



## Programme of Study – History

### Matters, Skills and Processes:

*(To be taught and revisited throughout KS2 – see progression)*

- Chronology (To be taught in every unit - including duration/interval/overlap)
- Characteristic features of the period/society studied
- Continuity and Change
- Cause and Consequence (including short term/long term)
- Similarity/Difference
- Significance (including short term/long term)
- Interpretation of the past (including how and why contrasting views arise)
- Historical Enquiry (source comparison and analysis)

### Breadth:

- **Year 3** - **changes in Britain** from the Stone Age to the Iron Age
- **Year 3** - the Roman Empire and its **impact on Britain**
- **Year 4** - **Britain's settlement** by Anglo-Saxons and Scots
- **Year 4** - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- **Year 5** - a local history study
- **Year 6** - a study of an aspect or theme in British history that **extends pupils' chronological knowledge beyond 1066**
- **Year 6** 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; Ancient Egypt; The Shang Dynasty of Ancient China
- **Year 5** - Ancient Greece – a study of Greek **life and achievements and their influence on the western world**
- **Year 6** - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

**Progression of Historical Skills – ARE expectations**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p><b>Chronology</b></p> <p><i>Developing an understanding of the <b>chronology</b> of the people, events, periods or civilisations studied.</i></p>	<p>Creates simple timelines to sequence processes, events, objects within their own experience.</p> <p>Confidently use vocabulary associated with the past. <i>E.g.: old and new, then and now.</i></p>	<p>Realises that historians use dates to describe events.</p> <p>Use phrases describing intervals of time. <i>E.g.: before, after, at the same time, etc.</i></p>	<p>Uses and understands phrases such as ‘<i>over three hundred years ago</i>’ and AD/BC or BCE/CE.</p>	<p>Begin to understand historical periods overlap each other and vary in length.</p> <p>Uses more precise chronological vocabulary.</p>	<p>Understand that past civilisations overlap with others in different parts of the world, and that their respective durations vary.</p>	<p>Can accurately place civilisations/periods studied in chronological order and may take account of some overlap in duration and intervals between them.</p>	<p>Extend and deepen their chronologically secure knowledge of history and a well-informed context for wider learning.</p>
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p><b>Characteristic features</b></p> <p><i>Can identify characteristic features of events, people, periods or civilisations studied.</i></p>	<p>Recognises that buildings, clothing, transport or technology could be different in the past.</p> <p>Shows awareness of significant features not seen today.</p>	<p>Recognises and describes in simple terms some characteristic features of a person or period studied.</p> <p>Increasingly uses period specific language in expectations.</p>	<p>Can describe main features associated with the period/civilisation studied, mostly using period specific language.</p>	<p>Can give simple explanations that not everyone in the past lived in the same way.</p> <p>Consistently uses period specific language in explanations.</p>	<p>Understand that some past civilisations in different parts of the world have some important similarities.</p> <p>Can identify and make links between significant characteristics of a period/civilisation studied and others studied previously.</p>	<p>Can contrast and make some significant links between civilisations/periods studied.</p> <p>Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations and periods studied.</p>	<p>Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time, using historical terms and concepts in increasingly sophisticated ways.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p><b>Continuity and change</b></p> <p><i>Develop an understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.</i></p>	<p>Can match old objects to people or situations from the past.</p> <p>Can describe how some aspects of life today differ from the past using simple historical vocabulary.</p>	<p>Can talk about similarities and differences not just between 'then' and 'now' but between 'then' and another 'then'.</p>	<p>Can describe some changes in history over a period of time and identify some things which stayed the same.</p>	<p>Can describe and give some examples of a range of changes at particular points in history while some things remained the same.</p> <p>Can explain why changes in different places might be connected in some way.</p>	<p>Can give simple explanations with simple examples of why change happened during particular events/periods.</p> <p>Understands that there are usually a combination of reasons for any change.</p> <p>Understands that changes do not impact everyone in the same way or at the same time.</p>	<p>Understands that changes in different places and periods can be connected.</p> <p>Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly.</p>	<p>Explain why some things have changed whilst others remained the same within and across periods, giving the immediate reasons for and results of change and continuity using the terms 'change' and 'continuity' appropriately.</p> <p>Explain that some changes have happened quickly and others slowly.</p> <p>Explain that some things can get worse over time as well as getting better.</p>
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p><b>Cause and consequence</b></p> <p><i>Develop an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently, or not at all, depending on a range of other factors.</i></p>	<p>Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.</p>	<p>Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.</p>	<p>Can describe the causes and/or consequences of an important historical event offering more than one example of its results.</p>	<p>Can describe with simple examples different types of causes seeing that events happen for different reasons not just human action.</p>	<p>Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently.</p> <p>Can link causes or explain that one cause might be linked to another making an event much more likely to happen.</p>	<p>Can explain the causes AND consequences of quite complex events, even though they might still link some in a simple way.</p>	<p>Explain a number of causes for an event, connecting reasons to actions.</p> <p>Explain a number of consequences of an event, connecting actions to the consequences.</p> <p>Suggest relationships between the causes. Suggest why one cause/consequence might be more important or equally important.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p><b>Historical significance</b></p> <p><i>Develop an understanding that significance, in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time (possibly into the present).</i></p>	Can recognise and describe special times or events for family or friends.	Can recognise and talk about who was important. <i>E.g.: in a simple historical account.</i>	Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).	Can identify significance reveals something about history or contemporary life.	Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative. <b>(See the 5Rs)</b>	Can make judgements about historical significance against criteria. <b>(See the 5Rs)</b>  Recognises that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance).	Give reasons why an event may be seen as historically significant. E.g.: impacting/causing change.  Compare the significance of events using set criteria. <b>(See the 5Rs)</b>
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p><b>Historical interpretation</b></p> <p><i>Building an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, period or civilisation and the aims or view of those that developed the construct.</i></p>	Can identify and talk about different accounts of real historical situations.	Can identify and talk about differences in accounts relating to people or events both from the time (contemporary source) and from the later/the present (interpretive source).	Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.	Can describe how different interpretations arise.  Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.	Understands that different accounts of the past emerge for various reasons – different people might give a different emphasis.  Understands that some interpretations are more reliable than others.	Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.  Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance).	Suggest reasons for the differences in interpretations based on the origin or purpose or time of the historian's view or representation with a simple explanation, which might include what the author has left out to persuade people of their view.  Use some knowledge to explain why they think the interpretation is correct or limited.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p><b>Historical enquiry</b></p> <p><i>The development and increasingly sophisticated use of historical skills and the ability to communicate the findings of historical studies.</i></p>	<p>Can talk about similarities and differences between two or more historical sources using simple historical terms.</p> <p>Can talk about past events and use annotations or captions (may be scribed) to identify important features of picture sources, artefacts, etc.</p>	<p>Can gather information from simple sources to ask and answer questions about the past.</p> <p>Can explain events and actions rather than just retell the story.</p>	<p>Can describe in simple terms how sources reveal important information about the past.</p> <p>Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.</p>	<p>Can describe and question the origins and purposes of sources using knowledge of periods and civilisations.</p> <p>Asks perceptive questions.</p> <p>Knows how to find, select and utilise suitable information and sources to formulate and investigate a hypothesis.</p>	<p>Can explain with examples why a source might be unreliable.</p> <p>Can construct simple reasoned arguments about aspects of events, periods and civilisations.</p>	<p>Can construct reasoned arguments about events, periods or civilisations studied.</p> <p>Can question source reliability with reference to the period or civilisation and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this.</p>	<p>Question the reliability of sources for example they might identify why sources don't always tell the whole truth or exaggerate.</p> <p>Combine information from sources.</p> <p>Infer from sources.</p> <p>Explain why sources are useful in helping us understand the past.</p>