

## Progression in History – Al-Islamia Institute for Education

Adapted from Progression in History Under the 2014 National Curriculum - A Guide for Schools, Byrom, J., Historical Association

When planning and delivering the curriculum for history, we will consider the following:

### KS1

Area/Objectives	Year 1	Year 2
<i>Knowledge/understanding of British History</i>		
Changes within living memory, used, where appropriate to reveal changes in national life	Toys	
<i>Local history</i>		
Significant historical events, people and places in Leicester		Houses in our Local Area
<i>Knowledge/understanding of wider world history</i>		
Events from beyond living memory that are significant nationally or globally	Fire of London	
Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare life in different periods.	Who was Fatima al Fihri?	What is Significant about Nurses (Florence Nightingale, Mary Seacole and Edith Cavell)? Why is ibn Batutta Famous?

**KS2**

<b>Areas/Objectives</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<i>Knowledge/understanding of British history</i>				
Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age			
The Roman Empire and its impact on Britain	Roman Britain			
Britain's settlement by the Anglo-Saxons and Scots		Anglo-Saxons, Vikings and Scots		
Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor				
An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066		Numbers through Time	The Maya	
<i>Local history</i>				
A local study				Significant individual from Leicester – Richard III
<i>Knowledge/understanding of wider world history</i>				
The achievements of the earliest civilisations through an in-depth study of: The Indus Valley	The Indus Valley			
The achievements of the earliest civilisations through an in-depth study of: The Ancient Egyptians		The Ancient Egyptians		
Ancient Greece – life, achievements and influence			<ul style="list-style-type: none"> <li>- Ancient Greece</li> <li>- Ancient Greek Influence on Britain</li> </ul>	
Non-European society that contrasts with British history: Early Islamic civilisation – Baghdad c900AD			The Maya	<ul style="list-style-type: none"> <li>- The Golden Era of Islam</li> <li>- Abbasid Individuals</li> </ul>

Historical study should be approached with the aim to help children develop the skills to:

KS1	KS2
Be aware of the past, using common words and phrases relating to time	Continue to develop chronologically secure knowledge of history
Fit people/events into a chronological framework	Establish clear narratives within and across periods studied
Identify similarities and differences between periods	Note connections, contrasts and trends over time
Use wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms
Ask and answer questions	Regularly address and sometimes devise historically valid questions
Choose and use from stories and other sources to show understanding	Understand how knowledge of the past is constructed from a range of sources
Understand some ways we can find out about the past	Construct informed responses by selecting and organising relevant historical information
Identify different ways in which the past is represented	<i>Understand that different versions of the past may exist, giving some reasons (this is not explicitly stated but is natural progression between KS1 and KS3)</i>

Planning for progression and working towards the aims of the history curriculum These are the aims of the 2014 National Curriculum for history:

**The National Curriculum for history (2014) aims to ensure that all pupils:**

- know and understand the history of these islands as a coherent, **chronological** narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a **historically-grounded understanding of abstract terms** such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand **historical concepts** such as **continuity and change**, **cause and consequence**, **similarity**, **difference** and **significance**, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and **create their own structured accounts**, including written narratives and analyses
- understand the methods of **historical enquiry**, including how **evidence** is used rigorously to make historical claims, and discern how and why contrasting arguments and **interpretations** of the past have been constructed
- gain **historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

The colour coding matches aspects identified in the table on the following page:

Learning is progressive, with new knowledge taught on concepts that they are already familiar with.

Progression in history involves developing historical perspective through:

- wider, more detailed and chronologically secure knowledge
- sharper methods of enquiry and communication
- deeper understanding of more complex issues and of abstract ideas
- closer integration of history's key concepts (see section 5 below \*)
- greater independence in applying all these qualities

To achieve these objectives, the following tasks may be planned when exploring aspects of history: (non-statutory guidance is in italics)

Skills	KS1	Examples for Year 1	Examples for Year 2
1. <b>Chronological knowledge/ understanding</b> (including characteristic features of periods)	<ul style="list-style-type: none"> <li>- Develop an awareness of the past - Use common words and phrases relating to the passing of time</li> <li>- Know where all people/events studied fit into a chronological framework</li> <li>- Identify similarities / differences between periods</li> </ul>	<ul style="list-style-type: none"> <li>• sequence events or objects in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• sequence artefacts closer together in time</li> <li>sequence events sequence photos etc from different periods of their life</li> <li>• describe memories of key events in lives</li> </ul>
2. <b>Historical Terms</b>	<ul style="list-style-type: none"> <li>- Use a wide vocabulary of everyday historical terms</li> </ul>	<ul style="list-style-type: none"> <li>- Terms relating to units of work, e.g.: significant; toys; old; new; before; the past; traditional; dates relating to units of work</li> <li>- Banks to be developed</li> </ul>	<ul style="list-style-type: none"> <li>- Terms relating to units of work, e.g.: information; old; new; significant; etc.</li> <li>- Banks to be developed</li> </ul>
3. <b>Historical enquiry – using evidence/ communicating ideas</b>	<ul style="list-style-type: none"> <li>- Ask and answer questions *</li> <li>- Understand some ways we find out about the past</li> <li>- Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)</li> </ul>	<ul style="list-style-type: none"> <li>- sort artefacts “then” and “now”</li> <li>- use as wide a range of sources as possible</li> <li>- speaking and listening (links to literacy)</li> <li>- to ask and answer questions related to different sources and objects</li> <li>- Time lines (3D with objects/ sequential pictures)</li> </ul>	<ul style="list-style-type: none"> <li>- use a source – why, what, who, how, where to ask questions and find answers</li> <li>- sequence a collection of artefacts</li> <li>- Use of timelines</li> <li>- Discuss the effectiveness of sources</li> <li>- Annotate photographs</li> </ul>
4. <b>Interpretation of history</b>	<ul style="list-style-type: none"> <li>- Identify different ways in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>- begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</li> </ul>	<ul style="list-style-type: none"> <li>- compare pictures or photographs of people or events in the past, able to identify different ways to represent the past</li> </ul>
<b>5. *Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:</b>			
5a. <b>Continuity and change in and between periods</b>	<ul style="list-style-type: none"> <li>- Identify similarities / differences between ways of life at different times</li> </ul>	Compare: <ul style="list-style-type: none"> <li>- Toys from then and now</li> <li>- Life in 1666 (Fire of London) and now</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise houses from different eras within the local area</li> <li>- Draw similarities and differences in modes of travel between periods of time</li> </ul>
5b. <b>Cause and Consequence</b>	<ul style="list-style-type: none"> <li>- Recognise why people did things, why events happened and what happened as a result</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how/why the Fire of London occurred</li> <li>- Know what the result of the fire was – to houses, people and infrastructure</li> <li>- Describe how the King responded</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how Florence became a nurse</li> </ul>

5c. Similarity/Difference within a period or situation (diversity)	<ul style="list-style-type: none"> <li>- Make simple observations about different types of people, events, beliefs within a society</li> </ul>	<ul style="list-style-type: none"> <li>- Compare the life of Fatima al Fihri and that of women in Britain at the time (Middle Ages)</li> </ul>	<ul style="list-style-type: none"> <li>- Compare the lives of Florence Nightingale, Mary Seacole and Edith Cavill</li> <li>- Compare the same features on houses from different eras</li> <li>- Compare ibn Batutta's clothing/mode of transport and current styles/norms</li> </ul>
5d. Significance of events or people	<ul style="list-style-type: none"> <li>- Talk about who was important e.g., in a simple historical account</li> </ul>	<ul style="list-style-type: none"> <li>- Identify why/how Fatima al Fihri's contribution is significant</li> </ul>	<ul style="list-style-type: none"> <li>- Know the names and contributions of the three nurses, and ibn Batutta</li> <li>- Explain which nurse is most significant in their opinion, and why</li> </ul>

Skills	KS2	Examples for Year 3	Examples for Year 4	Examples for Year 5	Examples for Year 6
1. Chronological knowledge/ understanding (including characteristic features of periods)	<ul style="list-style-type: none"> <li>- Continue to develop chronologically secure knowledge of history</li> <li>- Establish clear narratives within and across periods studied</li> <li>- Note connections, contrasts and trends over time</li> </ul>	<ul style="list-style-type: none"> <li>- place the time studied on a timeline sequence events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>- place events from period studied on a time line</li> <li>- begin to date events</li> </ul>	<ul style="list-style-type: none"> <li>- place current study on time line in relation to other studies</li> <li>- know and sequence key events of time studied</li> <li>- relate current studies to previous studies make comparisons between different times in history</li> </ul>	<ul style="list-style-type: none"> <li>- place current study on time line in relation to other studies</li> <li>- sequence up to ten events on a time line</li> </ul>
2. Historical Terms	<ul style="list-style-type: none"> <li>- Develop the appropriate use of historical terms</li> </ul>	<ul style="list-style-type: none"> <li>- use dates related to the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>- use terms related to the period</li> <li>- understand more complex terms e.g. BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>- use relevant terms and periods labels</li> </ul>	<ul style="list-style-type: none"> <li>- use relevant dates and terms</li> </ul>
3. Historical enquiry – using evidence/ communicating ideas	<ul style="list-style-type: none"> <li>- Regularly address and sometimes devise historically valid questions *</li> <li>- Understand how knowledge of the past is constructed from a range of sources</li> <li>- Construct informed responses by selecting and organising relevant historical information</li> </ul>	<ul style="list-style-type: none"> <li>- use a range of sources to find out about a period</li> <li>- observe small details – artefacts, pictures</li> <li>- select and record information relevant to the study</li> <li>- begin to use the library, e-learning for research ask and answer questions</li> <li>- communicate knowledge and</li> </ul>	<ul style="list-style-type: none"> <li>- use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past</li> <li>- ask a variety of questions use the library, e-learning for research</li> <li>- select data and organise it into a data file to answer historical questions</li> </ul>	<ul style="list-style-type: none"> <li>- begin to identify primary and secondary sources</li> <li>- use evidence to build up a picture of life in time studied</li> <li>- select relevant sections of information</li> <li>- confident use of library, e-learning, research</li> <li>- fit events into a display sorted by theme/time</li> </ul>	<ul style="list-style-type: none"> <li>- recognise primary and secondary sources</li> <li>- use a range of sources to find out about an aspect of time past.</li> <li>- Suggest omissions and the means of finding out</li> <li>- bring knowledge gathering from several sources together in a fluent account</li> <li>- select aspect of study to make a display</li> </ul>

		<p>understanding in a variety of ways: discussions, pictures, writing, annotations, drama, mode</p>	<ul style="list-style-type: none"> <li>- know the period in which the study is set</li> <li>- display findings in a variety of ways work independently and in groups</li> </ul>	<ul style="list-style-type: none"> <li>- use appropriate terms, matching dates to people and events</li> <li>- record and communicate knowledge in different forms</li> <li>- work independently and in groups showing initiative</li> </ul>	<ul style="list-style-type: none"> <li>- use a variety of ways to communicate knowledge and understanding including extended writing plan</li> <li>- Carry out individual investigations</li> </ul>
<p>4. Interpretation of history</p>	<ul style="list-style-type: none"> <li>- Understand that different versions of the past may exist, giving some reasons for this</li> </ul>	<ul style="list-style-type: none"> <li>- identify and give reasons for different ways in which the past is represented</li> <li>- distinguish between different sources and evaluate their usefulness look at representations of the period – museum, cartoons, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- look at the evidence available</li> <li>- begin to evaluate the usefulness of different sources</li> <li>- use of text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- compare accounts of events from different sources.</li> <li>- Make opinions about whether something is fact or fiction</li> <li>- offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>- link sources and work out how conclusions were arrived at</li> <li>- consider ways of checking the accuracy of interpretations – fact/fiction and opinion</li> <li>- be aware that different evidence will lead to different conclusions</li> <li>- confident use of the library etc. for research</li> </ul>
<p>5. *Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:</p>					
<p>5a. Continuity and change in and between periods</p>	<ul style="list-style-type: none"> <li>- Describe / make links between main events, situations and changes within and across different periods/societies</li> </ul>	<p>Identify main events, situations and changes between periods of time:</p> <ul style="list-style-type: none"> <li>- Indus Valley and other periods/civilisations</li> <li>- Stone Age to Iron Age;</li> </ul>	<p>Identify (and compare) key features and events within:</p> <ul style="list-style-type: none"> <li>- The Ancient Egyptians</li> <li>- The Anglo-Saxons, Vikings and Scots</li> <li>- Previously studied people/events/lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>- compare life in early and late times studied, e.g. social norms in Ancient Greece, present day and other civilisations studied</li> <li>- compare an aspect of life with the same aspect in another period, e.g. Olympics during Ancient Greece and now</li> </ul>	<ul style="list-style-type: none"> <li>- compare beliefs and behaviour with another period studied, e.g. Abbasids and Ancient Greece/Egyptians</li> <li>- know key dates, characters and events of time studied, e.g. significant individuals from the Abbasid civilisation (ibn Batutta; al-Zahrawi and al-Khwarizmi) and Richard III</li> </ul>
<p>5b. Cause and Consequence</p>	<ul style="list-style-type: none"> <li>- Identify and give reasons for, and results of, historical events, situations, changes</li> </ul>	<ul style="list-style-type: none"> <li>- identify reasons for and results of people's actions, e.g. why the Indus people settled in the valley</li> </ul>	<ul style="list-style-type: none"> <li>- offer a reasonable explanation for some events, e.g. why people invaded Britain</li> <li>- give reasons for why changes occurred, e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>- examine causes and results of great events and the impact on people, e.g. Ancient Greece influence on British life</li> </ul>	<ul style="list-style-type: none"> <li>- write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their</li> </ul>

		<ul style="list-style-type: none"> <li>- understand why people may have had to do something</li> <li>- Give reasons for why changes occurred, e.g.: the Indus Civilisation no longer exists</li> </ul>	<p>why social norms changed under the rule of various civilisations; how religious belief affected lifestyle; etc.</p>	<ul style="list-style-type: none"> <li>- understand how the change in the education system/approach to education had an effect on life; lifestyle and cultural norms</li> </ul>	<p>explanation, e.g. why Richard III was found where he was</p>
<p>5c. Similarity/Difference within a period or situation (diversity)</p>	<ul style="list-style-type: none"> <li>- Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</li> </ul>	<ul style="list-style-type: none"> <li>- find out about everyday lives of people in time studied</li> <li>- compare with our life today and with periods studied</li> <li>- Compare the Romans and the Celts</li> </ul>	<ul style="list-style-type: none"> <li>- use evidence to reconstruct life in time studied, e.g. identifying mummies and how hieroglyphics help us to understand life and society</li> <li>- look for links and effects in time studied, e.g., comparing entombing pharaohs in pyramids with family tombs in the West</li> <li>- Develop a broad understanding of ancient civilisations</li> <li>- Use evidence to identify how the number system developed over time within Britain</li> </ul>	<p>Study different aspects of:</p> <ul style="list-style-type: none"> <li>- life of different people – for example, differences between men and women</li> <li>- compare an aspect of life with the same aspect in another period</li> <li>- Study an ancient civilisation in detail</li> </ul>	<ul style="list-style-type: none"> <li>- find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings, e.g., comparing belief system during the time of Richard III and now</li> </ul>
<p>5d. Significance of events or people</p>	<ul style="list-style-type: none"> <li>- Identify historically significant people and events in situations</li> </ul>	<ul style="list-style-type: none"> <li>- Study change through the lives of significant individuals/events</li> <li>- Know who Boudicca is and why she is significant</li> </ul>	<ul style="list-style-type: none"> <li>- identify key features and events</li> <li>- identify how/why the number system was effected/influenced by other people/events</li> </ul>	<ul style="list-style-type: none"> <li>- examine causes and results of great events and the impact on people</li> </ul>	<ul style="list-style-type: none"> <li>- Compare and contrast ancient civilisations, i.e. Abbasids with Ancient Greece/Egyptians/Maya ns (studied previously)</li> </ul>