

# History Progression Document



GILES BROOK SCHOOL

Early Years			
Nursery	Understanding the World		<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>
Reception	Understanding the World		<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

Working Historically						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History Content	<p><b>Pupils should be taught about:</b></p> <p>Changes within living memory.</p> <p>Events beyond living memory that are significant in their own lives</p>	<p><b>Pupils should be taught about:</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><b>Pupils should be taught about:</b></p> <p>Changes in Britain from the <b>Stone Age to the Iron Age</b></p> <p>The <b>Roman Empire</b> and its impact on Britain</p> <p>Roald Dahl Museum</p>	<p><b>Pupils should be taught about:</b></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p> <p><b>-Ancient Egypt</b></p>	<p><b>Pupils should be taught about:</b></p> <p>A non-European society that provides contrast with British history</p> <p><b>- Mayan civilization (Cadbury World Trip)</b></p> <p>a study of an aspect or theme in British history</p>	<p><b>Pupils should be taught about:</b></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>-India: The British Empire</b></p>

	<p>The lives of significant individuals in the past <b>e.g. Picasso, Queen Elizabeth II, Queen Victoria, Guy Fawkes</b></p>	<p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <b>-Florence Nightingale Mary Seacole Mary Anning</b></p>		<p>Britain's settlement by Anglo-Saxons and Scots <b>*7 kingdoms in England</b></p>	<p>that extends pupils' chronological knowledge beyond 1066 <b>-The Victorians</b></p> <p>- a local history study <b>Bletchley Park (including Trip)</b></p>	<p><b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world</p> <p>the <b>Viking and Anglo-Saxon</b> struggle for the Kingdom of England to the time of Edward the Confessor</p>
<p><b>Chronology</b></p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time <b>-today, tomorrow, yesterday, days, weeks, months, years</b></p> <p>Show where places, people and events fit into a broad chronological framework <b>-growth over time -significant adults in lives -family trees</b></p> <p>Begin to use dates <b>-birthdays -special dates of the year e.g. Christmas, Easter</b></p>	<p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time <b>-years, decades, centuries</b></p> <p>Show where places, people and events fit into a broad chronological framework <b>-dinosaurs compared to today</b></p> <p>Begin to use dates <b>-specific to famous people/places studied e.g. Mary Anning, Great Fire of London, Samuel Pepys, Florence</b></p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a timeline <b>-Romans compared to Stone Age and Iron Age and today</b></p> <p>Use correct terminology to describe events in the past</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a timeline <b>*Egyptians</b></p> <p>Use correct terminology to describe events in the past <b>*such as; Invasion</b></p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a timeline <b>Key people associated with WWII and Bletchley Park</b></p> <p>Use correct terminology to describe events in the past</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a timeline <b>Charles Darwin -evolution.</b></p> <p>Use correct terminology to describe events in the past</p>

	<p><b>-November 5th, 25th October 1881</b> Begin to attach dates to famous people studied <b>e.g. Picasso, Queen Elizabeth II, Queen Victoria, Guy Fawkes</b></p>	<p><b>Nightingale, Mary Seacole, William Morris</b></p>				
Historical Terms	<p>Develop, the use a wide vocabulary of historical terms <b>e.g. a long time ago, recently, when my ... were younger, in the past...</b></p>	<p>Develop, the use a wide vocabulary of historical terms <b>e.g. years, decades, centuries</b></p>	<p>Develop use of appropriate subject terminology, <b>such as: empire, civilisation, monarch</b></p>	<p>Develop use of appropriate subject terminology, <b>such as: empire, civilisation, monarch</b></p>	<p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p>	<p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p>
Enquiry	<p>Ask and begin to answer questions about events e.g. When? What happened? What was it like....?</p> <p>Understand some ways we find out about the past <b>e.g. using artefacts, pictures, stories and websites</b></p> <p>Choose and use parts of stories to show understanding of events</p> <p>Communicate understanding of the past through pictures, talk and simple written captions</p>	<p>Ask and begin to answer questions about events e.g. When? What happened? What was it like....? Why? Who was involved?</p> <p>Understand some ways we find out about the past <b>e.g. using artefacts, pictures, stories and websites (with greater independence)</b></p> <p>Choose and use parts of stories and other sources to show understanding of events</p> <p>Communicate understanding of the past in a variety of ways</p>	<p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference</p> <p>Suggest where we might find answers to questions</p> <p>Understand that knowledge about the past is constructed from a variety of sources</p> <p>Construct and organise responses by selecting relevant historical data</p>	<p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Suggest where we might find answers to questions considering a range of sources <b>*primary/secondary sources</b></p> <p>Understand that knowledge about the past is constructed from a variety of sources <b>*Egyptian workshop day</b> <b>*COAM (Anglo-Saxons)</b></p>	<p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Select sources independently and give reasons for choices</p> <p>Analyse a range of source material to promote evidence about the past</p> <p>Construct and organise response by selecting and organising relevant historical data</p>	<p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Select sources independently and give reasons for choices</p> <p>Analyse a range of source material to promote evidence about the past</p> <p>Construct and organise response by selecting and organising relevant historical data</p>

		<i>e.g. drawing, acting, explanations, pictures</i>		Construct and organise responses by selecting relevant historical data		
Interpreting History	Identify different ways that the past is represented <i>e.g. illustrations, song, museum displays, stories Milton Keynes Museum</i>	Identify different ways that the past is represented <i>e.g. fictional accounts, illustrations, films, song, museum displays, Claydon House visit</i>	Be aware that different versions of the past may exist and begin to suggest reasons for this	Be aware that different versions of the past may exist and begin to suggest reasons for this <b>*Conspiracy theories (Moon landing)</b>	Understand that the past is represented and interpreted in different ways and give reasons for this	Understand that the past is represented and interpreted in different ways and give reasons for this
Continuity and Change	Discuss change and continuity in an aspect of life <i>e.g. holidays, own life experience</i>	Discuss change and continuity in an aspect of life <i>e.g. differences from dinosaur age, 1666 - Great Fire - what is the same, what is different?</i>	Describe and begin to make links between main events, situations and changes within and across different periods	Describe and begin to make links between main events, situations and changes within and across different periods and societies	Use a greater depth of historical knowledge when describing and making links between main events, situations and changes within and across different periods and societies	Use a greater depth of historical knowledge when describing and making links between main events, situations and changes within and across different periods and societies
Causes and Consequences	Recognise why people did things  Recognise why some events happened	Recognise why people did things  Recognise why some events happened  Recognise what happened as a result of people's actions or events	Identify and give reasons for historical events, situations and changes  Identify some of the results of historical events	Identify and give reasons for historical events, situations and changes  Identify some of the results of historical events, situations and changes <b>*Rosetta Stone - Egyptians</b> <b>*Anglo Saxons - Latin change for books in UK</b>	Begin to offer explanations about why people in the past acted as they did <b>(Winston Churchill)</b>	Begin to offer explanations about why people in the past acted as they did  Autumn 1 and 2 - USA and India: -British Empire -Slave Trade -Indus Valley
Similarities and differences	Identify similarities and differences in their own lives and that of their peers or family members	Identify similarities and differences between ways of life in different periods, including their own lives	Describe some of the similarities and differences between different periods, e.g. social, belief.	Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual	Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual <b>(Victorian street to modern street)</b>	Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual

				<i>*Continuous links to modern day - comparisons between studied periods (reflection)</i>		
Significance	Recognise and make simple observations an historical event, <b><i>e.g. talk about important places and who was important</i></b>	Recognise and make simple observations about who was important in an historical event/account, <b><i>e.g. talk about important places and who was important and why</i></b>	Identify and begin to describe historically significant people and events - <b>History - Boudica</b> <b>Julius Caesar</b> <b>Martin Luther King (RE)</b> <b>Elizabeth Fry (RE)</b> <b>Mother Theresa (RE)</b> <b>Malala Yousafzai (RE)</b> <b>Art - Andy Warhol</b> <b>Science - Marie Curie</b>	Identify and begin to describe historically significant people and events in situations <b>*Howard Carter (Egyptians)</b> <b>*Neil Armstrong (Space)</b> <b>Tutankamun</b> <b>Valentina Tereskova (Space)</b> <b>Mae Jamieson (Space)</b> <b>Cleopatra</b>	Give reasons why some events, people or developments are seen as more significant than others <b>(Winston Churchill, Queen Victoria, Dr Banardo, Alan Turing)</b> <b>Victorian inventors such as Thomas Edison, Alexander Graham Bell, Ada Lovelace, Noor Inayat Khan, Lord Shaftesbury</b>	Give reasons why some events, people or developments are seen as more significant than others <b>(Discovery of the Americas - Christopher Colombus)</b> <b>Abraham Lincoln, Sir Francis Drake, Martin Luther King, Charles Darwin, Alfred Wallace</b>