

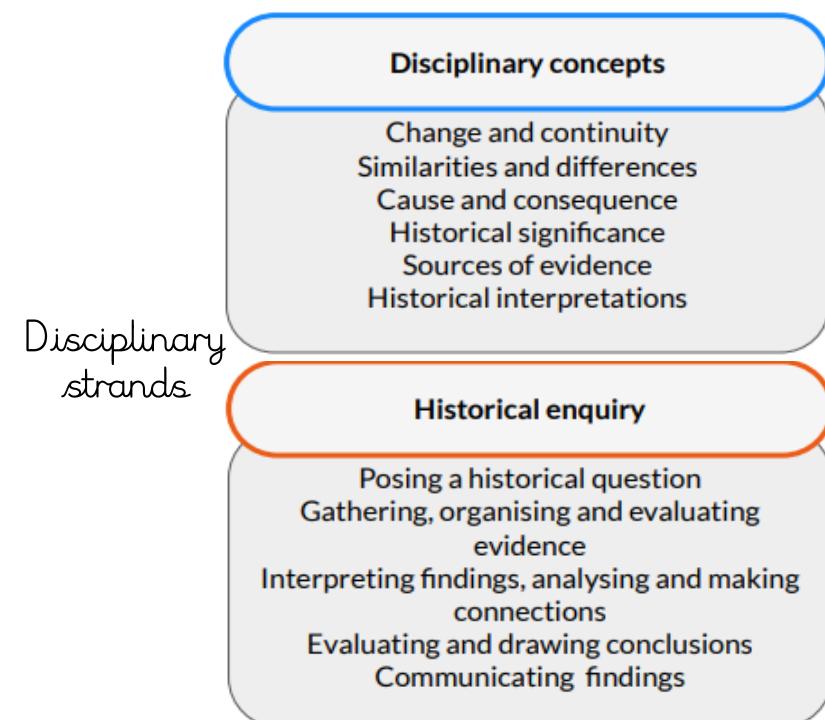
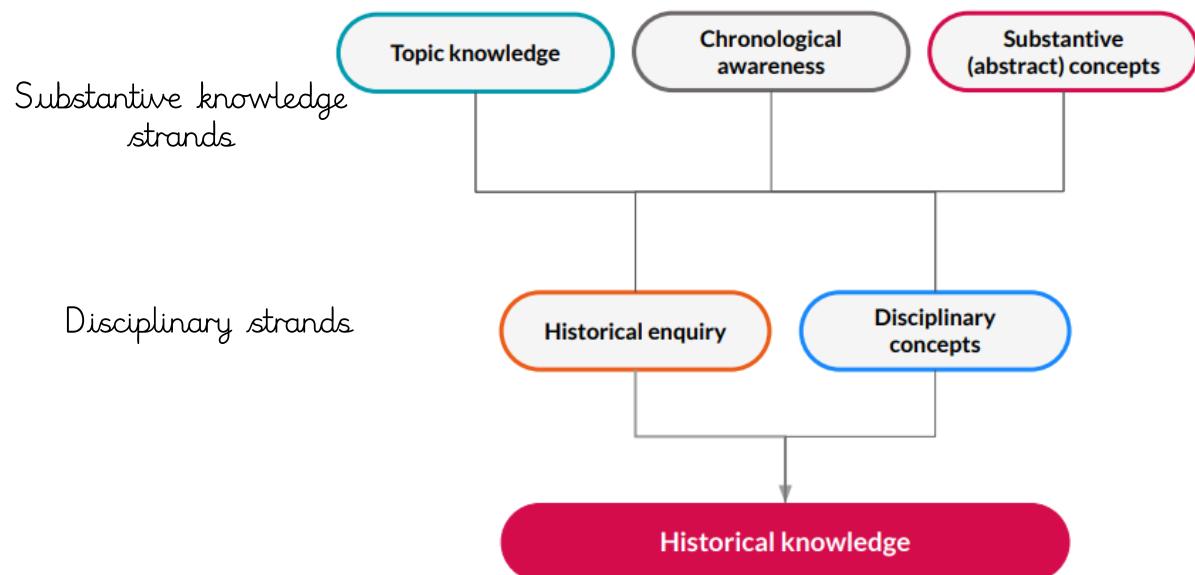
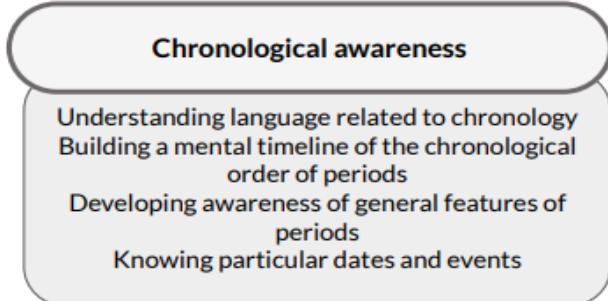
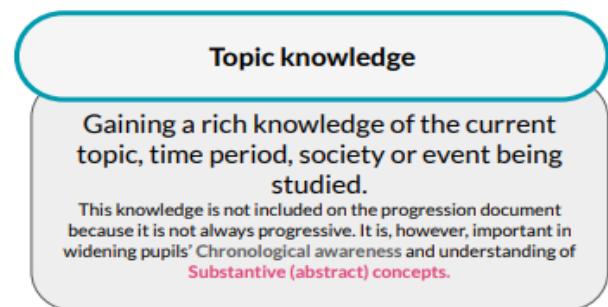
# Tenacres First School—History Progression of skills and knowledge 2023/2024

## How is the history scheme of work organised?

The scheme of work is organised to reflect the fact that ‘knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.’

(Ofsted research review series: History, 2021)

Topic knowledge is covered in each of the units, helping pupils to understand the period being studied, however this knowledge is not necessarily progressive and the need to memorise this knowledge may not extend beyond the topic in question. Therefore it has not been included in this document. Topic knowledge (or ‘fingertip knowledge’ as it is referred to in the Ofsted research review series: history) has an important role in history learning as it enables pupils to develop their Chronological awareness and understanding of Substantive concepts in different contexts.



Tenacres First School—History Progression of skills and knowledge 2023/2024

Progression of knowledge (Chronological awareness)

Year 1	Year 2	Year 3	Year 4
<p>I can identify that a timeline shows the order events in the past happened.</p> <p>I can identify that we start by looking at 'now' on a timeline then look back.</p> <p>I can identify that 'the past' is events that have already happened.</p> <p>I can identify that 'the present' is time happening now.</p> <p>I can explain that within living memory is 100 years.</p>	<p>I can identify a decade as ten years.</p> <p>I can discuss that beyond living memory is more than 100 years ago.</p> <p>I can discuss that events in history may last different amounts of time.</p>	<p>I can identify that BC means before Christ and is used to show years before the year 0.</p> <p>I can identify that AD means Anno Domini and can be used to show years from the year 1AD.</p> <p>I can identify that prehistory is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</p> <p>I can explain that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>I can identify that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</p> <p>I can identify that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p>	<p>I can explain that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>I can use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>I can identify that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p>

Tenacres First School—History Progression of skills and knowledge 2023/2024

Progression of knowledge (Substantive -abstract- concepts)

Skills	Year 1	Year 2	Year 3	Year 4
Power (Monarchy, government and empire)		<p>I can identify that a monarch in the UK is a king or queen.</p> <p>I can begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p> <p>I can identify how Britain was organised into kingdoms and these were governed by monarchs.</p>	<p>I can discuss the development of groups, kingdom and monarchy in Britain.</p> <p>I can identify who became the first ruler of the whole of England.</p> <p>I can discuss how societal hierarchies and structures existed including aristocracy and peasantry.</p>	<p>I can explain the expansion of empires and how they were controlled across a large empire.</p> <p>I can explain some reasons why empires fall/ collapse</p>

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Progression of knowledge (Substantive -abstract- concepts)

Skills	Year 1	Year 2	Year 3	Year 4
Achievement and follies of mankind	<p>I can identify how there are some inventions that still influence my own life today (e.g. toys - the invention of the teddy bear, electronic toys etc.)</p> <p>I can identify some achievements and discoveries of significant individuals (e.g. explorers).</p>	<p>I can begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel).</p> <p>I can identify the legacy and contribution of some inventions (e.g. flight).</p>	<p>I can show an awareness of the achievements of significant individuals (e.g. those involved with the history of flight).</p>	

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Progression of knowledge (Substantive -abstract- concepts)

Skills	Year 1	Year 2	Year 3	Year 4
Invasion and settlement			<p>I can show an understanding that there were a variety of reasons for coming to Britain.</p> <p>I can discuss that settlement created tensions and problems.</p> <p>I can explain that settlements changed over time.</p>	<p>I can show an awareness that there were different reasons for invading Britain.</p> <p>I can identify some different reasons for migration.</p> <p>I can identify the impact of settlers on the existing population.</p> <p>I can identify some of the earliest settlements in Britain.</p>

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Progression of knowledge (Substantive -abstract- concepts)

Skills	Year 1	Year 2	Year 3	Year 4
Civilisation (social and cultural)			<p>I can show an understanding that society was organised in different ways in different cultures and times and consisted of different groups with different roles and life-styles.</p> <p>I can discuss how education existed in some cultures, times and groups.</p>	<p>I can identify how invaders and settlers influence the culture of the existing population.</p> <p>I can explain how education existed in some cultures, times and groups.</p>

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Progression of knowledge (Substantive -abstract- concepts)

Skills	Year 1	Year 2	Year 3	Year 4
Trade			<p>I can identify that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>I can show an understanding about how trade began as the exchange of goods.</p> <p>I can identify that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.</p>	<p>I can discuss why trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.</p> <p>I can explain that the Roman invasion led to a great increase in British trade with the outside world.</p> <p>I can explain how trade develops in different times and ways in different civilisations.</p> <p>I can explain that the traders were the rich members of society.</p>

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Progression of knowledge (Substantive -abstract- concepts)

Skills	Year 1	Year 2	Year 3	Year 4
Beliefs			<p>I can show an awareness of paganism and the introduction of Christianity in Britain.</p> <p>I can discuss how Christianity spread.</p>	<p>I can understand that there are different beliefs in different cultures, times and groups.</p> <p>I can compare the beliefs in different cultures, times and groups.</p>

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Progression of knowledge (Substantive -abstract- concepts)

Skills	Year 1	Year 2	Year 3	Year 4
Achievements			I can identify the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.	I can identify achievements and inventions that still influence our lives today from Roman times.  I can show an awareness of the achievements of the Ancient Egyptians.

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Progression of skills (Disciplinary concepts)

Skill	Year 1	Year 2	Year 3	Year 4
Chronological awareness	<p>I can sequence three or four events in my own life (e.g. birthday, starting school, starting Year 1).</p> <p>I can use common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p> <p>I can sequence three or four artefacts/photographs from different periods of time.</p> <p>I can place events on a simple timeline.</p> <p>I can record a sequence of historical stories heard orally on a timeline.</p>	<p>I can sequence six artefacts on a timeline.</p> <p>I can sequence up to six photographs, focusing on the intervals between events.</p> <p>I can place events on a timeline, building on times studied in Year 1.</p> <p>I can begin to recognise how long each event lasted.</p> <p>I can identify where people/events studied fit into a chronological framework.</p>	<p>I can sequence events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>I can sequence six to eight artefacts, historical pictures or events.</p> <p>I can begin to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>I can place the time studied on a timeline.</p> <p>I can use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p>	<p>I can sequence eight to ten artefacts, historical pictures or events.</p> <p>I can make a simple individual timeline.</p> <p>I can notice connections over a period of time.</p> <p>I can identify that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>I can use dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century.</p>

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Progression of skills (Disciplinary concepts)

Skill	Year 1	Year 2	Year 3	Year 4
Change and continuity	<p>I can begin to look for similarities and differences over time in their own lives.</p> <p>I can describe simple changes and ideas/objects that remain the same.</p> <p>I can understand that some things change while other items remain the same and some are new.</p> <p>I can identify that people change as they grow older.</p> <p>I can identify that throughout someone's lifetime, some things will change and some things will stay the same.</p> <p>I can identify that everyday objects have changed over time</p>	<p>I can identify similarities and difference between ways of life at different times.</p> <p>I can identify simple reasons for changes.</p> <p>I can identify that daily life has changed over time but that there are some similarities to life today</p>	<p>I can identify some reasons for change and reasons for continuities.</p> <p>I can identify what the situation was like before the change occurred.</p> <p>I can compare different periods of history and identify changes and continuity.</p> <p>I can state how change can be brought about by advancements in materials.</p>	<p>I can describe how change can be brought about by advancements in trade.</p> <p>I can identify reasons for change and reasons for continuities.</p> <p>I can describe the changes and continuity between different periods of history.</p> <p>I can identify the links between different societies.</p> <p>I can describe how change can be brought about by advancements in transport and travel.</p>

Tenacres First School—History Progression of skills and knowledge 2023/2024

Progression of skills (Disciplinary concepts)

Skill	Year 1	Year 2	Year 3	Year 4
Cause and consequence	<p>I can ask why things happen.</p> <p>I can begin to explain why things happen with support</p> <p>I can identify that everyday objects have changed as new materials have been invented.</p>	<p>I can ask questions about why people did things, why events happened and what happened as a result.</p> <p>I can recognise why people did things, why events happened and what happened as a result.</p> <p>I can identify that changes may come about because of improvements in technology.</p>	<p>I can identify reasons for historical events, situations and changes</p> <p>I can describe how the actions of people can be the cause of change (eg. Lord Shaftesbury).</p> <p>I can discuss how advancements in science and technology can be the cause of change.</p>	<p>I can identify reasons for historical events, situations and changes</p> <p>I can identify the consequences of events and the actions of people.</p> <p>I can explain how advancements in science and technology can be the cause of change.</p>

Tenacres First School—History Progression of skills and knowledge 2023/2024

Progression of skills (Disciplinary concepts)

Skill	Year 1	Year 2	Year 3	Year 4
Similarities and differences	<p>I can show an awareness that some things have changed and some have stayed the same in their own lives.</p> <p>I can identify some similarities and differences between my life today and my life in the past.</p> <p>I can identify some similarities and differences between the past and my own life.</p> <p>I can identify how people celebrate special events in different ways.</p> <p>I can identify how everyday objects have similarities and differences with those used for the same purpose in the past</p>	<p>I can identify some things which have changed and some things which stayed the same as the past.</p> <p>I can find out about people, events and beliefs in society.</p> <p>I can make comparisons with my own life</p> <p>I can identify that there are explanations for similarities and differences between children's lives now and in the past.</p>	<p>I can identify similarities and differences between periods of history.</p> <p>I can explain similarities and differences between daily lives of people in the past and today.</p>	<p>I can describe similarities and differences between periods of history.</p> <p>I can identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p>

Tenacres First School—History Progression of skills and knowledge 2023/2024

Progression of skills (Disciplinary concepts)

Skill	Year 1	Year 2	Year 3	Year 4
Historical significance	<p>I can recall special events in their own lives.</p> <p>I can identify that some people and events are considered more ‘special’ or significant than others.</p>	<p>I can discuss who was important in a historical event.</p> <p>I can identify how some events are more significant than others.</p> <p>I can identify the impact of a historical event on society.</p> <p>I can identify how ‘historically significant’ people are those who changed many people’s lives.</p>	<p>I can recall some important people and events.</p> <p>I can identify who is important in historical sources and accounts.</p>	<p>I can identify how significant archaeological findings are those which change how we see the past.</p> <p>I can identify know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come.</p>

Tenacres First School—History Progression of skills and knowledge 2023/2024

Progression of skills (Disciplinary concepts)

Skill	Year 1	Year 2	Year 3	Year 4
Sources of evidence	<p>I can use artefacts, photographs and visits to museums to answer simple questions about the past.</p> <p>I can find answers to simple questions about the past using sources (e.g. artefacts).</p> <p>I can sort artefacts from then and now</p> <p>I can identify that photographs can tell us about the past.</p> <p>I can identify how I can find out about the past by asking people who were there.</p> <p>I can identify that artefacts can tell us about the past.</p> <p>I can discuss how we remember some (but not all) of the events that</p>	<p>I can use artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>I can make simple observations about a source or artefact.</p> <p>I can use sources to show an understanding of historical concepts (see above).</p> <p>I can identify a primary source.</p> <p>I can identify how we can find out about how places have changed by looking at maps.</p> <p>I can identify how historians use evidence from sources to find out more about the past.</p>	<p>I can use a range of sources to find out about a period.</p> <p>I can use evidence to build up a picture of a past event.</p> <p>I can observe small details when using artefacts and pictures.</p> <p>I can identify that archaeological evidence can be used to find out about the past.</p>	<p>I can identify sources which are influenced by the personal beliefs of the author.</p> <p>I can discuss how we can make inferences and deductions using images from the past.</p>

Tenacres First School—History Progression of skills and knowledge 2023/2024

Progression of skills (Disciplinary concepts)

Skill	Year 1	Year 2	Year 3	Year 4
Historical interpretations	<p>I can begin to identify different ways to represent the past (e.g. photos, stories).</p> <p>I can develop my own interpretations from historical artefacts.</p> <p>I can identify that the past can be represented in photographs.</p>	<p>I can recognise different ways in which the past is represented (including eye-witness accounts).</p> <p>I can compare pictures or photographs of people or events in the past.</p> <p>I can develop my own interpretations from photographs and written sources.</p> <p>I can identify how that the past is represented in different ways.</p>	<p>I can identify and give reasons for different ways in which the past is represented.</p> <p>I can identify how archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</p> <p>I can identify how assumptions made by historians can change in the light of new evidence.</p>	<p>I can identify the differences between different sources and give reasons for the ways in which the past is represented.</p> <p>I can explore different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>I can evaluate the usefulness of different sources.</p> <p>I can independently use textbooks to gain historical knowledge</p>

Tenacres First School—History Progression of skills and knowledge 2023/2024

Progression of skills (Historical enquiry)

Skill	Year 1	Year 2	Year 3	Year 4
Posing historical questions	I can ask how and why questions based on stories, events and people.  I can ask questions about sources of evidence (e.g. artefacts).	I can ask a range of questions about stories, events and people.  I can show an understanding the importance of historically-valid questions.	I can create historically-valid questions across a range of time periods, cultures and groups of people.  I can ask questions about the main features of everyday life in periods studied, e.g. how did people live.	I can identify how historical enquiry questions are structured.  I can create questions for different types of historical enquiry.  I can ask questions about the bias of historical evidence.

Tenacres First School—History Progression of skills and knowledge 2023/2024

Progression of skills (Historical enquiry)

Skill	Year 1	Year 2	Year 3	Year 4
Gathering, organising and evaluating evidence	<p>I can use sources of information, such as artefacts, to answer questions.</p> <p>I can draw out information from sources.</p> <p>I can make simple observations about the past from a source.</p>	<p>I can identify how we use books and sources to find out about the past.</p> <p>I can use a source to answer questions about the past.</p> <p>I can evaluate the usefulness of sources to a historical enquiry.</p> <p>I can select information from a source to answer a question.</p> <p>I can identify a primary source.</p>	<p>I can define the terms 'source' and 'evidence'.</p> <p>I can compare different historical sources.</p>	<p>I can use a range of sources to construct knowledge of the past.</p> <p>I can extract the appropriate information from a historical source.</p> <p>I can select and record relevant information from a range of sources to answer a question.</p> <p>I can identify primary and secondary sources.</p> <p>I can identify the bias of a source.</p>

Tenacres First School—History Progression of skills and knowledge 2023/2024

Progression of skills (Historical enquiry)

Skill	Year 1	Year 2	Year 3	Year 4
Interpreting findings, analysing and making connections	<p>I can interpret evidence by making simple deductions .</p> <p>I can make simple inferences and deductions from sources of evidence.</p> <p>I can describe the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).</p>	<p>I can make links and connections across a unit of study.</p> <p>I can select and use sections of sources to illustrate and support answers.</p>	<p>I can identify that there are different ways to interpret evidence.</p> <p>I can ask the question “How do we know?”</p>	<p>I can interpret evidence in different ways.</p> <p>I can understand and make deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p> <p>I can make links and connections across a period of time, cultures or groups.</p>

Tenacres First School—History Progression of skills and knowledge 2023/2024

Progression of skills (Historical enquiry)

Skill	Year 1	Year 2	Year 3	Year 4
Evaluating and drawing conclusions	I can draw simple conclusions to answer a question.	I can make simple conclusions about a question using evidence to support.	I can identify that there may be multiple conclusions to a historical enquiry question.  I can recognise similarities and differences between past events and today.	I can reach conclusions that are substantiated by historical evidence.

Tenacres First School—History Progression of skills and knowledge 2023/2024

Progression of skills (Historical enquiry)

Skill	Year 1	Year 2	Year 3	Year 4
Communicating findings	<p>I can communicate findings through discussion and timelines with physical objects/pictures.</p> <p>I can use vocabulary such as - old, new and a long time ago.</p> <p>I can discuss and write about past events or stories in narrative or dramatic forms.</p> <p>I can express a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)</p>	<p>I can communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>I can use relevant vocabulary in answers.</p> <p>I can describe past events and people by drawing or writing.</p> <p>I can express a personal response to a historical story or event through discussion, drawing or writing.</p>	<p>I can communicate knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>I can construct answers using evidence to substantiate findings.</p> <p>I can create a structured response or narrative to answer a historical enquiry.</p>	<p>I can identify weaknesses in historical accounts and arguments.</p> <p>I can create a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</p> <p>I can describe past events orally or in writing, recognising similarities and differences with today.</p>