

Riverside Progression of Knowledge and Skills in History

History in EYFS

Birth to three – babies, toddlers and young children will be learning to:	Understanding the World	• Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips.	
Three and Four Year-Olds will be learning to:	Understanding the World	• Begin to make sense of their own life-story and family's history.	
Children in Reception will be learning to:	Understanding the World	• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. Talks about past and present events in their own life and in the lives of family members	
ELG	Understanding the World	Past and Present	• 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.

Historical Knowledge: Constructing the Past

KS1: Study knowledge of and can recall information and characteristic features of historical periods.
 LKS2: Develop knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.
 UKS2: Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can recall some of the key events and people associated with themes studied within family, local,	Can confidently and accurately retell the story of events, etc. associated with themes studied with	Can identify some details from within and across several themes, societies,	Can identify a range of details from within and across local, national and global history, to	Can understand some features associated with themes, societies, people and events.	Can provide overviews of the most significant features of different themes,

national and global history.	family, local, national and global history.	events and significant people covered in local, national and global history.	demonstrate some overall awareness of themes, societies, events and people. Will begin to make some references to other societies, but their reasoning may be undeveloped.	Will be able to make some reference to and identify links with other societies studied.	individuals, societies and events covered. Will begin to make links and group them into themes, e.g. social, cultural. Will be able to make links with themes in other societies studied.
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Historical Knowledge: Chronology; sequencing the past

KS1: Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time. Develop awareness of the past, using common words and phrases relating to the passing of time.

KS2: Develop chronologically secure knowledge and understanding of British, local and world history.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events related to a family life in the past in correct order. Begin to use a range of common words relating to the passage of time.	Can sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied. Begin to explain why they have placed the items in this sequence.	Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history.	Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms.	Will sequence many of the significant events, societies and people within and across the topics covered using appropriate dates, period labels and terms. Will be able to make some links between this sequence to the events and people within other time periods studied.	Will sequence, with independence, many of the significant events, societies and people within and across the topics covered using appropriate dates, period labels and terms. Can accurately identify links between this sequence and the events of other periods studied.

History Second Order Concepts: Continuity and Change / Similarities and Differences

KS1: Identify similarities and difference between ways of life in different periods/times.

KS2: Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can identify independently a range of similarities, differences and changes within a specific time period.	Can describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics.	Can sequence a number of the most significant events, objects, themes, societies, periods and people in topics studied including some dates, labels and period names and terms.	Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms. Provide detailed valid reasons why they have sequenced the events/objects in this way.	Can independently and confidently provide a comprehensive list of the changes within the period studied. Can independently provide valid reasons why some changes and developments were of particular importance within the particular topic. Can provide insightful ideas about whether some things do not change very much within a period and why this occurred.	Can compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change. Will confidently identify a range of links between the various changes. Will begin to understand and explain how some of the changes were exceptional or commonplace.

History Second Order Concept: Cause and Effect

KS1: Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect.

KS2: Address and devise historically valid questions about cause.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can identify at least one relevant cause for, and effect of,	Can identify several causes and effects of events covered.	Can describe some relevant causes for, and effects of, some	Can independently and confidently comment on the	Can explain the role of different causes and effects of a	Can independently provide a

several events covered.		of the key events and developments covered.	importance of causes and effects for some of the key events and developments within the topics studied.	range of events and developments. Can place the causes and / or effects in an order of significance and explain why they are arranged in this order. Can make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo Saxons chose to settle in Britain.	comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality. Will order these causes and / or effects into a hierarchy of significance and will comment insightfully on why they have selected this order. Will make a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations or note how effects of events could be similar. May be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term.
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History Concepts: Significance (significant people and events) / Historical Interpretation

KS1: Understand some of the ways in which they can find out about the past and identify different ways it is represented.
KS2: Address and devise historically valid questions about significance. Understand how and why different interpretations of the past have been constructed.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Demonstrate through examples and discussion an understanding of the term 'significance'. Can give some valid reasons why someone or something is significant. Will begin to make connections between significant events or people studied.	Can give a broad range of valid reasons why someone or something is significant. Demonstrate a secure understanding of the term significance. Can give some valid reasons why one aspect of a person's life or events is of particular importance in making them / it significant. Can make valid connections and judgements between significant events or people.	Can select what is most significant in a historical account, related to a person's life, a key event or a theme. Can give a valid reason why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme. Can identify a number of ways in which two versions of the same account may differ. Can provide a reasons why the two accounts of the same event might differ. Can identify a number of ways in which the interpretations are the same and also different.	Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme. Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. Will begin to understand that some things will have long or short-term significance. Can identify a range of ways in which two or more accounts at the same event differ. Can comment on a range of possible reasons for the differences in a	Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. the developments made by the Anglo-Saxons. Can give a range of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. Will understand that some will have long-term significance and others only short-term Significance. Can confidently identify the ways in which interpretations of the same event or	Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Maya. Can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance. Can confidently and independently identify the different interpretations in a range of topics and give a range of

		Can provide a reason why the sources may differ, but this is undeveloped.	number of accounts.	person can differ, e.g. can identify a number of differences in the interpretations presented about the Windrush journey. Can explain why there may be different interpretations and will make reference to the differing types of representation. Can also understand why there may be some similarities in the interpretations.	valid reasons for them.
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Historical Enquiry: Planning and Carrying out a Historical Enquiry

KS1: Ask and answer questions, choose and use parts of stories and other sources to show they know and understand key features of events, use a wide vocabulary of everyday historical terms.
 KS2: Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can plan a small enquiry by asking relevant questions. Can find relevant information to answer questions using at least one story and another type of source,	Can pose a range of valid questions independently. Can find relevant information from more than one source to confidently answer these questions, e.g. to	Can independently devise a range of historically valid questions for a series of different types of enquiry. Will answer them with detailed structured responses making	Can independently devise significant historical enquiries based on a range of valid questions, e.g. related to 'What happened when the Romans came to Britain?'	Can confidently and independently devise significant historical enquiries based on a broad range of valid questions, e.g. related to 'Was the Anglo Saxon period really a Dark Age?'	Can independently plan and produce quality, detailed responses to a wide range of historical enquiries. Will make reference to appropriate evidence from a

e.g. 'Which are the most significant XXX?'. Can use appropriate historical vocabulary.	answer 'Why we should remember XXX?'. Can use a range of appropriate vocabulary in both their questions and answers	reference to specific sources of evidence related to 'Why should we preserve our locality?'. Will use a range of relevant historical terms.	Can answer the questions in some detail using a range of relevant and varied sources to support points made. Work will be clearly structured with contrasting viewpoints considered. Use a broad range of relevant historical terms. Will work independently and with confidence.	Can answer the questions in detail using a broad range of relevant and varied sources to support points made. Work is clearly structured with contrasting viewpoints considered. Will use the evidence to reach a valid and substantiated overall conclusion. Will use a broad range of relevant historical terms throughout. Will follow a clear structure appropriate for presenting an argument. Will work independently and with confidence. Will begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed.	wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion. Will reach a valid overall conclusion with clear reference made to the preceding arguments and evidence. Will confidently use a broad range of challenging, relevant historical terms throughout. Will critically evaluate their enquiry and consider ways in which it could be improved or developed.
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Historical Enquiry: Using Sources as Evidence

KS1: Understand some of the ways in which they find out about the past and identify different ways in which it is represented.
KS2: Understand how our knowledge of the past is constructed from a range of sources.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can extract some information from more than one type of source to find out about an aspect of the past, e.g. about their grandfather's childhood/toys. These sources could include written, visual, oral sources and artefacts including the environment.	Can select key information independently from several different types of sources including written, visual, oral sources and artefacts, etc. to answer historical questions. Demonstrate an understanding that some sources are more useful than others in providing information to answer a historical question.	Can understand how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?'. Is aware that some sources may be more useful than others in answering certain historical questions.	Can recognise possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of XXX. Demonstrate an understanding that some sources may be more useful than others by commenting on the importance of some of the sources.	From a range of sources provided, accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the Anglo Saxons?'. Can explain why they have made that selection, possibly with some references to utility and reliability.	Can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit. Will explain confidently why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.

Why This, Why Now?

EYFS

Unit	Why this, why now?	Prior Knowledge
How have I changed since I was a baby?	Children begin by exploring their own personal history. This develops an understanding of past and present through experiences that are meaningful and familiar.	Children can talk about themselves and recognise familiar people and events.
Why do we wear different clothes during the year?	Builds awareness of change over time through seasonal experiences and routines children encounter every year.	Children understand basic seasonal changes and can talk about their own experiences.
What are our favourite celebrations each year?	Introduces chronology through recurring events and helps children understand how the past can be remembered and celebrated.	Children can recall recent events and talk about experiences with family.

Year 1

Unit	Why this, why now?	Prior Knowledge
What were our school and streets like in the past?	Children begin history through their local area, making comparisons between past and present that they can easily observe.	EYFS understanding of past and present, family history and changes over time.
How have toys changed over time?	Builds understanding of change within living memory and introduces chronology using familiar objects.	Understanding that things can change over time from local history study.

What were some of the causes and effects of the Great Fire of London?	Introduces events beyond living memory and develops understanding of cause and consequence.	Ability to identify similarities and differences between past and present.
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Year 2

Unit	Why this, why now?	Prior Knowledge
Where did Kings and Queens live through time?	Builds on learning about significant people by exploring monarchy and historical buildings across different periods.	Understanding of significant people and events from Year 1.
Who was Walter Tull?	Deepens understanding of significance by studying an individual who overcame barriers and influenced society.	Knowledge of significant individuals such as Mary Seacole and local/national history.
How has communication changed over time?	Revisits change and continuity through inventions and technological developments.	Understanding that life changes over time from toys and local history studies.

Year 3

Unit	Why this, why now?	Prior Knowledge
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How have homes and other buildings in Hullbridge changed over the years?	Strengthens local history knowledge while introducing children to historical enquiry and source analysis expected in KS2.	KS1 local history studies and understanding of change over time.
What was life like in Tudor times?	Introduces a significant period in British history beyond 1066 and develops chronological understanding.	Understanding of chronology and significant people from KS1.
How did Britain change during Prehistory?	Provides the foundation of Britain's story and establishes the earliest period studied in the curriculum.	Understanding that periods of history occur in sequence.

Year 4

Unit	Why this, why now?	Prior Knowledge
Where and when did the earliest civilisations begin?	Builds from prehistoric Britain to examine how complex societies emerged elsewhere in the world.	Knowledge of Stone Age, Bronze Age and Iron Age Britain.
What were some of the significant achievements of the Ancient Egyptians and what did they help them achieve?	Develops understanding of civilisation, significance and achievements in world history.	Understanding of early civilisations and chronological sequencing.

Which Roman achievements had the most significant impact on Britain?	Builds directly on prehistoric Britain by examining the next major period in British history.	Knowledge of chronology and civilisation from previous units.
What were some of the most significant changes to leisure and entertainment in the 20th century?	Returns to more recent history, allowing pupils to identify change and continuity across a familiar period.	Understanding of change over time developed throughout KS1 and LKS2.

Year 5/6 A

Unit	Why this, why now?	Prior Knowledge
What were some of the impacts of World War II on the people in our locality?	Provides a rich local history study that enables pupils to explore cause, consequence and significance through a major twentieth-century event.	Understanding of local history, chronology and twentieth-century change from earlier studies.
Why should we study the Maya?	Broadens understanding of world civilisations and enables comparison with societies already studied.	Knowledge of Ancient Egypt and early civilisations.
What were the life, achievements and legacy of the Ancient Greek civilisation?	Explores the origins of many aspects of modern society and prepares pupils for understanding democracy and legacy.	Knowledge of civilisations and significance from previous ancient history units.

Year 5/6 B

Unit	Why this, why now?	Prior Knowledge
What were the effects of Anglo-Saxon, Viking and Scots settlement in Britain?	Continues the British history narrative following Roman Britain and develops understanding of migration, settlement and change.	Knowledge of Roman Britain and chronological sequencing.
When did the Early Islamic civilisation begin and how enormous did it become? Why was Baghdad a significant settlement?	Broadens pupils' understanding of world history and challenges Eurocentric narratives by studying a civilisation of global significance.	Knowledge of ancient civilisations and significance.
How has migration to Britain over time shaped our country?	Draws together learning about invasion, settlement and migration across the curriculum, helping pupils make long-term historical connections.	Knowledge of Romans, Anglo-Saxons, Vikings, Windrush and local/national history studies.

Black History Week - Why This, Why Now?

Year Group	Why this, why now?
Year 1 - Mary Seacole	Introduces significance through an inspirational individual and broadens representation within history.

Year 2 - Floella Benjamin	Builds understanding of migration, identity and contribution to British society.
Year 3 - Katherine Johnson	Introduces significant achievements in science and technology while challenging historical stereotypes.
Year 4 - Rosa Parks	Develops understanding of equality, civil rights and the impact one individual can have on society.
Year 5/6A - Atlantic Slave Trade	Provides essential context for understanding Britain's history, diversity and global connections.
Year 5/6B - Windrush Generation	Builds understanding of post-war migration and the shaping of modern Britain.