

Hambleton CE Core knowledge and skill progression - History

Disciplinary concepts		Early Years	Y1	Y2	Y3/4	Y5/6
Chronological Awareness	Knowledge	Understand that time moves on. Know that time passes in sequential order. Begin to understand that we, as a community, regularly commemorate past events.	To know that a timeline shows the order events in the past happened. To know we start looking at 'now' on a timeline then look back. To know the past events have already happened and 'the present' is happening now. To know that within living memory is 100 years.	To know that beyond living memory is more than 100 years ago. To know that events in history may last different amounts of time. To know a decade is 10 years.	To understand the scale of human history To understand the significance of BC and AD.	To understand that simultaneous periods of history took place concurrently in different parts of the world.
	Skills	To be able to talk about things they have done in the past. To use key vocabulary for passing of time.	Use common words and phrases for the passing of time (now, long ago, then, before, after) Place events on a simple timeline Sequence 3 or 4 things from a different period of time	Sequence up to 6 photos, focusing on the intervals between events. Begin to recognise how long each event lasted Place events on a timeline, building on times studied in year 1.	To be able to place historical time periods studied onto a timeline. To compare and explain the differences between life now and life in a specific time period	To compare and explain the differences between concurrent time periods in different places across the world e.g. Ancient Egyptians and Iron Age Britain To talk about the influences of different time periods that we see today

		Early Years	Y1	Y2	Y3/4	Y5/6
Historical Enquiry	Knowledge	To know that you can find out what has happened by asking questions.	To understand how we know information about the past e.g. stories, photos. To know that the seasons change throughout the year.	To know that we learn about the past from photographs, old items, stories, graves, newspaper articles, word of mouth. To understand why it is important and valuable to learn from the past.	To know that archaeologists find historical items when they dig below ground. To understand that these items give us knowledge about how people used to live.	To understand what a historical artefact is. To understand the difference between primary and secondary historical sources.
	Skills	To ask and answer questions about what has happened in the past e.g. yesterday, this morning, using appropriate vocabulary and tense.	Describe main features of concrete evidence of the past or historical evidence (pictures, artefacts and buildings). To ask simple questions about what life may have been like in the past. To talk about the changing of the seasons and what evidence we can see.	To be able to compare two pieces of historical evidence e.g. two artefacts or pictures. To compare the lives of two different people in the past and explain the evidence. Answer a question about an event from the past and draw a sensible conclusion from what has been learnt.	To be able to make some deductions about the past based on historical evidence e.g. how people lived from remains of their homes.	To be able to make sensible predictions and deductions from an artefact. To consider what would be a reliable historical source. To be able to write about things that happened in the past drawing conclusions and giving their own opinion based on consideration of evidence.

Substantive Concepts		Early Years	Y1	Y2	Y3/4	Y5/6
Power	Knowledge	To know that King Charles III is the king of the UK.	To know that the UK is ruled by a King or Queen and that person changes over time.	To begin to understand that power is exercised in different ways in different cultures, times and groups through looking at historical figures and their position in society.	To understand the chronological development of groups, kingdom and monarchy in Britain.	To know that a period of history is frequently named after the monarch who ruled. To understand how the monarchy of the past fits with our current monarch e.g. how Queen Victoria is related to King Charles. To understand how power evolved differently in different civilisations e.g. Pharaohs in Ancient Egypt.
	Skills	To be able to talk about what a King or Queen is through stories and understand that they rule over people and have power.	To be able to talk about the current King and that his mother was the former queen.	To talk about the influence of significant people in history and how their power differed.	To talk about the tribal society which developed in the UK in contrast to more organized systems of power in other countries and the advantages and disadvantages of this e.g. when the Romans invaded the UK and the uprising of Boudicca	To be able to compare power in different civilisations.
Achievement	Knowledge	To know that actions have consequence .	To know that some inventions still influence their own lives today.	To know the legacy and contribution of some inventions. To be aware of the achievements of significant individuals	To know that Roman Britain changed our country significantly. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.	To understand that people in the past were as inventive and sophisticated in thinking as people today.

			To know some achievements and discoveries of significant individuals	e.g. Mary Seacole, Florence Nightingale, Edith Cavell and Grace Darling		To understand the impact of war on local communities and on daily lives. To know some of the achievements and inventions of the Ancient Egyptians, Ancient Greeks, Mayans and Victorians.
	Skills	To talk about what they are good at and why.	To talk about how toys have changed over the years. To compare how homes have changed and improved and how our lives are more comfortable now.	To be able to talk about why the achievements of significant individuals is important to us today.	To identify achievements and inventions that still influence our lives today from Roman times.	To be able to recognize and discuss the influence of Ancient civilisations and other more recent historical time periods on modern daily life.
Invasion, settlement and migration	Knowledge	To know that we live in the UK.	To know that people live in different countries and sometimes move to live in different countries. To know that how and where we live has changed over time.	To understand how the housing in London contributed to the spread of the Great Fire. To know that The Great Fire of London had an influence on how homes and buildings were rebuilt.	To know that migration means to move to a new area or country to find work or better living conditions. To know that there are different reasons for migration. To know why people may choose to settle in one place rather than another (resources etc.) To know that there were different reasons for invading Britain. To know that settlement created tensions and problems. To understand the impact of settlers on existing populations. To know that settlements changed over time.	To understand the events which lead to the Second World War. To understand some key differences between how the First and Second world war were fought due to the influence of flight. To discuss the impact of the Second World War on Jewish migrants.

	Skills	To be able to talk about their homes and how they live.	To be able to compare two different homes from different time periods and say what changes there have been.	To be able to talk about what changed in terms of housing as a result of The Great Fire of London.	To be able to discuss the advantages and disadvantages of invasion and migration e.g. new resources and structure brought in vs loss of power.	To be able to discuss the influence of war and invasion on civilian life.
Civilisation	Knowledge	To know that people live differently in places.	To know that homes have changed as society has developed.	To understand the contribution of significant individuals to societal change.	<p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles.</p> <p>To know that education existed in some cultures, times and groups.</p> <p>To understand the changes and reasons for the organisation of society in Britain e.g. Stone Age, Bronze Age, Iron Age etc.</p>	<p>To understand the influence of early civilisations on current life.</p> <p>To understand that there are differences between early and later civilisations.</p> <p>To understand the changing role of men and women in Britain.</p>
	Skills	To talk about their family life.	To talk about how our homes have changed over the years and how that links to how we live as a society.	To talk about how significant people changed history.	To be able to compare lifestyles between two eras e.g. Early Stone Age to Late Stone Age	To compare the development and role of education in societies e.g. Greek, Victorian
Trade	Knowledge	To know that you can use money to buy items in a shop.	To know that people with more money can live in bigger and more luxurious houses and poorer people live in worse conditions.		<p>To know that communities traded with each other and over the English Channel in the Prehistoric period.</p> <p>To understand that trade began as the exchange of goods.</p> <p>To know that the Romans introduced coins and currency.</p>	<p>To know that the Industrial Revolution had a significant impact on trade.</p> <p>To know about the introduction of laws to make life safer for Victorian working children.</p>

	Skills	To talk about buying and selling.	To be able to make some comparisons between rich and poor.		To explain how early British tribal trading was mutually beneficial.	To compare trade and industry before and after the Industrial Revolution.
Beliefs	Knowledge	To understand and appreciate that different communities have different special celebrations.			<p>To know that the Romans brought Christianity to Britain.</p> <p>To know that prior to Roman invasion British civilisations believed in a variety of pagan Gods and revered nature and cycles including summer and winter solstices and the significance of places such as Stonehenge.</p>	<p>To know that different societies through history had very different beliefs.</p> <p>The Egyptians belief in the Afterlife and how this influenced their life and death.</p> <p>To know about Egyptian, Greek and Mayan Gods.</p>
	Skills	To be able to talk about special religious celebrations such as Christmas, Easter, Diwali and Eid.			To discuss how early civilized Britain were influenced by the natural world in terms of beliefs and why this was significant i.e. revering nature and the importance of cycles on farming.	To be able to explain how different civilization belief systems influenced how they lived their lives.