

History Progression Document

	Y1	Y2	Y3	Y4	Y5	Y6
Autumn Spring Summer Thankfulness Love Courage	Fire and Ice (T) Wild and Wonderful (L) Atlantis (C)	Fire and Ice (T) Wild and Wonderful (L) Splish, Splash, Splosh (C)	I'm in Otter Class, get me out of here! (T) Remember when (L) Tribal Tales (C) I am Warrior! (C)	Frozen Kingdom (T) Chopsticks and Lanterns (L) Home and Away (C)	Conflict (T) Eco Heroes (L) Stargazers (L) Traders and Raiders (C)	Toga-Tastic! (T) Fallen Stars (T) Survival of the fittest (L) Dream Big (C)

<p>EYFS/ National Curriculum Links Pupils should be taught about:</p>	<p>Events beyond living memory that are significant nationally. (Bonfire Night)</p> <p>The lives of significant individuals in the past. (Guy Fawkes and Rosa Parks)</p> <p>Events commemorated through festivals or anniversaries. (Firework celebrations around the world. Bonfire night)</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods. (Emmeline Pankhurst and Henry VIII)</p>	<p>Changes beyond living memory and significant historical event. (The Great Fire of London)</p> <p>The lives of a significant individuals in the past. (Samuel Pepys)</p> <p>Significant historical events, people and places in their own locality. (St Leonards Dragon)</p> <p>Events beyond living memory (The Victorians)</p> <p>The lives of significant individuals in the past (Queen Victoria)</p> <p>Significant history in own locality (History of Warnham Nature</p>	<p>A non-European society that provides contrasts with British history – a study of Mayan civilization c. AD 900</p> <p>A study of an aspect or theme in British history (Inventions and inventors, Leisure and entertainment and Feminism throughout the decades.)</p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history (Berlin Wall)</p> <p>Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain (Julius Caesar)</p>	<p>The achievements of the earliest civilizations (Shang Dynasty of Ancient China)</p> <p>A local history study (Study of Warnham)</p>	<p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 (Conflict and WW2)</p> <p>Develop a chronologically secure knowledge and understanding of world history (The history of space exploration)</p> <p>Britain's settlement by Anglo-Saxons and Scots (Traders and Raiders: Anglo Saxons)</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Traders and Raiders: Vikings)</p>	<p>Ancient Greece – a study of ~Greek life and achievements and their influence on the western world (Toga-Tastic!)</p> <p>Continue to develop a chronologically secure knowledge and understanding of world history (Hitler's rise to power and Concentration camps)</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge</p> <p>They should construct informed responses that involve thoughtful selection and organization of relevant historical information Exploring Black History and Famous feminists People who Changed the World – inventors, activists, teachers etc.</p>
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Develop an awareness of the past, using common words and phrases to the passing of time. (Children to create their own timeline of their lives)
Changes within living memory
(Talk about how some things are different to how they were in the past.)
The lives of significant individuals (explorers)

Reserve and the Deer Park)
Events beyond living memory that are significant
(Christopher Columbus; Famous pirates)

<p>Assessment</p>	<ul style="list-style-type: none"> •I can place events I have been learning about in order. •I know that people lived and that things happened before I was born. •I can give some reasons to describe how my own life is different from lives of people in the past. •I can talk about why important familiar events happened and what followed as a result i.e. we have bonfire night etc •I can use common words and phrases when I am talking about my work in History, i.e. before, after, earlier, later, long ago, in the past, now. •I can answer how and why questions 	<ul style="list-style-type: none"> •I can place several events I have been learning about on a timeline. •I can use a wider range of words and phrases to support my work in History i.e. chronological, timeline, years, lifetime etc •I can talk about the lives of people/important events that happened in the past. •I can talk about why people did things and what happened as a result i.e. why did people go exploring in the past? •I can identify some similarities and differences between life now and life in the past. 	<ul style="list-style-type: none"> •I can place a number of events chronologically on a BC/AD timeline. •I can use appropriate historical terms when talking about chronology i.e. periods, BC, AD, age, century etc •I can make comparisons between ways of life at different times i.e. modern times/past times in UK as studied. •I can describe different aspects of society during past British times i.e. social, cultural, religious customs. •I know who the significant people/events were and why they were important. •I know that aspects of life today have been affected by past 	<ul style="list-style-type: none"> •I can place the periods of time I am learning about on a timeline. •I can find links between the periods of time that I study. •I can talk about the main events and key changes that took place within the time periods I have studied. •I can compare and contrast beliefs and cultures of different groups of people living within Britain at the same time i.e. Anglo-Saxons & Vikings •I know about significant people/events within the time periods I have studied and can describe their impact on life at that time. •I can choose a range of sources to help me to talk in 	<ul style="list-style-type: none"> •I can use a timeline to help me talk about key aspects within the time periods I have studied. •I can describe connections and identify contrasts when talking about different time periods. •I can give reasons for the main events and key changes that took place within the time periods I have studied. •I can talk about significant people/events within the time periods I have studied and describe their impact on life at that time. •I can find out about the past by asking and answering questions, selecting and using a range of 	<ul style="list-style-type: none"> • I can talk confidently about the different periods of time I have studied, providing an accurate chronology. •I can make links within and across periods of history studied. •I can describe connections, identify contrasts and talk about trends over time to show my understanding of chronology. •I can talk about significant individuals from the past and offer explanations for their actions. •I can provide reasons why some events, individuals, developments are seen as more significant than others.
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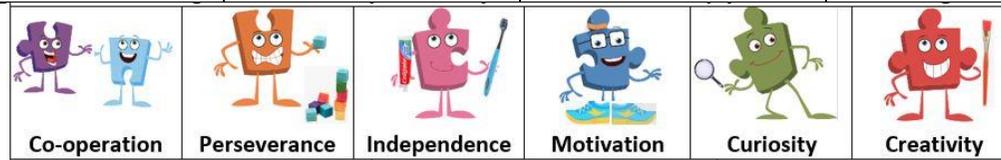
	<p>in response to stories or events.</p> <ul style="list-style-type: none"> •I know that information about the past can be found in books and on computers 	<ul style="list-style-type: none"> •I can ask relevant questions to find out more about the past. •I can answer questions about the past, giving simple reasons for my answers. •I can find simple information using books or computers to learn more about the past 	<p>British times studied.</p> <ul style="list-style-type: none"> •I can choose the best source to help me to answer a question about the past. •I know that the past can be represented and interpreted in different ways. •I can use a frame/template to record my knowledge of the past including key information and historical terms. 	<p>depth about different aspects of the past.</p> <ul style="list-style-type: none"> •I can give examples of how the past can be represented and interpreted in different ways. •I can follow a set of success criteria in order to present my knowledge and understanding of History 	<p>sources to provide evidence.</p> <ul style="list-style-type: none"> •I can explain the different ways that the past can be represented and how this affects interpretation. •I can work with increasing independence to record my knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately. •I can compare Ancient Greek houses -to the Roman houses studied in Year 3. 	<ul style="list-style-type: none"> •I can find out about the past by asking and answering questions, evaluating and selecting a range of sources to provide the most relevant evidence. •I can give reasons for the different ways the past is represented and how this affects interpretation. •I can work independently/ in a small group to record my knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately.
Local History		St Leonard's Dragon. History of Warnham Deer Park.		History Study of Warnham	Warnham in WW2	
Chronological understanding	<ul style="list-style-type: none"> • Sequence events in own life or other's lives 	<ul style="list-style-type: none"> • Begin to use dates 	<ul style="list-style-type: none"> • Understand that a timeline can be 	<ul style="list-style-type: none"> • Place events from period studied on a longer timeline – 	<ul style="list-style-type: none"> • Know and sequence key events, 	<ul style="list-style-type: none"> • Place current study on a timeline in relation to other

	<ul style="list-style-type: none"> • Discuss changes I have had since I was born • Sequence 3 or 4 artefacts from distinctly different periods of time • Understand difference between in the present day and in the past 	<ul style="list-style-type: none"> • Use a timeline to place important events • Understand and explain reasons for doing so when putting people, events and objects in order of when happened using a simple scale • Recount and sequence changes in own life over time • Understand and use correct vocabulary when talking about an event • Sequence artefacts and photos closer together in time • Describe memories of key events in own life 	<p>divided into BC and AD</p> <ul style="list-style-type: none"> • Use timeline to place historical events in chronological order • Describe dates of and order significant events from the period studied • Sequence several events or artefacts • Place the time being studied on a bigger timeline 	<ul style="list-style-type: none"> • Begin to show understanding of time-lapse period studied now to that of Year 3 • Begin to date events • Use terms BC & AD and explain relationships • Order significant events and dates on a timeline • Describe main changes in the period being studied 	<p>movements and dates of time studied and place on a timeline</p> <ul style="list-style-type: none"> • Greater understanding of relationships between periods studied so far • Make comparisons between different times in the past • Describe the main changes in the period being studied 	<p>studies in previous years</p> <ul style="list-style-type: none"> • Sequence up to 10 events on a timeline • Order significant events, movements and dates on a timeline • Identify and compare changes within and across different periods • Understand how some historical events occurred concurrently in different locations i.e. (Ancient Greece coincided with the Bronze Age in the UK)
<p>Historical enquiry</p>	<ul style="list-style-type: none"> • Find answers to simple questions about the past using artefacts as source of information • Look at pictures of artefacts from the past and present and ask simple questions 	<ul style="list-style-type: none"> • Use a range of information or sources to answer questions • Be able to ask own question about the past • Identify different ways in which the 	<ul style="list-style-type: none"> • Ask questions about the past considering similarity and difference and significance • Suggest where to find answers to questions considering a range of sources such as 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in the past • Ask a variety of questions 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use variety of evidence to build up a picture of a past event • Select relevant sections of information • Use books and internet for 	<ul style="list-style-type: none"> • Devise, ask and answer more complex questions about the past, considering key concepts in history • Select most appropriate sources such as documents/printed sources, internet, pictures/photos,

	<p>about their use etc</p> <ul style="list-style-type: none"> • Understand that we find out about the past from pictures, artefacts, stories, books • Ask questions about old and new objects • Begin to suggest explanations about what an object was used for in the past • Ask questions about a famous person by looking at picture/photo of them 	<p>past is represented</p> <ul style="list-style-type: none"> • Find out information from an older person by talking to them • Find out about a famous Briton from the past using different resources to help them • Simple research about a famous local or British event 	<p>documents, databases, pictures, photos, music, artefacts, buildings, museums etc</p> <ul style="list-style-type: none"> • Understand that knowledge of past is made up from variety of sources • Construct and organise responses by selecting relevant historical data 	<ul style="list-style-type: none"> • Begin to use books and internet to research • Use documents/printed sources, internet, pictures/photos, music, artefacts, buildings, museums to collect evidence about the past • Ask questions and find answers about the past – similarities, differences, cause, change, significance 	<p>research with increasing confidence</p> <ul style="list-style-type: none"> • Begin to select most appropriate sources such as documents/printed sources, internet, pictures/photos, music, artefacts, buildings, museums to collect evidence about the past • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions • Begin to investigate own lines of enquiry by posing questions to answer 	<p>music, artefacts, buildings, museums to collect evidence about the past and give reasons for choices</p> <ul style="list-style-type: none"> • Analyse range of source material to promote evidence about the past • Investigate own lines of enquiry by posing questions to answer • Construct and organise response by selecting and organising relevant historical data • Recognise primary and secondary sources
<p>Historical interpretation</p>	<ul style="list-style-type: none"> • Use stories to encourage chn to distinguish between fact and fiction • Compare adults talking about their memories – how reliable are they? • Look at books, videos, photos, pictures and artefacts to find out about the past 	<ul style="list-style-type: none"> • Compare 2 different versions of past events • Compare pics or photos of people/events in the past • Discuss reliability of photos of people/events in the past • Look at books, videos, photos, pictures, artefacts eye-witness 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story 	<ul style="list-style-type: none"> • Know that people in the past represent events or ideas in a way that persuades others • Look at evidence available • Begin to evaluate the usefulness of different sources 	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events • Evaluate evidence to choose the most reliable forms 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions

		accounts, buildings, museums/ galleries/historical sites, internet to find out about the past	<ul style="list-style-type: none"> Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> Use books and own knowledge 		<ul style="list-style-type: none"> Confidently use library & internet for research Understand that some evidence from the past is propaganda, opinion or misinformation and this affects interpretations of history Evaluate evidence to choose the most reliable form Know that people in the past have a point of view and this can affect interpretation
Diversity Focus Black History Month Women's History Month LBQT History Month	Emmeline Pankhurst	Gertrude Ederle	Mayan Civilisation Study of feminism	Study of Chinese history	Caribbean airmen in WW2 Learning about the evacuation experiences of Mrs Campbell Lillian Bader	Black History Study
Key Vocabulary (Review and build on)	now, yesterday, last week, when I was younger, before I was born, a long time ago, a very long time ago,	Past, present, decades, centuries, ancestors, timeline, life-span	Chronology, BC (Before Christ) AD (Anno Domini), civilisation, empire	Terms associated with the period, emperor, dynasty, priest, sacrifice, ancestors	Use relevant terms and period labels, (Nazi, conflict, Hitler, Axis powers, allies,	Use relevant terms and period labels (holocaust, Jewish, temple, toga, ancient, gods,)

Vocabulary from previous years)	when my parents/grandparents were children, then, now, first, next, finally, similar, different				occupation, blitz, evacuation)	
Value Links	Thankfulness Courage	Thankfulness	Courage	Love	Courage	Courage
Metacognition Links	Curiosity	Curiosity Motivation	Curiosity	Curiosity Creativity	Curiosity Cooperation Perseverance	Curiosity Independence



See EYFS Understanding the World progression document for information on EYFS curriculum.