



# History

## Progression of Knowledge & Skills

### Curriculum Intent

At John Ruskin School, we believe that a broad and balanced history curriculum is important in enabling all our pupils to develop a clear understanding of their local history, Britain's past and that of the wider world. Our history curriculum is designed where our youngest children explore changes within their living memory which gradually expand to acquire an understanding of historical events and individuals on a national and international level as they move throughout the school. Building and expanding on children's knowledge in this way allows our pupils to place events and people into a chronological framework which is crucial when developing a coherent awareness of the past. The development of historical skills is embedded in all areas of our history curriculum which focus on encouraging children ask perceptive questions, communicate their findings, interpret sources and compare and contrast. Through the teaching of history, children are able to understand the complexity of people's lives and how the past may have shaped their own identity and the society in which they reside.

|      | Chronological understanding   | Knowledge and interpretation  | Historical enquiry  | Historical concepts |
|------|---|---|---|---------------------|
| Nurs | Sort objects baby and child.<br><br>Then and now.<br><br>Nurs Au1 EAD<br>Nurs Au2 UW<br>Nurs SP1 UW | Can they baby objects and objects for older children?<br>Can they talk about things they did as a baby and things they can do now they're older?<br>Nurs Au2 UW<br>Nurs Sm 2 CL, UW | Vocabulary<br>Big, little, baby , child, adult  |                     |
| Rec  | Can they sort pictures/artefacts into old and new? Rec UW   | Can they talk about who is in their family and talk about them? Rec UW Au1<br>Rec L Au2   | Can they look at photos from the past and can they compare and discuss? Rec UW Sp2<br>Rec L Sp2<br>Rec UW Su1 |                     |

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|  | <p>Sp2 Rec L Sp2 Rec UW Su1</p> <p>Can they order the days of the week? Rec M Sp1 Phase 5 W/R</p> <p>Can they talk about things that have happened in their past? Rec L Au2 Rec L Sp2</p> <p>Can they begin to understand that some things happened a 'long' time ago? Rec UW Au2 Rec UW Sp2</p> | <p>Do they know that some things are old and some things are new? Rec UW Sp2</p> <p>Do they know the days of the week and use words such as yesterday, tomorrow, last week, last year? Rec M Sp1 Phase 5 W/R</p> <p>Can they talk about some of the key roles people have in the local community e.g. paramedic, refuse collector, bus driver?</p> <p>Can they talk about the lives of the people around them and their roles in society? Rec UW Au1 Rec UW Sp1 Rec L Sp1</p> <p>Can they talk about people from the past? Rec UW Au2 Rec UW Sp2 Rec UW Su2</p> <p>Do they know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class? Rec UW Au1 Rec UW Sp2 Rec L Sp2 Rec UW Su1</p> | <p>Do they understand the past through settings, characters and events encountered in books read in class and storytelling? Rec UW Au1 Rec UW Au2 Rec UW Sp2 Rec UW Su2</p> <p><b>Vocabulary</b> Old new past present<br/>Days of the week<br/>Yesterday tomorrow last week last year long ago<br/>then now same different family community<br/>remember when I was little future</p> |                     |

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| Year 1 | <p>Can they put up to three objects in chronological order (recent history)? <b>A S SU</b></p> <p>Can they use words and phrases like: old, new and a long time ago? <b>A S SU</b></p> <p>Can they tell me about things that happened when they were little? <b>A SU</b></p> <p>Can they recognise that a story that is read to them may have happened a long time ago? <b>SU</b></p> <p>Do they know that some objects belonged to the past? <b>A S</b></p> <p>Can they retell a familiar story set in the past? (Covered in R.E)</p> <p><b>Challenge</b> Can they put up to five objects/events in chronological order (recent history)? <b>S</b></p> | <p>Can they explain how they have changed since they were born? (PSHE Topic) <b>A</b></p> <p>Do they appreciate that some famous people have helped our lives be better today? <b>S</b></p> <p>Can they explain how their local area was different in the past? <b>S</b></p> <p>Can they give examples of things that are different in their life from that of their grandparents when they were young? <b>S SU</b></p> <p>Can they begin to identify the main differences between old and new objects? <b>A SU</b></p> <p>Can they identify objects from the past, (such as vinyl records/phone with buttons)? <b>A S SU</b></p> <p><b>Challenge</b> Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? <b>S SU</b></p> <p>Can they tell us about an important historical event</p> | <p>Can they ask and answer questions about old and new objects? <b>A S SU</b></p> <p>Can they spot old and new things in a picture? <b>A S SU</b></p> <p>Can they answer questions using an artefact/ photograph provided? <b>A S SU</b></p> <p>Can they give a plausible explanation about what an object was used for in the past? <b>A S</b></p> <p>Can they find out more about a famous person from the past and carry out some research on him or her? <b>A S</b></p> <p><b>Challenge</b> Can they answer questions using a range of artefacts/photographs provided? <b>S SU</b></p> | <p><b>Historical Concepts</b></p> <p>1. Continuity and change <b>SU</b></p> <p>– recount some events, episodes, aspects of people's lives and actions from the past <b>S</b></p> <p>2. Cause and consequence</p> <p>– recognise why people did things, why events happened and what happened as a result <b>S</b></p> <p>4. Significance</p> <p>– talk about who/ what was important e.g. in a historical recount <b>A</b></p> |

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|        | <p>Can they use the words before and after correctly? <b>A S SU</b></p> <p><b>Challenge</b> Can they say why they think a story was set in the past? <b>S</b></p>  | <p>that happened in the past? <b>S</b></p> <p>Can they explain differences between past and present in their life and that of other children from a different time in history? <b>S SU</b></p>   |   |  |
| Year 2 | <p>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? <b>A</b></p> <p>Can they use the words 'past' and 'present' accurately? <b>A S</b></p> <p>Can they use a range of appropriate words and phrases to describe the past? <b>A</b></p> <p>Can they sequence a set of events in chronological order and give reasons for their order? (English Topic) <b>A</b></p> <p><b>Challenge</b> Can they sequence a set of pictures in chronological order</p> | <p>Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? <b>SU</b></p> <p>Can they recount some interesting facts from an historical event? <b>A</b></p> <p>Can they name some famous events and some famous people? <b>A S</b></p> <p>Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? <b>A</b></p> <p><b>Challenge</b> Can they give examples of things that are different in their life from that of a long time ago in a specific period of history</p> | <p>Can they find out something about the past by talking to an older person? <b>SU</b></p> <p>Can they answer questions by using a specific source, such as an information book? <b>S SU</b></p> <p>Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? <b>A</b></p> <p>Can they research the life of a famous Briton from the past using different resources to help them? (ICT) <b>A S SU</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Mary Seacole</li> <li>• Florence Nightingale</li> <li>• Mary Anning</li> </ul> <p>Can they research about a famous event that happens in Britain and why it has happened? <b>A</b></p> <p><b>Challenge</b> Can they say at least two ways they can find out about the past, for example using books and the internet? <b>A</b></p> | <p>1. Continuity and change <b>A</b></p> <p>– recount some events, episodes, aspects of people's lives and actions from the past</p> <p>2. Cause and consequence <b>A</b></p> <p>– recognise why people did things, why events happened and what happened as a result <b>A</b></p> <p>– begin to suggest some causes of events</p> <p>4. Significance <b>A</b> – talk about who/ what was important e.g. in a historical recount</p> |

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|        | <p>and give reasons for their order? <b>A</b></p> <p>Can they sequence events about their own life? <b>SU</b></p> <p>Can they sequence events about the life of a famous person? <b>A SU</b></p>   | <p>such as the Victorian times? <b>A S</b></p> <p>Can they explain why someone in the past acted in the way they did? <b>A</b></p> <p><b>Challenge</b> Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? <b>A</b></p>   | <p>Can they explain why eye-witness accounts may vary?<br/>For example:</p> <ul style="list-style-type: none"> <li>Diary vs pictures/paintings <b>A S</b></li> </ul>   |   |
| Year 3 | <p>Describe events and periods using the words: BC, AD and decade? <b>AU S</b></p> <p>Describe events from the past using dates when things happened? <b>SU S</b></p> <p>Describe events and periods using the words: ancient and century? <b>SU S</b></p> <p>Use a timeline within a specific time in history to set out the order things may have happened? <b>AU SU S</b></p> <p><b>Challenge</b> Can they set out on a timeline, within a given period, what <b>AU</b></p> | <p>Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? <b>S</b></p> <p>Can they begin to picture what life would have been like for the early settlers? <b>S</b></p> <p>Can they suggest why certain events happened as they did in history? <b>AU SU S</b></p> <p>Can they suggest why certain people acted as they did in history? <b>AU SU S</b></p> <p>Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? <b>AU SU S</b></p> | <p>Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? <b>AU SU S</b></p> <p>Can they use various sources of evidence to answer questions? <b>AU SU S</b></p> <p>Can they use various sources to piece together information about a period in history? <b>AU SU S</b></p> <p>Can they research a specific event from the past? <b>AU</b></p> <p>Can they use their 'information finding' skills in writing to help them present historical information? <b>AU S</b></p> <p>Can they, through research identify similarities and differences between given periods in history? <b>SU S</b></p> <p><b>Challenge</b> Can they begin to use more than one source of information to bring together a conclusion about an historical event?</p> | <p>Continuity and change</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To describe/make links between main events, situations and changes within and across different periods/societies <b>S</b></li> </ul> <p>Similarities and differences</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To describe social, cultural, religious and ethnic diversity in Britain and the wider world <b>S</b></li> <li><input type="checkbox"/> To begin to recognise the nature and extent of diversity, change and continuity in the past societies and periods <b>SU</b></li> </ul> <p>Significance</p> |

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|        |  | <b>Challenge</b> Do they appreciate that wealthy and poor people would have had a very different way of living. <b>AU SU</b>   | Can they explain why eye- witness accounts may vary? <b>SU</b>  | □ To identify historically significant people and events in situations <b>AU SU S</b>   |
| Year 4 | <p>Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing passing of time? <b>AU S SU</b></p> <p><b>Challenge</b> Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? <b>AU S SU</b></p> <p>Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? <b>AU SU</b></p> | <p>Can they explain how events from the past have helped shape our lives? <b>AU S SU</b></p> <p>Can they recognise that Britain has been invaded by several different groups over time? <b>AU SU</b></p> <p>Do they recognise that the lives of wealthy people were very different from those of poor people which would have impacted upon their health and education? <b>AU S SU</b></p> <p>Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? <b>AU S SU</b></p> <p>Do they realise that invaders in the past would have fought fiercely, using hand to hand and close combat? <b>AU SU</b></p> | <p>Can they research two versions of an event and say how they differ? <b>AU SU</b></p> <p>Can they give more than one reason to support an historical argument? <b>S SU</b></p> <p>Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? <b>AU S SU</b></p> <p><b>Challenge</b> Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multimedia skills when doing so? <b>AU SU</b></p> | <p>2) Cause and consequence<br/>– identify and give reasons for and results of historical events, situation and changes<br/>– suggest relationships between a range of causes of events and situations <b>AU S SU</b></p> <p>3) Similarity and difference<br/>– describe social, cultural religious and ethnic diversity in Britain and the wider world<br/>– begin to recognise the nature and extent of diversity, change and continuity in past societies and periods <b>AU S SU</b></p> |

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|        |   | <p>Can they explain the role that Britain has had in spreading the Christian values across the world?</p> <p><b>Challenge</b> Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? <b>AU SU</b></p> <p>Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?<br/><b>AU SU</b></p> |  |  |
| Year 5 | <p>When writing about historical events, they use appropriate dates and language accurately. <b>AU</b></p> <p>Draw a timeline indicating specific events, individuals and different time periods<br/><b>AU</b></p> <p><b>Challenge</b><br/>Appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them?</p> | <p>Can they make links between previously taught historical events they have studied in previous years?<br/><b>AU</b></p> <p>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Can they begin to appreciate that how we make decisions has been through a Parliament for some time?</p>   | <p>Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? Begin to identify primary and secondary sources. Use the library and internet for research with increasing confidence <b>AU</b></p> <p><b>Challenge</b> Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries? <b>AU</b></p> | <p>1. Continuity and change<br/>– describe/ make links between main events, situations and changes within and across different periods/ societies <b>AU</b></p> <p>2. Cause and consequence<br/>– identify and give reasons for and results of historical events, situation and changes <b>AU</b><br/>- suggest relationships between a range of causes of events and situations <b>AU</b></p> |

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|        |   | <p>Can they understand why England was invaded after the death of King Edward the confessor in 1066? <b>AU</b></p> <p>Can they summaries what Britain may have learnt from other civilizations through time?</p> <p><b>Challenge</b><br/>Explain the different reasons why England separated itself from Rome to set up the Church of England and the impact of this for the rest of the Tudor dynasty and today.</p>               |   |   |
| Year 6 | <p>Can they create a timeline to show societal changes within a specific time period? <b>AU SU</b></p> <p>Can they place a specific event on a timeline by decade/year? <b>AU SU</b></p> <p>Can they place features of historical events and people from past societies and periods in a chronological framework? <b>SU</b></p> | <p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened? <b>S SU</b></p> <p>Can they summaries what Britain may have learnt from other countries through time? <b>S</b></p> <p>Can they describe features of historical events and people from past societies and periods they have studied? <b>AU S</b></p> <p>Can they answer historically valid questions</p> | <p>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? <b>AU</b></p> <p>Can they identify and explain their understanding of propaganda? <b>AU</b></p> <p>Can they describe a key event from Britain's past using a range of evidence from different sources? <b>AU</b></p> <p>Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past <b>AU S</b></p> <p><b>Challenge</b> Can they suggest why there may be different interpretations of events? <b>SU</b></p> | <p>2) Cause and consequence – identify and give reasons for and results of historical events, situation and changes<br/>- suggest relationships between a range of causes of events and situations <b>S</b></p> <p>4) Significance – identify historically significant people and events in situations <b>AU S SU</b></p> |



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|  | <p><b>Challenge</b> Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. <b>S</b></p> | <p>about change and cause?<br/><b>AU S</b></p> <p>Do they appreciate that significant events in history have helped shape the country we have today?<br/><b>AU S</b></p> <p><b>Challenge</b> Can they suggest relationships between causes in history?</p> <p>Can they appreciate that war/s would inevitably have brought much distress and bloodshed?</p> <p>Can they write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> | <p>Can they suggest why certain events, people and changes might be seen as more significant than others?</p> <p>Can they pose and answer their own historical questions?</p> |                     |