

History Curriculum Progression

Vision

The teaching of History at Burhill aims to stimulate pupils' interest and understanding of the past, gaining insight into how it has influenced our lives today. This insight aims to create a cultural identity and foster respect for others. History will be taught with meaningful links to other areas of learning. Pupils will become responsible for their own learning through open ended challenges and contextual activities. There will be at least 10 hours of history or geography delivered per term.

By the end of Key Stage 1, pupils should have developed an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

By the end of Key Stage 2, pupils should have continued to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Learning will focus on five strands which are developed upon each year, continuously building on pupils' historical skills.

These are:

- Chronological understanding
 - This ensures pupils have an understanding of the timescale of historical events.
- Knowledge and understanding of events, people and changes in the past
- Historical interpretation:
 - Pupils will learn that history is opinions, viewpoints and motives interwoven and enjoy deciphering historical 'fact', utilising skills from all curriculum areas.
- Historical enquiry
 - Pupils will examine and analyse evidence, posing questions which will foster independence and problem solving. They will work collaboratively and supportively and are able to pose their own lines of enquiry, enabling the subject to become child-led and owned by the pupils.
- Organisation and communication:
 - Pupils will understand that the enquiry process is about testing ideas and use evidence to justify or explain their reasoning.

Year 1

Key Knowledge	Key Skills
Identifying similarities and differences helps us to make comparisons between life now and in the past.	Identify similarities and differences between ways of life within living memory.
Aspects of everyday life include houses, jobs, objects, transport and entertainment.	Describe an aspect of everyday life within living memory.
A monarch is a king or queen who rules a country.	Describe the role of a monarch.
Changes within living memory have happened over the last 100 years and include technology, exploration, workplaces, houses and jobs, leisure, family and social structures.	Describe changes within living memory (approximately 100 years).

Significant historical events include those that cause great change for large numbers of people.	Describe a significant historical event in British history.
Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.	Order information on a timeline.
Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.	Identify some key features of a significant historical event beyond living memory.
Significant individuals have helped people, stood up for their beliefs, made discoveries or provided leadership. Significant individuals in history include Mary Anning, Sir Francis Beaufort, Rosa Parks and Neil Armstrong.	Explain why a significant individual is important.
Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.	Create stories, pictures and role play about historical events, people and periods.
Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).
Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.	Describe important events in the school's history.
Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.	Use a range of historical artefacts to find out about the past.

Year 2

Key Knowledge	Key Skills
A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.	Describe what it was like to live in a different period.
Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.	Describe the everyday lives of people in a period within or beyond living memory.
Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.	Describe the hierarchy of a past society.
Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.	Describe how an aspect of life has changed over time.
Important individual achievements include great discoveries and actions that have helped many people. Examples include Florence Nightingale's improvements in hygiene and hospital care and Captain Cook's mapping of newly discovered continents and islands and his circumnavigation of the Earth.	Describe and explain the importance of an individual's achievements.

A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	Sequence details about an event beyond living memory in chronological order.
Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.	Explain why an event from the past is significant.
The impact of significant historical individuals can include greater knowledge of the world, improvements to local or national life and personal achievements. Significant individuals include Captain Cook, Helen Keller, Grace Darling, Jesse Owens and Isambard Kingdom Brunel.	Describe the impact of a significant historical individual.
Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.	Present historical information in a simple non-chronological report, fact file, story or biography.
A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.	Use the historical terms year, decade and century.
Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.	Describe, in simple terms, the importance of local events, people and places.
Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.

Year 3

Key Knowledge	Key Skills
Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.	Explain the similarities and differences between two periods of history.
Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gather lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.	Describe the everyday lives of people from past historical periods.
Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gather lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.	Describe the roles of tribal communities and explain how this influenced everyday life.
The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.	Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.

Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.	Describe everyday life in a Roman town, including jobs, houses and schooling.
Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, writing of Shakespeare and the Industrial Revolution.	Describe ways in which human invention and ingenuity have changed how people live.
The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre.	Describe the achievements and influence of the ancient Greeks on the wider world.
Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.	Summarise how an aspect of British or world history has changed over time.
Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.	Describe how a significant event or person in British history changed or influenced how people live today.
Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year 0 AD marks the birth of Christ in the Gregorian calendar.	Sequence dates and information from several historical periods on a timeline.
The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.	Explain the cause and effect of a significant historical event.
People become historically significant when their actions have created change over time, changed human thinking or their individual lives have highlighted the struggles of a larger group of people. Significant people are also usually remembered and celebrated during or after their lifetimes.	Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.
Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.	Make choices about the best way to present historical accounts and information.
Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.	Use historical terms to describe different periods of time.
National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.	Analyse a range of historical information to explain how a national or international event has impacted the locality.
Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. For example, written accounts may be biased, depending on the viewpoint of the writer.	Make deductions and draw conclusions about the reliability of a historical source or material.

Key Knowledge	Key Skills
Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.	Compare and contrast two civilisations.
The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.
Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.	Describe the hierarchy and different roles in ancient civilisations.
The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle.	Explain the cause and consequence of invasion and migration by the Romans into Britain.
Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.	Create an in-depth study of an aspect of British history beyond 1066.
The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.	Construct a narrative of a past civilisation, focusing on their features and achievements.
The Viking invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.	Describe the significance and impact of power struggles on Britain.
The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).
Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them
Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.	Describe a series of significant events, linked by a common theme, that show changes over time in Britain.
Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.	Sequence significant dates about events within a historical time period on historical timelines.
Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the	Explain the cause, consequence and impact of invasion and settlement in Britain.

whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.	
Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.	Explain in detail the multiple causes and effects of a significant historical event.
A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.	Construct a profile of a significant leader using a range of historical sources.
Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.	Present a thoughtful selection of relevant information in a historical report or in-depth study.
Historical terms include abstract nouns, such as invasion and monarchy.	Use more complex historical terms to explain and present historical information.
A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.	Describe and explain the impact of a past society on a local settlement or community.
Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.

Year 5

Key Knowledge	Key Skills
Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.	Compare and contrast an aspect of history across two or more periods studied.
Societies are changed by an invasion in many ways, including the adoption of religion, culture and language; the structure and uses of settlement; opportunities for trade and the destruction of previous belief systems and ways of life.	Explain how everyday life changed for people after invasion.
The Viking invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.	Describe the significance and impact of power struggles on Anglo-Saxon Britain.
The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre.	Describe the achievements and influence of the ancient Greeks on the wider world.
Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.	Explain the cause, consequence and impact of invasion and settlement in Britain.

The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).
The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.	Study a feature of a past civilisation or society.
Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.	Frame historically valid questions about continuity and change and construct informed responses.
Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.	Create an in-depth study of an aspect of British history beyond 1066.
Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1900 BC and the ancient Egyptians from 3100 BC to 332 BC.	Sequence, and make connections between, periods of world history on a timeline.
Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.	Explain why an aspect of world history is significant.
Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.
Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.
Historical terms include topic-related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.	Articulate and organise important information and detailed historical accounts using topic-related vocabulary.
Evidence of invasion and settlement can include buildings, earthworks and other forms of archaeological evidence; place names and family names; primary and secondary sources of information, including documents and artefacts, stories, myths and legends.	Investigate evidence of invasion and settlement in the locality.
Bias is when an author's viewpoint is so strong that the information they produce is unbalanced or prejudiced. Biased sources can contain positive or negative information. Biased sources may also miss out key facts that don't fit with the author's opinion or include incorrect information.	Identify bias in historical source materials.

Year 6

Key Knowledge	Key Skills
Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
War can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, way of life and identity.	Evaluate the human impact of war or conflict on the everyday life of a past or ancient society.
Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.	Describe and explain the significance of a leader or monarch.
Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of	Describe and explain the common traits and motives of leaders and monarchs from different historical periods.

kings, and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.	
A great achievement or discovery may be significant because it affects the lives of other people or the natural world, moves human understanding forward, rights wrongs and injustices or celebrates the highest attainments of humans.	Describe some of the greatest achievements of mankind and explain why they are important.
The characteristics of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can be seen in society today.	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).
The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long and short-term causes can lead to a variety of consequences for individuals, small groups of people or society as a whole.	Describe the causes and consequences of a significant event in history.
Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.	Debate the significance of a historical person, event, discovery or invention in British history.
Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.	Articulate and present a clear, chronological world history narrative within and across historical periods studied.
Historical narratives can include descriptions of long and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.	Present a detailed historical narrative about a significant global event.
Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.
Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.	Use abstract terms to express historical ideas and information.
Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.	Present an in-depth study of a local town or city, suggesting how to source the required information.
Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'	Ask perceptive questions to help evaluate a historical source.