



Arnold View Primary School

History Skills and Knowledge Progression Framework



Intent

At Arnold View Primary School, it is our firm belief that to enhance and enrich all children's learning and provide them with a full and rounded education, history is taught within a topic-based curriculum to ensure that a progression of children's skills and knowledge is evident. Our intent is that pupils:

- Foster an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- Know about significant events in British history and to appreciate how things have changed over time (e.g. Great Fire of London)
- Develop a sense of chronology (Stone Age, Romans, Vikings)
- Understand how Britain is part of a wider European culture and to study some aspects of European history;
- Know about significant historical events and people in their own locality (e.g. How Arnold was affected by the WW2);
- Have some knowledge and understanding of historical development in the wider world and
- Understand society and their place within it, so that they develop a sense of their cultural heritage.

We believe in the importance of sequencing a curriculum which is progressive and designed effectively to reduce gaps in knowledge and to enable children to learn more and remember more. We also believe strongly in supporting cognitive load, enabling children to accumulate information in manageable chunks so that they understand one idea before moving onto the next.

Our History Curriculum has been sequenced to allow KS1 children to build on knowledge taught in Foundation. Our topics in KS2 are chronological and are sequenced to show that other events are happening at the same time and allow children to apply disciplinary knowledge to all topics.

Our skills and knowledge progression frameworks are separated into two strands: disciplinary knowledge and substantive knowledge. Disciplinary knowledge involves the skills needed in this subject area to gain knowledge to be an accomplished historian. Substantive knowledge is the specific, factual content – or 'Sticky Knowledge' – that we expect our children to acquire during their time at Arnold View.

History and SEND

For pupils with SEND, adaptations may be made in history which are based on the child's individual needs. However, we acknowledge that pupils with SEND do not generally benefit from differentiated teaching, tasks or expectations. Targeted teaching, however, can be effective in ensuring pupils achieve specific goals. We also ensure that SEND pupils are appropriately challenged in history by:

- Teaching staff using teaching methods which match the needs of children and not planning for overly elaborate tasks which make it more difficult for pupils with SEND to learn curriculum content.
- Having an ethos that any adaptations should be based on individual needs and should aim to retain ambition for pupils with SEND.
- Understanding that for pupils with SEND needs which are more complex, it may be appropriate to have different curriculum expectations.
- Chunking content into smaller steps and ensuring the curriculum is designed to reduce excessive or unhelpful demands on working memory.

Skills and Knowledge Progression Framework

Disciplinary Knowledge – What skills do I need to do to be a successful Historian?

	EYFS	KS1		LKS2		UKS2		KS3
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Chronology and Causation	<p>F1</p> <ul style="list-style-type: none"> Begin to make sense of their own life story and family's history. <p>F2</p> <ul style="list-style-type: none"> I can remember and talk about significant events in my own experience. I can recognise and describe special times or events for family or friends. <p>ELG</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> To appreciate the difference between long ago and very long ago Create a simple timeline to capture recent events Remember parts of stories they have read or have had read to them which involve memories about the past Recognise that familiar objects we have today would have been different in the past, i.e., telephone Begin to appreciate what a timeline is by looking at a time line over the past 10 years 	<ul style="list-style-type: none"> Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past Describe memories and changes that have happened in their own lives Begin to appreciate the difference between long ago and very long ago Point out a few similarities and differences between ways of life at different times Order a few events and artefacts from the recent past 	<ul style="list-style-type: none"> To understand that the past is divided into different named periods of time. Able to use dates to explain British, local and world history Use a timeline that identifies different centuries. Use appropriate dates and chronological conventions, e.g., BC, BCE and AD. <ul style="list-style-type: none"> Put artefacts or information in chronological order from a long time ago. Understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore. 	<ul style="list-style-type: none"> Able to place events, people and changes of British, local and world history on a timeline. Accurately set out different events onto a timeline. Appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation. Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart. Use a timeline in relation to the unit being studied. Use words and phrases: century, decade. Appreciate that some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. 	<ul style="list-style-type: none"> Have a secure understanding of a British timeline that extends from the Stone Age to the present day. Show a chronologically secure knowledge and understanding of local, national and global history. Tell the story of events within and across the time periods studied. Describe connections, contrasts and trends over short and longer time periods. Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Accurately use dates and terms to describe historical events; Know and describe in some detail the main changes to an aspect in a period of history being studied. 	<ul style="list-style-type: none"> Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world. Identify specific changes within and across different periods over a long period of history. Use timelines to place events, periods and cultural movements from around the world. <ul style="list-style-type: none"> Use timelines to demonstrate changes and developments in culture, technology, religion and society. Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describe main changes in a period in history using words such as: social, religious, political, technological and cultural. <ul style="list-style-type: none"> Know date of any significant event studied from past and place it correctly on a timeline 	

Historical Enquiry	<p>F1</p> <p>Begin to make sense of their own life story and family's history.</p> <p>F2</p> <p>I can remember and talk about significant events in my own experience.</p> <p>I can recognise and describe special times or events for family or friends.</p>	<p>Respond to simple questions about the past</p> <p>Observe and handle artefacts and ask simple questions about the past</p> <p>Offer an opinion as to why something may have happened in the past and why they know</p>	<p>Look carefully at pictures and objects to find information.</p> <p>Find answers and respond to simple questions about the past.</p> <p>Choose and select evidence and say how it can be used to find out about the past</p> <p>Understand some ways we find out about the past</p> <p>Recognise the importance of basing ideas on evidence</p> <p>Develop the idea of presenting an idea and raising questions about the past</p>	<p>Use a variety of sources to collect information about the past.</p> <p>Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past.</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past</p>	<p>Appreciate the difference between primary and secondary sources of evidence.</p> <p>Use a range of sources to collect information about the past.</p> <p>Construct informed responses about one aspect of life.</p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>Use a wide range of different evidence to collect evidence about the past.</p> <p>Devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context.</p>	<p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Investigate own lines of enquiry by posing historically valid questions to answer.</p> <p>Understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time.</p>	
Historical Significance and Interpretation	<p>F2</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>ELG</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences</p> <p>and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>To recognise that some of the events we talk about from the past are open to different interpretations according to who wrote about it.</p> <p>To identify and recount historic details from the past from sources e.g. pictures/stories</p> <p>To understand that an invention can sometime have a positive impact on an artefact we use everyday, for example, television</p> <p>To talk about some people and events that they have studied and give reasons for their actions</p> <p>Consider the differences between 'long ago' and 'now'</p>	<p>Know that information about past events that have been passed down by word of mouth can be unreliable.</p> <p>Know that written events about events from the past may not always be highly accurate.</p> <p>Start to recognise what is a reliable piece of information and what is not, e.g., photograph or word of mouth.</p> <p>Appreciate the people in the past who have contributed to national and international achievements</p> <p>Recount historic details from eye-witness accounts, photos and artefacts</p> <p>Begin to reflect on the significance of what has been learnt from the past</p> <p>Develop an awareness of the past and comment on how they found out</p>	<p>Know that much of what is presented as historical fact is based on limited information.</p> <p>Recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied.</p> <p>Start to compare two versions of a past event</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p>	<p>Recognise the impact that bias has on historical events.</p> <p>Know that historical recounts are prone to exaggeration.</p> <p>Look at more than two versions of the same event or story in history and identifies differences.</p> <p>Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.</p> <p>Begin to talk about the impact of a past action on our lives today.</p> <p>Talk about similarities and differences between different times in the past according to the periods of history studied.</p>	<p>Show an awareness of the concept of propaganda and censorship.</p> <p>Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past; Realise that there is often not a single answer to historical questions.</p> <p>Discuss trends over time.</p> <p>See the relationship between different periods and the legacy or impacts for people today.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>To know the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Understand the importance of propaganda and censorship and that they are sometimes necessary.</p> <p>Appreciate that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Form own opinions about historical events from a range of sources</p>	

Substantive Knowledge – Sticky Knowledge

	KS1	LKS2	UKS2	KS3
Autumn	<p><u>Cycle A - The History of Nottingham</u></p> <p>Know how the local area is different to the way it used to be a long time ago.</p> <p>Know about a famous person from Nottingham and can explain why they were famous.</p> <p><u>Cycle B - The Gunpowder Plot</u></p> <ul style="list-style-type: none"> Differentiate between things that were here 100 years ago and things that were not. <ul style="list-style-type: none"> Know what the Gunpowder plot was, <ul style="list-style-type: none"> Know why there was a plot. Know who was involved in the plot 	<p><u>Cycle A - The Stone and Bronze Ages</u></p> <ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the bronze ages. Recognise the importance of the invention of the wheel; the discovery of iron ore; and the creation of iron age hill forts <ul style="list-style-type: none"> Know what is meant by hunter gatherers In the Mesolithic period of Stone Age people were hunter-gatherers. Neolithic period of Stone Age is when farming began. <ul style="list-style-type: none"> Bronze Age was when metal work began. <p><u>Cycle B - The Maya Civilisation</u></p> <p><u>Know</u> who/what/when and where the Mayans were</p> <p>Know the Mayan belief system was rooted in nature and they had many gods.</p> <p>Know that Pottery/Clay work: clay tiles from both the Maya has been found and give us evidence of their beliefs.</p> <p>Know about the impact that an ancient society, the Mayan civilization, had on the world.</p> <p>Know why they were considered an advanced society in relation to that period of time in Europe</p>	<p><u>Cycle A - The Romans</u></p> <ul style="list-style-type: none"> Know how Britain changed from the iron age to the end of the Roman occupation. Know how the Roman occupation of Britain helped to advance British society. <ul style="list-style-type: none"> Know how there was resistance to the Roman occupation and know about Boudicca. Know about at least one famous Roman emperor <p><u>Cycle B - The Victorians</u></p> <ul style="list-style-type: none"> Know that The Victorian era is named after Queen Victoria and ran from 1837-1901. Know how lives were different for rich and poor families. Know how Victorian schools were different to our schools. 	<ul style="list-style-type: none"> Know the causes of the trans-Atlantic slave trade and the reasons for its abolition. Know and describe the impact of the British Empire upon its colonies. Know the history of the locality (based on local history, locality and availability of workshops) Know and describe the power of medieval monarchs and the challenges to that power. Know the ideas and influences of the medieval church. <ul style="list-style-type: none"> Explore The Crusades Know and describe the experiences of everyday medieval life (farming, feudal system, black death) Know the impact of the Tudors on Britain's religion and place in the world. Know and describe the impact of the Stuarts on the power of the monarchy Identify the challenges and changes in technology with a focus on the industrial revolution. Know the impact that the Aztecs had on the structure of leadership and monarchy <ul style="list-style-type: none"> Know the impact of a ruling class on Inca society.
Spring	<p><u>Cycle A - Toys – Past and Present</u></p> <p>Know that the toys their grandparents played with were different to their own.</p> <p>Know what a number of older objects were used for.</p> <p>Know the main differences between their school days and that of their grandparents</p> <p>Know that children's lives today are different to those of children a long time ago</p> <p><u>Cycle B - Famous People in the Past</u></p> <ul style="list-style-type: none"> Know about people who did something in the past that has impacted on our lives today Know about people who have contributed much to the lives of black people Know about people who have contributed much to the lives of women Know about a famous event from the past that we still talk about today 	<p><u>Cycle A - The Iron Age</u></p> <p><u>Know</u> how Britain changed between the beginning of the stone age and the iron age.</p> <p>Know the main differences between the stone, bronze and iron ages.</p> <p>Know that The Iron Age continued in Britain for about 800 years until the Romans invaded in AD 43.</p> <p><u>Cycle B - Ancient Greece</u></p> <p>Know who/what/when and where the ancient Greeks were</p> <p>Know the main characteristics of the Athenians and the Spartans</p> <p>Know about and can talk about the struggle between the Athenians and the Spartans</p> <p>Know about the influence the gods had on ancient Greece</p> <p>Understand the importance of 'debate' in Greek society</p> <p>Talk about the legacy of democracy left by ancient Greece</p>	<p><u>Cycle A - Anglo Saxons and Scots</u></p> <ul style="list-style-type: none"> Know about how the Anglo Saxons attempted to bring law and order to the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today. Know that the way the kingdoms were divided led to the creation of some of our county boundaries today. <p><u>Cycle B - Crime and Punishment</u></p> <ul style="list-style-type: none"> Know about crime and punishment in British history and how punishment has changed through the ages. Describe main changes in a period in history using words such as: social, religious, political, technological and cultural. 	

Cycle A - The Great Fire of London

- Know about an event or events that happened long ago, even before their grandparents were born.
 - Know where London is.
- Know that a great fire engulfed London in the past.
- Know that they found it difficult to control the fire.
- Know that much of what we know about the fire comes from the diary of Samuel Pepys.
- Know how firefighting equipment has changed over the years.

Cycle B - Intrepid Explorers

- Know about a famous person from outside the UK and explain why they are famous.
 - Identify an explorer and describe their significant achievements.
- The Wright Brothers were responsible for the first flight.

Cycle A - Ancient Egypt

Know that there were some advanced civilisations in the world 3,000 years ago and know that Britain was not one of them.

Know about the link between the Ancient Egyptians and slavery.

Know why the Pharaohs were so powerful.

Know why the pyramids were created

Know about how the Ancient Egyptians were influenced by their Gods

Cycle B - A History of Arnold and Gedling

- Know how Arnold town centre has changed over time.
 - Know that Arnold used to be called Valley of the Eagles.
- Know about the textile industry, brickmaking and mining after the industrial revolution.

Cycle A - Vikings

- Know where the Vikings originated from and can show this on a map
- Know that the Vikings and Anglo Saxons were often in conflict
- Know why the Vikings frequently won battles against the Anglo Saxons
- Know what the Norman conquest was and how it began in 1066
- Know that when people invade they often change an area through the things they leave behind

Cycle B - World War 2

- Know the dates that WW2 started and ended.
- Know about the main events that led to WW2 beginning.
- Know about the significant leaders such as Hitler and Churchill.
- Know the names of the countries that supported Britain.
- Know the impact that the war had on ordinary people.