

National Curriculum  
History Programs of Study Key Stage 1 and 2



Progression of skills  
Progression of Skills: Being Historian

Year 1	Year 2	Year 3
<p><b>Knowledge and understanding of changes in the past</b> <b>Investigate through the history of toys.</b> To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b>Local History Study Hardwick Hall</b> To know about significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> <li>• I can use words and phrases like old,new and a long time ago.</li> <li>• I can recognise that some objectsbelonged to the past.</li> <li>• I can explain how I have changedsince I was born.</li> <li>• I can explain how some people havehelped us to have better lives.</li> <li>• I can ask and answer questions aboutold and new objects.</li> <li>• I can spot old and new things in apicture.</li> <li>• I can explain what an object from thepast might have been used for.</li> </ul>	<p><b>Knowledge and understanding of events in the past</b> <b>The Great Fire of London or The Gunpowder Plot</b> To know about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p> <p><b>Knowledge and understanding of people in the past</b> <b>Florence Nightingale and Rosa Parks or Christopher Columbus and Neil Armstrong</b> To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</p> <ul style="list-style-type: none"> <li>• I can use words and phrases like before, after, past, present, then andnow.</li> <li>• I can recount the life of someone famous from Britain who lived in thepast. I can explain what they did earlier and what they did later.</li> <li>• I can give examples of things that were different when my grandparentswere children.</li> <li>• I can find out things about the past bytalking to an older person.</li> <li>• I can answer questions using booksand the internet.</li> <li>• I can research the life of a famous person from the past using differentsources of evidence.</li> </ul>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b> To develop an understanding of the earliest settlements in Britain and how early societies were organised.</p> <p><b>The Roman Empire and its impact on Britain</b> To develop an understanding of the impact of the Roman settlement of Britain and the lasting legacy of this settlement.</p> <ul style="list-style-type: none"> <li>• I can describe events from the past using dates when things happened.</li> <li>• I can use a timeline within a specific period of history to set out the orderthat things may have happened.</li> <li>• I can use my mathematical knowledge to work out how long agoevents happened.</li> <li>• I can explain some of the times whenBritain has been invaded.</li> <li>• I can use research skills to find answersto specific historical questions.</li> <li>• I can research in order to find similarities and differences betweentwo or more periods of history.</li> </ul>

Year 4	Year 5	Year 6
<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b> To understand the achievements of the Ancient Greeks and their lasting legacy to western civilisation.</p> <p><b>Britain's settlement by Anglo-Saxons and Scots.</b> Understand the changes in British history and how different eras and peoples have had a lasting effect on society.</p> <p><b>Our school and surrounding area is on an old Angl Saxon site.</b> <a href="https://en.wikipedia.org/wiki/North_Wingfield">https://en.wikipedia.org/wiki/North_Wingfield</a></p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b> To develop a wider understanding of British history and the early history of the Monarchy in Britain.</p> <ul style="list-style-type: none"> <li>• I can plot events on a timeline using centuries.</li> <li>• I can use my mathematical skills to round up time differences into centuries and decades.</li> <li>• I can explain how the lives of wealthy people were different from the lives of poorer people.</li> <li>• I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</li> <li>• I can explain how an event from the past has shaped our life today.</li> <li>• I can research two versions of an event and explain how they differ.</li> <li>• I can research what it was like for children in a given period of history and present my findings to an audience.</li> </ul>	<p><b>Local History Study Investigation of local coal mining.</b> To investigate how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development. (Link Shirebrook and the Industrial Revolution – the Victorians)</p> <p><b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</b> To develop an understanding of a civilization from a different continent</p> <ul style="list-style-type: none"> <li>• I can draw a timeline with different historical periods showing key historical events or lives of significant people.</li> <li>• I can compare two or more historical periods; explaining things which changed and things which stayed the same.</li> <li>• I can explain how Parliament affects decision making in England.</li> <li>• I can explain how our locality has changed over time.</li> <li>• I can test out a hypothesis in order to answer questions.</li> <li>• I can describe how crime and punishment has changed over a period of time.</li> </ul>	<p><b>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900</b> Develop an understanding of a society from a different part of the world and contrast this with European or British society.</p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Focus on the Second World War and the Holocaust.</b> Develop an understanding of one of the most significant events in British and World history and the lasting impact this has had on society.</p> <ul style="list-style-type: none"> <li>• I can place features of historical events and people from the past societies and periods in a chronological framework.</li> <li>• I can summarise the main events from a period of history, explaining the order of events and what happened.</li> <li>• I can summarise how Britain has had a major influence on the world.</li> <li>• I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</li> <li>• I can identify and explain differences, similarities and changes between different periods of history.</li> <li>• I can identify and explain propaganda.</li> <li>• I can describe a key event from Britain's past using a range of evidence from different sources.</li> <li>• I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.</li> </ul>