	✓				✓
To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.			✓				
To understand that the Roman invasion led to a great increase in British trade with the outside world.			✓				
To understand that trade develops in different times and ways in different civilisations.		✓	✓				
To understand that the traders were the rich members of society.		✓					

Lower key stage 2	Substantive concepts:	Year 3			Year 4		
		<u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u>	<u>British history 2: Why did the Romans invade and settle in Britain?</u>	<u>What did the ancient Egyptians believe?</u>	<u>How have children's lives changed?</u>	<u>British history 3: How hard was it to invade and settle in Britain?</u>	<u>How did the achievements of the Maya civilisation influence their society and beyond</u>
To understand that there are different beliefs in different cultures, times and groups.	Beliefs		✓	✓		✓	✓
To know about paganism and the introduction of Christianity in Britain.			✓			✓	
To know how Christianity spread.			✓			✓	
To compare the beliefs in different cultures, times and groups.				✓		✓	✓
To be able to identify achievements and inventions that still influence our lives today from Roman times.	Achievements and follies of mankind		✓				
To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.						✓	
To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.				✓			✓

Upper key stage 2		Year 5			Year 6		
		<u>British history 4: Were the Vikings raiders, traders or settlers?</u>	<u>British history 5: What was life like in Tudor England?</u>	<u>What did the Greeks ever do for us?</u>	<u>What can the census tell us about local areas?</u>	<u>British history 6: What was the impact of World War II on the people of Britain?</u>	Choose one of:
							<u>Unheard histories: Who should go on the banknote?</u> <u>The Sikh Empire</u>
To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century)	Chronological awareness			✓			
To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya, and Victorians.			✓	✓			
To understand that historical periods have characteristics that distinguish them.		✓	✓	✓		✓	
To understand how to work out durations of periods and events.			✓	✓		✓	
To understand how to represent a scale on a timeline.		✓		✓		✓	
To understand how to create their own timeline selecting significant events.		✓				✓	

Upper key stage 2		Year 5			Year 6		
		<u>British history 4: Were the Vikings raiders, traders or settlers?</u>	<u>British history 5: What was life like in Tudor England?</u>	<u>What did the Greeks ever do for us?</u>	<u>What can the census tell us about local areas?</u>	<u>British history 6: What was the impact of World War II on the people of Britain?</u>	Choose one of:
							<u>Unheard histories: Who should go on the banknote?</u> <u>The Sikh Empire</u>
Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.	Chronological awareness		✓	✓	✓	✓	
Putting dates in the correct century.		✓	✓				✓
Using the terms AD and BC in their work.		✓	✓	✓			
Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age		✓		✓	✓		
Developing a chronologically secure understanding of British, local and world history across the periods studied.		✓	✓	✓		✓	✓
Placing the time, period of history and context on a timeline.		✓	✓	✓		✓	
Relating current study on timeline to other periods of history studied.		✓	✓	✓	✓		
Comparing and making connections between different contexts in the past.			✓	✓	✓	✓	✓

Upper key stage 2	Disciplinary concepts:	Year 5			Year 6			
		<u>British history 4: Were the Vikings raiders, traders or settlers?</u>	<u>British history 5: What was life like in Tudor England?</u>	<u>What did the Greeks ever do for us?</u>	<u>What can the census tell us about local areas?</u>	<u>British history 6: What was the impact of World War II on the people of Britain?</u>	Choose one of:	
							<u>Unheard histories: Who should go on the banknote?</u>	<u>The Sikh Empire</u>
To know that change can be brought about by conflict.	Change and continuity	✓				✓		✓
To know that change can be traced using the census.					✓			
To know that members of society standing up for their rights can be the cause of change.	Cause and consequence			✓	✓	✓	✓	
To know how historians select criteria for significance and that this changes.	Historical significance						✓	✓
To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date.	Sources of evidence				✓			
To understand the types of information that can be extracted from the census.					✓			
To understand that inventories are useful sources of evidence to find out about people from the past.			✓					
To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.					✓			
To understand how to compare different census extracts by analysing the entries in individual columns.					✓			
To know that the most reliable sources are primary sources which were created for official purposes.					✓			

Upper key stage 2	Disciplinary concepts:	Year 5			Year 6			
		<u>British history 4: Were the Vikings raiders, traders or settlers?</u>	<u>British history 5: What was life like in Tudor England?</u>	<u>What did the Greeks ever do for us?</u>	<u>What can the census tell us about local areas?</u>	<u>British history 6: What was the impact of World War II on the people of Britain?</u>	Choose one of:	
							<u>Unheard histories: Who should go on the banknote?</u>	<u>The Sikh Empire</u>
To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.	Historical interpretations	✓	✓	✓		✓		
To understand that there are different interpretations of historical figures and events.			✓	✓		✓	✓	✓
Making links between events and changes within and across different time periods / societies.	Change and continuity	✓	✓	✓		✓	✓	
Identifying the reasons for changes and continuity.			✓			✓		
Describing the links between main events, similarities and changes within and across different periods/studied.			✓	✓		✓	✓	
Describing the links between different societies.			✓	✓				
Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.			✓	✓		✓		
Analysing and presenting the reasons for changes and continuity.			✓	✓		✓		
Giving reasons for historical events, the results of historical events, situations and changes.				✓		✓	✓	
Starting to analyse and explain the reasons for, and results of historical events, situations and change.	Cause and consequence		✓	✓		✓	✓	

Upper key stage 2	Disciplinary concepts:	Year 5			Year 6			
		<u>British history 4: Were the Vikings raiders, traders or settlers?</u>	<u>British history 5: What was life like in Tudor England?</u>	<u>What did the Greeks ever do for us?</u>	<u>What can the census tell us about local areas?</u>	<u>British history 6: What was the impact of World War II on the people of Britain?</u>	Choose one of:	
							<u>Unheard histories: Who should go on the banknote?</u>	<u>The Sikh Empire</u>
Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Similarities and differences	✓	✓	✓		✓	✓	
Making links with different time periods studied.			✓	✓		✓	✓	
Describing change throughout time.			✓	✓	✓	✓	✓	
Identifying significant people and events across different time periods.	Historical significance		✓	✓		✓	✓	
Comparing significant people and events across different time periods.		✓		✓		✓	✓	
Explain the significance of events, people and developments.				✓		✓	✓	✓
Recognising primary and secondary sources.	Sources of evidence	✓	✓	✓	✓	✓		
Using a range of sources to find out about a particular aspect of the past.		✓	✓	✓	✓	✓	✓	✓

Upper key stage 2	Disciplinary concepts:	Year 5			Year 6			
		<u>British history 4: Were the Vikings raiders, traders or settlers?</u>	<u>British history 5: What was life like in Tudor England?</u>	<u>What did the Greeks ever do for us?</u>	<u>What can the census tell us about local areas?</u>	<u>British history 6: What was the impact of World War II on the people of Britain?</u>	Choose one of:	
							<u>Unheard histories: Who should go on the banknote?</u>	<u>The Sikh Empire</u>
Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.	Sources of evidence	✓	✓			✓		
Describing how secondary sources are influenced by the beliefs, cultures and time of the author.				✓			✓	✓
Comparing accounts of events from different sources.	Historical interpretations			✓		✓	✓	✓
Suggesting explanations for different versions of events.		✓				✓		
Evaluating the usefulness of historical sources.			✓	✓	✓	✓	✓	
Identifying how conclusions have been arrived at by linking sources.		✓			✓	✓		
Developing strategies for checking the accuracy of evidence.			✓			✓		
Addressing and devising historically valid questions.				✓	✓	✓	✓	
Understanding that different evidence creates different conclusions.		✓		✓		✓		✓
Evaluating the interpretations made by historians.				✓			✓	✓

Upper key stage 2	Historical enquiry	Year 5			Year 6			
		<u>British history 4: Were the Vikings raiders, traders or settlers?</u>	<u>British history 5: What was life like in Tudor England?</u>	<u>What did the Greeks ever do for us?</u>	<u>What can the census tell us about local areas?</u>	<u>British history 6: What was the impact of World War II on the people of Britain?</u>	Choose one of:	
							<u>Unheard histories: Who should go on the banknote?</u>	<u>The Sikh Empire</u>
Planning a historical enquiry.	Posing historical questions	✓	✓		✓		✓	✓
Suggesting the evidence needed to carry out the enquiry.		✓			✓	✓	✓	
Identifying methods to use to carry out the research.			✓	✓	✓	✓	✓	
Asking historical questions of increasing difficulty e.g. who governed, how and with what results?			✓			✓	✓	✓
Creating a hypothesis to base an enquiry on.		✓	✓			✓	✓	✓
Asking questions about the interpretations, viewpoints and perspectives held by others.		✓		✓		✓	✓	✓
Using different sources to make and substantiate historical claims.	Gathering, organising and evaluating evidence	✓	✓	✓		✓	✓	
Developing an awareness of the variety of historical evidence in different periods of time.			✓	✓	✓	✓	✓	
Distinguishing between fact and opinion.			✓	✓		✓	✓	

Upper key stage 2	Historical enquiry	Year 5			Year 6			
		<u>British history 4: Were the Vikings raiders, traders or settlers?</u>	<u>British history 5: What was life like in Tudor England?</u>	<u>What did the Greeks ever do for us?</u>	<u>What can the census tell us about local areas?</u>	<u>British history 6: What was the impact of World War II on the people of Britain?</u>	Choose one of:	
							<u>Unheard histories: Who should go on the banknote?</u>	<u>The Sikh Empire</u>
Recognising 'gaps' in evidence.	Gathering, organising and evaluating evidence (continued...)	✓	✓	✓	✓	✓	✓	
Identifying how sources with different perspectives can be used in a historical enquiry.		✓	✓	✓		✓	✓	✓
Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.		✓				✓	✓	
Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.			✓	✓	✓	✓	✓	
Interpreting evidence in different ways using evidence to substantiate statements.	Evaluating and drawing conclusions	✓			✓	✓	✓	✓
Making increasingly complex interpretations using more than one source of evidence.		✓		✓	✓	✓	✓	
Challenging existing interpretations of the past using interpretations of evidence.		✓				✓		
Making connections, drawing contrasts and analysing within a period and across time.		✓	✓		✓	✓	✓	
Beginning to interpret simple statistical sources.					✓			

Upper key stage 2	Historical enquiry	Year 5			Year 6		
		<u>British history 4: Were the Vikings raiders, traders or settlers?</u>	<u>British history 5: What was life like in Tudor England?</u>	<u>What did the Greeks ever do for us?</u>	<u>What can the census tell us about local areas?</u>	<u>British history 6: What was the impact of World War II on the people of Britain?</u>	Choose one of:
							<u>Unheard histories: Who should go on the banknote?</u> <u>The Sikh Empire</u>
Reaching conclusions which are increasingly complex and substantiated by a range of sources.	Evaluating and drawing conclusions (continued...)	✓			✓	✓	✓
Evaluating conclusions and identifying ways to improve conclusions.		✓				✓	
Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.	Communicating findings	✓	✓		✓	✓	✓
Showing written and oral evidence of continuity and change as well as indicating simple causation.					✓	✓	✓
Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.		✓	✓		✓	✓	✓
Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.		✓	✓		✓	✓	✓
Constructing explanations for past events using cause and effect.						✓	✓
Using evidence to support and illustrate claims.		✓			✓	✓	✓

Upper key stage 2	Historical enquiry	Year 5			Year 6			
		<u>British history 4: Were the Vikings raiders, traders or settlers?</u>	<u>British history 5: What was life like in Tudor England?</u>	<u>What did the Greeks ever do for us?</u>	<u>What can the census tell us about local areas?</u>	<u>British history 6: What was the impact of World War II on the people of Britain?</u>	Choose one of:	
							<u>Unheard histories: Who should go on the banknote?</u>	<u>The Sikh Empire</u>
Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.	Communicating findings (continued...)	✓	✓	✓	✓	✓	✓	
Constructing explanations for past events using cause and effect.				✓		✓		
Using evidence to support and illustrate claims.		✓		✓	✓	✓	✓	

Upper key stage 2	Substantive concepts:	Year 5			Year 6			
		<u>British history 4: Were the Vikings raiders, traders or settlers?</u>	<u>British history 5: What was life like in Tudor England?</u>	<u>What did the Greeks ever do for us?</u>	<u>What can the census tell us about local areas?</u>	<u>British history 6: What was the impact of World War II on the people of Britain?</u>	Choose one of:	
							<u>Unheard histories: Who should go on the banknote?</u>	<u>The Sikh Empire</u>
To understand how the monarchy exercised absolute power.	Power (monarchy, government and empire)		✓				✓	✓
To understand the process of democracy and parliament in Britain.				✓		✓	✓	
To understand that different empires have different reasons for their expansion.		✓		✓				
To understand that there are changes in the nature of society.		✓		✓		✓	✓	
To know that there are different reasons for the decline of different empires.		✓		✓		✓		

Upper key stage 2	Substantive concepts:	Year 5			Year 6		
		<u>British history 4: Were the Vikings raiders, traders or settlers?</u>	<u>British history 5: What was life like in Tudor England?</u>	<u>What did the Greeks ever do for us?</u>	<u>What can the census tell us about local areas?</u>	<u>British history 6: What was the impact of World War II on the people of Britain?</u>	Choose one of:
							<u>Unheard histories: Who should go on the banknote?</u> <u>The Sikh Empire</u>
To understand there are increasingly complex reasons for migrants coming to Britain.	Invasion, settlement and migration	✓	✓			✓	
To understand that migrants come from different parts of the world.		✓				✓	
To know about the diverse experiences of the different groups coming to Britain over time.		✓				✓	
To be aware of the different beliefs that different cultures, times and groups hold.	Beliefs	✓	✓	✓			✓
To understand the changing nature of religion in Britain and its impact.			✓				
To be aware of how different societies practise and demonstrate their beliefs.		✓	✓	✓			
To be able to identify the impact of beliefs on society.			✓	✓			✓

Upper key stage 2	Substantive concepts:	Year 5			Year 6		
		<u>British history 4: Were the Vikings raiders, traders or settlers?</u>	<u>British history 5: What was life like in Tudor England?</u>	<u>What did the Greeks ever do for us?</u>	<u>What can the census tell us about local areas?</u>	<u>British history 6: What was the impact of World War II on the people of Britain?</u>	Choose one of:
							<u>Unheard histories: Who should go on the banknote?</u> <u>The Sikh Empire</u>
To understand the changes and reasons for the organisation of society in Britain.	Civilisation (social and cultural)	✓	✓		✓	✓	✓
To understand how society is organised in different cultures, times and groups.			✓	✓		✓	✓
To be able to compare development and role of education in societies.				✓	✓		✓
To be able to compare education in different cultures, times and groups.				✓			
To understand the changing role of women and men in Britain.					✓	✓	✓
To understand that there are differences between early and later civilisations.				✓		✓	

Upper key stage 2	Substantive concepts:	Year 5			Year 6			
		<u>British history 4: Were the Vikings raiders, traders or settlers?</u>	<u>British history 5: What was life like in Tudor England?</u>	<u>What did the Greeks ever do for us?</u>	<u>What can the census tell us about local areas?</u>	<u>British history 6: What was the impact of World War II on the people of Britain?</u>	Choose one of:	
							<u>Unheard histories: Who should go on the banknote?</u>	<u>The Sikh Empire</u>
To know that trade routes from Britain expanded across the world .	Trade	✓	✓			✓		
To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals.			✓	✓		✓		
To understand that the expansion of trade routes increased the variety of goods available.		✓						
To understand that the methods of trading developed from in person to boats, trains and planes.		✓				✓		
To understand the development of global trade.		✓					✓	✓
To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.		✓						

Upper key stage 2	Substantive concepts:	Year 5			Year 6			
		<u>British history 4: Were the Vikings raiders, traders or settlers?</u>	<u>British history 5: What was life like in Tudor England?</u>	<u>What did the Greeks ever do for us?</u>	<u>What can the census tell us about local areas?</u>	<u>British history 6: What was the impact of World War II on the people of Britain?</u>	Choose one of:	
							<u>Unheard histories: Who should go on the banknote?</u>	<u>The Sikh Empire</u>
To understand that people in the past were as inventive and sophisticated in thinking as people today.	Achievements and follies of mankind	✓	✓	✓		✓	✓	
To know that new and sophisticated technologies were advanced which allowed cities to develop.				✓		✓		
To understand the impact of war on local communities.		✓				✓		
To know some of the impacts of war on daily lives.		✓				✓		
To be able to identify the achievements of civilisations and explain why these achievements were so important.		✓		✓			✓	✓
To be able to compare the achievements of different civilisations and groups.				✓			✓	✓

This page shows recent updates to this document.

Date	Update
05.01.23	Updated to reflect the re-organisation of the strands and the inclusion of a 'Topic knowledge' strand. This document now includes disciplinary knowledge under the 'Disciplinary concepts' strand and to include Chronological knowledge under the 'Chronological awareness' strand.
26.04.23	Updated to reflect the units published in April 2023 and the change to the Year 6 summer unit from 'Migration' to 'Unheard histories'.
10.05.23	Update to skills listed on p.18.
05.07.23	Updated to correct an error on p.27
06.09.23	Updated to include key skills and knowledge for newly published EYFS: Reception unit 'Peek into the past' (p.3-7).
11.10.23	Updated to include EYFS: Adventures through time unit and Y6 alternative unit 'The Sikh Empire'.
05.06.24	Updated to reflect changes to our suggested long-term plan for 24/25 onwards (see here).
09.09.24	Updates to British History 1 and 2 (LKS2) and 'How have children's lives changed?' (LKS2) in line with refreshed content.
30.09.24	Updated a Lower key stage 2 statement on p19.