

# Progression in History

## Curriculum Drivers: Well-being, Diversity & Inclusion, Real-life experiences, Oracy, Vocabulary Development

### Early Years

In the Early Years Foundation Stage, children begin to learn that as they grow, they are increasingly able to do more things for themselves independently. This emerging knowledge and understanding can be used to develop early historical thinking skills. EYFS staff carefully plan to provide opportunities for children to reflect on past events in their personal lives, but also in wider contexts such as global events. E.g. King Charles Coronation. Planning is also facilitated through the Understanding the World area of learning where children have opportunities to develop their understanding on 'past and present'. Children also have the opportunity to develop their understanding in the following areas:

#### Changes within living memory

- Know about own life-story and family's history.
- Know how they have changed.
- Know about changes that have happened within their family lifetime.
- Know about the lives of the people around them and their roles in society.

#### Significant historical events, people and places in their own locality

- Know some similarities and differences between things in the past and now, drawing on experiences and texts that have been shared in class; family trees; my own timeline; Christmas then and now; and old and new toys.

#### Events beyond living memory

- Know about some familiar situations in the past.

#### The lives of significant individuals in the past

- Know about the past through settings, characters and events encountered in books read in class and storytelling.

#### Cultural Capital

Trip to local Fire Station

Visit from local police officer, nurse and dentist

Invite family members in to read with children and discuss their past experiences

### Cultural Capital Experiences (clubs, visitors, trips)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Visitor – old toys	Drama workshop	Drama workshop	Hampton Court	Imperial War Museum	British Museum
London–GFOL walk	The Wallace Collection	British Museum			The Wallace Collection
Morden walkabout		The Wallace collection			
Drama workshop					

## SUBSTANTIVE KNOWLEDGE

### Topics and vocab

<b>Toys</b> Old/New toys Similar/different	<b>Significant people</b> <b>Nurturing Nurses</b> Mary Seacole	<b>Stone Age to Iron Age</b> Survival	<b>Vikings and Anglo-Saxons</b> King Ethelred Danegeld	<b>Victorians</b> Life for children Dr Barnardo	<b>Ancient Egypt</b> The Nile Tutankhamun
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	<p>Changes in toys</p> <p><b>The Great Fire of London</b> Sequence events Artefacts Timeline</p> <p><b>Kings and Queens</b> Queen Victoria Queen Elizabeth II Richard III</p>	<p>Florence Nightingale Edith Cavell</p> <p><b>The Great Explorers</b> Neil Armstrong Ibn Battuta Christopher Columbus Robert Falcon Scott</p> <p><b>Transport and Travel</b> Transport museum The Viking long boat History of cars George Stephenson and train History of flight</p>	<p>Famous places – Stonehenge Settlements</p> <p><b>The Romans</b> How was Rome founded? Romans in Britain Legacies of Rome</p> <p><b>Anglo-Saxons and Celts</b> Artefacts Village life Who formed Anglo – Saxons?</p>	<p>Legal system</p> <p><b>Riotous Royalty</b> Kings and Queens through the ages till present – Queen Anne, King John, Magna Carta, Henry VIII, Queen Victoria Queen Elizabeth II</p> <p><b>Crime and Punishment</b> Romans Dick Turpin Victorian prisoners</p>	<p>Schools Leisure</p> <p><b>World War II</b> Sequence of key events Evacuation Rationing Women's roles Holocaust</p> <p><b>Shang Dynasty</b> Social hierarchy Religious beliefs Artefacts Fu Hao</p>	<p>Mummification</p> <p><b>Ancient Greece</b> Democracy Everyday life in Greece Olympics</p> <p><b>Early Islamic Civilisation</b> The House of Wisdom Medieval discoveries Caliphate</p>
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## DISCIPLINARY KNOWLEDGE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<p>Sequence pictures from different periods.</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>Sequence artefacts and events that are close together in time.</p> <p>Order dates from earliest to latest on simple timelines.</p> <p>Use words and phrases such as: old, new, earliest, latest, past,</p>	<p>Sequence pictures from different periods.</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>Sequence artefacts and events that are close together in time.</p> <p>Order dates from earliest to latest on simple timelines.</p> <p>Use words and phrases such as: old, new, earliest, latest,</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Understand and describe in some detail</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>Accurately use dates and terms to describe historical events.</p> <p>Understand and describe in some detail the main changes to an aspect in a period in history.</p> <p>Understand how some historical events/periods</p>	<p>Understand how some historical events/periods occurred concurrently in different locations.</p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Understand and describe in some detail the main changes to an aspect in a period in history.</p>

	present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	the main changes to an aspect in a period in history.		occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.	Accurately use dates and terms to describe historical events.
<b>Range and depth of historical knowledge</b>	<p>Recognise some similarities and differences between the past and the present.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Know and recount episodes from stories and significant events in history.</p> <p>Describe significant individuals from the past.</p>	<p>Identify similarities and differences between ways of life in different periods.</p> <p>Understand that there are reasons why people in the past acted as they did.</p> <p>Describe significant individuals from the past.</p>	<p>Note key changes over a period of time and be able to give reasons for those changes.</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Explain how people and events in the past have influenced life today.</p> <p>Identify key features, aspects and events of the time studied.</p> <p>Find out about the everyday lives of people in time studied compared with our life today.</p>	<p>Note key changes over a period of time and be able to give reasons for those changes.</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Find out about the everyday lives of people in time studied compared with our life today.</p> <p>Identify key features, aspects and events of the time studied.</p>	<p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Identify key features, aspects and events of the time studied.</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p> <p>Examine causes and results of great events and the impact these had on people.</p>

<b>Interpretations of history</b>	<p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p>	<p>Observe and use pictures, photographs and artefacts to find out about the past.</p>	<p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Begin to evaluate the usefulness of different sources.</p>	<p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Look at more than two versions of the same event or story in history and identify differences.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>Begin to evaluate the usefulness of different sources.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>Discuss the usefulness of different sources.</p>
<b>Historical enquiry</b>	<p>Choose and select evidence and say how it can be used to find out about the past.</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p>	<p>Observe or handle evidence to ask simple questions about the past.</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p>	<p>Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Construct informed responses about one aspect of life or a key event in the past</p>	<p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p>	<p>Use a range of sources to find out about the past.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Regularly address and sometimes devise own questions to find</p>	<p>Use a range of sources to find out about the past.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Select relevant sections of information to address historically valid questions and construct</p>

			<p>through careful selection and organisation of relevant historical information.</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>Regularly address and sometimes devise own questions to find answers about the past.</p> <p>Begin to undertake their own research.</p> <p>Use a range of sources to find out about the past.</p>	<p>Regularly address and sometimes devise own questions to find answers about the past.</p> <p>Use a range of sources to find out about the past.</p> <p>Begin to undertake their own research.</p>	<p>answers about the past.</p> <p>Use a range of sources to find out about the past.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>Regularly address and sometimes devise own questions to find answers about the past.</p>	<p>detailed, informed responses.</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p>
<b>Organisation and communication</b>	<p>Talk, write and draw about things from the past.</p> <p>Use historical vocabulary to retell simple stories about the past.</p> <p>Show an understanding of historical terms, such</p>	<p>Talk, write and draw about things from the past.</p> <p>Use drama/role play to communicate their knowledge about the past.</p>	<p>Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</p>	<p>Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</p>	<p>Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel</p>	<p>Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel</p>

	as monarch, parliament, government, war, remembrance.		<p>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</p> <p>Start to present ideas based on their own research about a studied period.</p>	<p>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</p> <p>Start to justify ideas based on their own research about a studied period.</p>	<p>guides, posters, news reports.</p> <p>Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious.</p>	<p>guides, posters, news reports.</p> <p>Know and show a good understanding of historical vocabulary including abstract terms such as civilisation, political, economic, cultural, religious.</p> <p>Plan and present a self-directed project or research about the studied period.</p>
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