



Progression in History						
Teaching Sequence in History	Placing of the History being studied in the chronological context of previous learning, using the class timeline					
	Brief review of learning covered in previous lesson/s					
	Specify key vocabulary to be used and its meaning					
	Conduct Historical enquiry using a variety of sources and / or artefacts					
	Interpret their findings					
	Communicate their historical knowledge and understanding appropriately					
	Evaluate their learning and compare with other historical periods studied as appropriate					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What is the difference between now and the past? What can I recall about past events in my life? What can I recall about past events in the lives of people I know? Where do I fit on	Changes within Living Memory What has changed during my lifetime? Who was in my family before I was born? How were some aspects of life different when my parents, grandparents and great-grandparents were alive (school days)?	The lives of significant individuals Who was Amy Johnson and why is she an important historical figure? How have the actions of explorers in the past impacted on our lives today? Why did you think that people still remember Amy Johnson? (Key aspect of historical	The Stone-Age 800000BCE-43CE Where do the stone age, bronze age and iron age fit chronologically on a timeline? What was life like for someone living in the stone age? What was life like for someone living in the bronze age? What was life like for	The Anglo-Saxons and Scots in Britain 410CE-800CE The Vikings and Anglo-Saxons in Britain 790CE-1066CE Where does the settlement of Anglo-Saxons and Scots fit chronologically on a timeline? How did the Anglo-Saxons achieve their invasion of Britain? What are the similarities and differences between the Anglo-Saxon invasion of Britain and other invasions? What was life like for someone living in Anglo-Saxon times?	Local History Study Hull and William Wilberforce Who was William Wilberforce and why was he so significant in Hull? Who was affected by the actions of William Wilberforce? What caused the slave trade and the	Events beyond 1066 WW2 – 1939-1945 World War II: whose war? What was the impact of World War II on people in our locality? New opportunities? How significant was the impact of World



<p>a timeline?</p>	<p>What are some of the similarities and differences in toys? How do we know some toys are old? Know that the toys their grandparents played with were different to their own. Know what a number of older objects (toys) were used for.</p>	<p>understanding: significance) Why was flying to Australia so difficult for a woman like Amy? (Characteristic features of the period.) How did people react to Amy's famous flight at the time, and how do we know? (Evidence) How did things change after her famous flight? (Change, consequences)</p>	<p>someone living in the iron age? How did Britain change from the stone age to the iron age? When do you think it was better to live – Stone Age, Bronze Age or Iron Age? Know what is meant by 'hunter-gatherers'.</p>	<p>What was the impact of the Anglo-Saxons on life in Britain? How have the Anglo-Saxons impacted on our lives today? Know how the Anglo-Saxons attempted to bring law and order to the country. Know that during the Anglo-Saxon period, Britain was divided into many kingdoms. Know that the way the kingdoms were divided led to the creation of our county boundaries today. Where does the settlement of the Vikings in Britain fit chronologically on a timeline? How did the Vikings achieve their invasion of Britain? What are the similarities and differences between the Viking invasion of Britain and other invasions? What was life like for someone living in Viking times? What was the impact of the Vikings on life in Britain?</p>	<p>anti-slavery movement to exist? What were the consequences of the anti-slavery campaign?</p>	<p>War II on women?</p>
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	<p>Famous People, Places and Events</p> <p>Grace Darling</p> <p>What are the similarities and differences between Grace’s life and my life?</p> <p>How was Grace’s home life different to mine in the 1800’s?</p> <p>Why do you think Grace chose to help her father that night?</p> <p>Why did she become a famous person?</p> <p>How has transport (on the sea) changed from the Victorian period to now?</p> <p>How would technology have helped Grace Darling?</p>	<p>Events beyond living memory</p> <p>The Great Fire of London 1666</p> <p>Know about an event or events that happened long ago, even before their grandparents were born.</p> <p>What was the Great Fire of London?</p> <p>How did the Great Fire of London begin?</p> <p>How did the Great Fire of London affect people?</p> <p>How is life in London at the time of the Great Fire different to life in London now?</p> <p>Differentiate between things that were here 100 years ago and things that were not.</p>	<p>The Romans 43CE-410CE</p> <p>Where does the Roman conquest of Britain fit chronologically on a timeline?</p> <p>How did the Roman Empire achieve its invasion of Britain?</p> <p>What was life like for someone living in Roman times?</p> <p>What was the impact of the Roman Empire on life in Britain?</p> <p>How has the Roman Empire impacted on our lives today?</p> <p>(Know how the Roman occupation helped to advance British society.</p> <p>When did the Romans invade and why?</p> <p>Did the native Britons welcome or resist the Romans, and why?</p> <p>How did the Romans influence the culture of the people already here?</p> <p>Know about at least one famous Roman emperor.</p>	<p>Ancient Civilisation (option) Ancient Egypt 3150BCE-30BCE</p> <p>Where in the world is Egypt and what makes it ‘ancient’?</p> <p>Know about the key features of Ancient Egypt</p> <p>Who built the Great Pyramid at Giza?</p> <p>Why do people describe the River Nile as ‘a gift’?</p>	<p>Non-European Study</p> <p>Mayan Civilisation c. 900</p> <p>Where does the Mayan civilisation fit chronologically on a timeline?</p> <p>What was life like for someone living in Mayan civilisation?</p> <p>How does Mayan civilisation compare and contrast to British history at the same time (Vikings and Anglo-Saxons)?</p> <p>What were the major achievements of Mayan civilisation?</p> <p>How have the achievements of Mayan civilisation impacted on our lives today?</p>	<p>Ancient Greece 1200BCE-500CE</p> <p>Where does Ancient Greece fit chronologically on a timeline?</p> <p>What are the major achievements of Ancient Greece? What was life like for someone living in Ancient Greece? How has Ancient Greece impacted on our lives today?</p> <p>What is the legacy of Greek culture on later periods of British history? What is the legacy of Greek culture on our lives today?</p> <p>Where does the legacy of Greek culture fit chronologically on a timeline?</p> <p>Know the main characteristics between the Athenians and the Spartans.</p> <p>Know at least 5 sports competed in the Ancient Greek Olympics.</p>
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Progression of the 4 Big Conceptual Ideas in History				
Significance	EYFS	KS1	LKS2	UKS2
	Recognise and describe special time or events for them, friends and family to others Birthdays Key events throughout the year Religious events/ celebrations Saints day Family events- weddings/ christenings/ bereavements	Talk about who was important e.g. in a simple historical account To discuss how historical events and people can impact on life after an event Exemplification Samuel Pepys. Amy Johnson/ Florence Nightingale- Why are they seen as significant? How have things changes as a result of this person? How do we know about them? How has this historical event impacted on life afterwards?	Identify historically significant people and events and situations Understand the significant contribution (insert historical person) made to society. Why was such an event seen as significant after the time? Why is this period in history seen as significant to Britain now? Relate the significance to one or more of the criteria- importance, profundity, quantity, durability, relevance. Evaluate significant historical events in one period of history.	Identify historically significant people and events and situations To know how important the consequences a person or event was on a local, national and international scale and why it would be considered significant drawing on two or more criteria - importance, profundity, quantity, durability, relevance. Evaluate the significant historical events on one or more period of times and how they impacted life then and the impact on life now.
Cause and Consequence	EYFS	KS1	LKS2	UKS2
	Speculate why things happen and give explanations. Why did the plant grow? Not grow? Use Christmas/Easter stories and Link to RE Link to stories- why did that happen? What causedto act like that?	Recognise why people did things, why events happened and what happened as a result. Why did this event occur? What happened after the event? Why did someone act like they did? (Develop Empathy) Linked to chronology and explore the events leading up to another event and the direct consequences after and the impact on people and society.	Identify and explain reasons for results of historical events, situations and changes. To understand what has changed in at least one area of history (society, people, beliefs, language, culture, government etc.) as a result of an event. Summarise what caused the event.	Identify and explain reasons for results of historical events, situations and changes. Evaluate how the period/event has impacted Britain and one or more areas of historical focus (society, people, language, culture, government etc.) both short and long term? Identify the short- and long-term causes of an event/period of time and start to make justifications on which causes were the most important.



Similarity and Difference	EYFS	KS1	LKS2	UKS2
	<p>Identify and describe similarities and difference between themselves and others and among families and communities and traditions.</p> <p>(People and Communities-ELG)</p> <p>- Link to PSHCE and RE Ensure children have an understanding of the vocabulary of change and continuity- similar/ different/ change/same</p> <p>When enquiring children compare objects/ animals/ people</p>	<p>Make observations about different types of people, events, beliefs within a period studied or their own lives. Compare and contrast changes that have been made in a particular period of time- focusing on one or more: health, diet, routines, working life, home life, school life, education, clothing, transport, technology</p> <p>Y1- Explore change and continuity within living memory Y2- Beyond living memory</p>	<p>Demonstrate an understanding of social, cultural and ethnic diversity in Britain and the wider world through history. Use social, cultural, religious or ethnic diversity within a time period to show similarities and differences. To explore the similarities and differences in a period of history in relation to now</p> <p>To understand similarities and differences can unite people not just divide</p>	<p>Demonstrate an understanding of social, cultural and ethnic diversity in Britain and the wider world through history Reach informed conclusions on one or more of social, cultural, religious or ethnic diversity in relation to one or more time periods studied and make hypothesis of why things are similar and different before using sources of evidence to seek answers.</p>



	EYFS	KS1	LKS2	UKS2
Continuity and Change	<p>Observe and describe the change, differences and what has stayed the same in their life. Develop understanding of growth, decay, and changes over time (30-50m) Ask questions- why has something changed? Why has something stayed the same? Make first hand observations of change and continuity E.g. –plants Animals Weather Human growth Use the language of change and continuity- change, difference, same, similar, now/then before/after</p>	<p>Identify things that have changed or stayed the same between their own life and life at different times beyond living memory. Compare and contrast changes that have been made in a particular period of time- focusing on one or more: health, diet, routines, working life, home life, school life, education, clothing, transport, technology Link to changes in materials, changes in what they see around them and things that stay the same in their life and with things around them</p>	<p>Explain and demonstrate an understanding of links between main events. Situations and changes within and across different periods and societies Explain the change and continuity in the time period studied. Develop a line of enquiry into change and continuity using at least one of the general categories/historical focus) · Political · Economic · Social/cultural · Technology · Religious</p>	<p>Explain and demonstrate an understanding of links between main events. Situations and changes within and across different periods and societies Justify how and why during period of rapid change some things have remained continuous. Justify how and why during periods where there doesn't seem to be any change that change has happened. Focus on one or more of the historical focus has changed through their time period studied or history on a longer scale (250-500 plus years)</p>



Progression of Chronology and Vocabulary in History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Knowledge/ understanding	Sequence familiar events (discuss) Use language relating to time.	Sequence 3 or 4 artefacts/sources by age. Sequence events within lifetime on a simple line. Exposure to BC/ AD, years/ centuries relating to period studied e.g. photos of selves from birth and simple captions	Sequence artefacts closer together. Sequence events on a timeline for people and events beyond living memory. Exposure to BC/ AD, years/ centuries relating to period studied e.g. Order events from Great Fire of London from Samuel Pepys' diary	Place dates and events on a timeline for the period being studied and discuss a key concept within the period being studied. Use BC/ AD, years/ centuries relating to period studied e.g Romans – key events in Roman invasion of Britain	Place dates and events on a timeline for the period being studied. Explain a key concept within the period studied. Use BC/ AD, years/ centuries relating to period studied	Place key events from current period of study on a time line, in relation to one other period of time. Make comparisons within or across the two periods in relation to one of the 4 key concepts. Use relevant/ more complex dates e.g. 8th May 1945	Place current period of study on a time line in relation to other periods studied from years 1-6. Compare and explain a timeline in relation to more than one of the 4 key concepts. Summarise and evaluate your timeline related to one or more of the key concepts Use relevant/ more complex dates e.g. Timeline that explores weaponry, law and order spanning key significant events (Years 1-6)



Historical Terms							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Preloaded through talk	significant impact interpret affect cause generation proceed decade sources	period attribute perceive media	unify chapter concept successor primary	justify duration considerable coincide contradict	derive relevant deduce document legislate		
Explicitly taught in this phase	similar difference	significant impact interpret affect cause	generation proceed decade sources	period attribute perceive media	unify chapter concept successor primary	justify duration considerable coincide contradict	derive relevant deduce document legislate
Applied in writing with increasing confidence		similar difference		significant impact interpret affect cause	generation proceed decade sources	period attribute perceive media	unify chapter concept successor primary
			similar difference			significant impact interpret affect cause	generation proceed decade sources



Subject specific Vocabulary	Historian	artefact	impact	era/period · BCE (Before Common Era)	impact effects	primary	legacy ambiguous
	history	century	research	CE (Common Era) BC	consequences	source/evidence	consequences omits
	long ago	chronological	evidence	(Before Christ) AD (Anno Domini) archaeologists /	change continuity	secondary	decade
	past	order living	experts	archaeology museum	cause / causation	source/evidence	
	present	memory	significant	pre-history bias excavate	infer suggest	reliable extent of	
	future	memories	recent lifetime		conclusion	change extent of	
	now	opinion				continuity evaluate	
	then	fact source				reliable eye-witness	
remember	interpret				Monarchy		
timeline	enquire/enquiry						
order							

Progression of the Key Processes of History

Asking Questions	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask questions of aspects of...	Ask questions and with support answer some simple historical questions e.g. Why would you use this? When would you use this? When in the past, is it from?	Ask and answer simple historical questions. e.g. Why would you use this? When would you use this? When in the past, is it from?	Formulate simple questions from the sources Answer historical questions e.g. What does the source tell you? What else can this tell you? How do we know about...from this source?	Begin to formulate, with support, historically valid questions Answer historical questions e.g. What does the source tell you? What else can this tell you? How do we know about...from this source?	With support, formulate historically valid questions related to the key concepts Answer historical questions e.g. What can we learn from...? What has this taught you about using evidence?	Formulate historically valid questions related to the key concepts Use questions to challenge historical concepts e.g. How has this source changed your opinion? How reliable? Why are there different interpretations of this time period? Why do historians disagree?	



<p>Historical Enquiry – Using evidence/ Communicating Ideas</p>	<p>Handle sources of evidence making simple observations</p>	<p>Handle sources of evidence and make observations and simple comparisons e.g. Photographs, toys, clothes, objects related to subject</p>	<p>Use sources – observe and handle to answer questions about the past e.g. Photographs, toys, clothes, objects related to subject which show now and then</p>	<p>Use sources to find out about period studied</p>	<p>Expose pupils to primary and secondary sources Use a range of sources/ evidence to build up a picture of the past</p>	<p>Begin to identify primary and secondary sources Compare accounts of events from different sources (linked to key concept similarities and differences)</p>	<p>Recognise primary and secondary sources Link a range of sources to make own conclusions to one or more of the key concepts</p>
<p>Interpretations of History</p>	<p>Comment on aspects of my familiar world, where I live or the natural world</p>	<p>Understand some ways we find out about the past</p>	<p>Choose and use parts of stories and other resources to show understanding</p>	<p>With support, evaluate the usefulness of different sources With support, use various sources to piece together information about a period of history and with support discuss links to a key concept</p>	<p>Begin to evaluate the usefulness of different sources Use various sources to piece together information about a period of history and with support link to 1 key concept</p>	<p>Understand fact and opinion Offer some reasons for different versions of events Select relevant sections of information from sources to form conclusions linked to one of the key concepts</p>	<p>Identify which sources are fact and opinion Be aware that different evidence will lead to different conclusions, some evidence / authors may be persuading or giving a specific viewpoint Bring knowledge together to construct an informed response – linked to 1 or more key concept</p>