

History Progression of skills and knowledge

Strand	Discoverers	Innovators	Pioneers
Historical Interpretations	<p>KS1 History National Curriculum Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <ul style="list-style-type: none"> Realise historians explore evidence from the past and use detective skills to try and find answers. Observe and use a range of primary and secondary sources to find out about the past and discuss different possible interpretations. Explain that there are different types of evidence that give historians clues. 	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. Look at evidence from the past, particularly photographs and discuss different possible interpretations Use stories to encourage children to distinguish between fact and fiction. Question and wonder using what they know to identify similarities and differences between life today and life in the past. 	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> Find and analyse a wide range of evidence about the past. Confidently use the library and chromebooks for research. Understand the difference between primary and secondary evidence. Begin to evaluate the usefulness of different sources. Consider ways of checking the accuracy of interpretations of the past – fact, fiction or opinion? Begin to use their own historical interpretations to identify and note connections, contrasts and trends over time in the everyday lives of people. Examine and discuss the cause and consequence of key periods in history.

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<p>Historical Enquiry</p>	<p>KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> Find answers to simple questions about the past using sources of information such as non-fiction texts and artefacts. Observe and handle evidence. Understand collections are held in museums and produce their own mini museum with labels and information. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> Use a range of primary and secondary sources to find out about the past. Notice small details in artefacts and pictures. Interpret artefacts with some logic and relation to experience. Distinguish between fact and opinion. Select and record relevant information to begin to undertake their own research. Note key changes over a period of time and be able to give reasons for those changes. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> Recognise when they are using primary and secondary sources of information to investigate the past. Use a wide range of primary and secondary evidence to investigate the past. Investigate their own lines of enquiry by posing historically valid questions to answer. Select relevant sections of information to address historically valid questions and construct detailed, informed responses.
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<p>Chronological Understanding</p>	<p>KS1 History National Curriculum</p> <p>Pupils should develop 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.</p> <ul style="list-style-type: none"> • Understand time in terms of days, weeks, years. • Order dates or artefacts from earliest to latest on simple timelines. • Know there is a past to explore and you can talk to people about their past experiences. • Sequence artefacts such as toys from different periods of time. • Describe memories and changes that have happened in their own lives • Use historic terms such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after, long ago, change, yesterday. 	<p>KS2 History National Curriculum</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> • understand that a timeline can be divided into CE (Common Era) and BCE (Before Common Era). • Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time. (See list of historic terms below). 	<p>KS2 History National Curriculum</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> • 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. • Make comparisons between different times in the past and understand key periods such as Pre-history, Ancient, Medieval, Victorian and Modern times.
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<p>Historical Knowledge</p>	<ul style="list-style-type: none"> Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. The impact of plastics on our way of living, toys Pupils should be taught about events beyond living memory that are significant nationally or globally. The Great Fire of London; Shackleton and Scott's race to the South Pole. Pupils should be taught 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. Newton, Flemming, Anning, Curie, , Jemison, Shackleton& Scott, Mary Seacole and Florence Nightingale Moon landings and space - Robert Henry Lawrence Jr. Mae Jemison Armstrong Black history month – John Blanke, Harriet Tubman, Rosa Parks, Jesse Owens, Nelso Mandela, Ruby Bridges, Barack Obama, Martin Luther King Jr. Pupils should be taught about significant historical events, people and places in their own locality. Cornish castles; John Wesley and Cornish Methodism. 	<ul style="list-style-type: none"> Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. History of aviation; Trevithick and Brunel and the industrial revolution. Marconi and Berners-Lee Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. Pupils should be taught about a non-European society that provides contrasts with British history – Mayan civilization CE 900. Pupils should be taught about the Roman Empire and its impact on Britain. Pupils should be taught about Britain's settlement by Anglo- Saxons and Scots. 	<ul style="list-style-type: none"> Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Kathryn Johnson, Christopher Columbus Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world. Pupils should be taught about a local history study. Henry Trengrouse, Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
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Presenting and communication	Pupils at Nansledan should develop the appropriate use of historic terms. They will develop their communication of historic knowledge through role play, technology, discussion, writing and drawing. Pupils will make cross-curricular links where possible to support communication, for example, using fronted adverbials within their history work 'In the reign of _____,' or 'Pre-1066,'.																																																																																					
	<table><tr><th colspan="7">KEY KS1 and KS2 historical terms</th></tr><tr><td>AD</td><td>Change</td><td>Democracy</td><td>Hunter-gatherer</td><td>Metal-working</td><td>Parliament</td><td>Sacrifice</td></tr><tr><td>Agriculture</td><td>Church</td><td>Discovery</td><td>Immigrant</td><td>Migration</td><td>Past</td><td>Secondary evidence</td></tr><tr><td>Ancient civilisations</td><td>Christianity</td><td>Diversity</td><td>International</td><td>Missionary</td><td>Peasant</td><td>Settler</td></tr><tr><td>Archaeology</td><td>Chronology</td><td>Emigrant</td><td>Interpretation</td><td>Monarchy</td><td>Pope</td><td>Significance</td></tr><tr><td>Aristocracy</td><td>Colony</td><td>Emperor</td><td>Invasion</td><td>Monastery</td><td>Prehistory</td><td>Slave</td></tr><tr><td>Artefact</td><td>Conquest</td><td>Empire</td><td>Invention</td><td>Museum</td><td>Present</td><td>Stone Age</td></tr><tr><td>BC</td><td>Continuity</td><td>Execution</td><td>Iron Age</td><td>Myths and legends</td><td>Primary evidence</td><td>Torture</td></tr><tr><td>Bronze Age</td><td>Court</td><td>Explorer</td><td>Islam</td><td>Nation</td><td>Rebellion</td><td>Traitor</td></tr><tr><td>Calendar</td><td>Crusades</td><td>Global</td><td>King/Queen</td><td>Nomad</td><td>Republic</td><td>Treason</td></tr><tr><td>Causation</td><td>Dark Ages</td><td>Gods / Goddesses</td><td>Local</td><td>Oral history</td><td>Revolt</td><td>Yesterday</td></tr><tr><td>Century</td><td>Decade</td><td>Heresy</td><td>Long ago</td><td></td><td></td><td></td></tr></table>			KEY KS1 and KS2 historical terms							AD	Change	Democracy	Hunter-gatherer	Metal-working	Parliament	Sacrifice	Agriculture	Church	Discovery	Immigrant	Migration	Past	Secondary evidence	Ancient civilisations	Christianity	Diversity	International	Missionary	Peasant	Settler	Archaeology	Chronology	Emigrant	Interpretation	Monarchy	Pope	Significance	Aristocracy	Colony	Emperor	Invasion	Monastery	Prehistory	Slave	Artefact	Conquest	Empire	Invention	Museum	Present	Stone Age	BC	Continuity	Execution	Iron Age	Myths and legends	Primary evidence	Torture	Bronze Age	Court	Explorer	Islam	Nation	Rebellion	Traitor	Calendar	Crusades	Global	King/Queen	Nomad	Republic	Treason	Causation	Dark Ages	Gods / Goddesses	Local	Oral history	Revolt	Yesterday	Century	Decade	Heresy	Long ago		
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EYFS			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.