






Progression of learning: History

	Chronological knowledge and understanding:	Significant events, changes and ways of life in local, British and world history:	Interpretation of sources:	Historical Enquiry
 EYFS	<ul style="list-style-type: none"> I can identify some similarities/differences between ways of life at different times. E.g. changes in toys I know some similarities and differences between the past and now e.g. 	<ul style="list-style-type: none"> I can talk about how the lives of my parents/grandparents were different than today I know that events of the past have impacted celebrations and events today e.g. Christmas. I can talk about my own family and know how they are similar/different to others I am developing an understanding of things were different in the past and know things happened before I was born I can fit people/events (3) onto a chronological framework <p>I can use simple language that relates to the passing of time</p>	<ul style="list-style-type: none"> I am beginning to identify ways in which the past is represented through artefacts, photographs and stories. 	<ul style="list-style-type: none"> I am able to answer 'how' and 'why' questions I can ask simple questions about artefacts
Year 1 	<ul style="list-style-type: none"> Describe some characteristics of images - past and present. Know the difference between the past and present. Understand the key vocabulary: old, new, past, present, yesterday, a long time ago, day, year and month 	<ul style="list-style-type: none"> To know how toys have changed over time To know what toys were favourites in the past To know what toys their grandparents enjoyed To know how the materials for making toys have changed over time To explore different styles of puppets I know who made the first telescope I understand the Apollo 11 moon landing To know about 2 people from history, who impacted the moon landing To put key events in chronological order To compare the mission to mars to the mission to the moon To identify features of seaside holidays in the past To use photographs to find clues of what seaside holidays were like 	<ul style="list-style-type: none"> Ask questions about unknown objects and begin to answer them with support. begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) 	<ul style="list-style-type: none"> To talk about similarities and differences between ways of life in different periods. To talk about similarities and differences between ways of life in different periods.

		<ul style="list-style-type: none"> To find out when and how seaside holidays became popular To find out what seaside holidays were like 100 years ago To be able to order seaside holidays chronologically To be able to identify similarities and differences between seaside holidays now and in the past 		
<p>Year 2</p> 	<ul style="list-style-type: none"> Place key events of a significant event in chronological order 	<ul style="list-style-type: none"> Understand that historical events happened a long time ago. Describe and make comparisons between the characteristics of the past and present To know where and when the Great Fire of London started To understand the events of the Great Fire of London To find out why the fire spread so quickly To know who Samuel Pepys was and why his diary was so important To sequence and talk about the events of the Great fire of London To find out who Florence Nightingale was and when she lived To know why Florence Nightingale went to Scutari and what the hospitals were like To know how Florence Nightingale made the hospitals better To find out about Florence Nightingale's later life To identify similarities and differences between medical care now and Victorian times To be able to order and talk about events in the life of Florence Nightingale To find out which toys were played with in the past To identify how homes have changed over time To compare how schools have changed over time To compare what children wore at different times 	<ul style="list-style-type: none"> Understand that things are represented in different ways (sources) e.g. pictures, models, artefacts. Ask questions and, with support, answer them using information given. 	<ul style="list-style-type: none"> Use a source – ask why, what, who, how, where questions

		<ul style="list-style-type: none"> To find out about children's entertainment and how it has changed 		
<p>Year 3</p> 	<ul style="list-style-type: none"> Understand the key vocabulary BC/AD. Place significant dates on a simple timeline Uses words and phrases relating to the passing of time such as: century, decade, period. Make comparisons about the way of life in different time periods studied 	<ul style="list-style-type: none"> Know that people lived very differently in time periods learned To understand the term 'prehistory' To identify features of 'Paeolithic, Neolithic and Mesolithic' time periods To know how people lives in prehistoric times To understand the term hunter-gatherer To know about the daily life of a prehistoric man To know how the civilisation changed between Stone Age to Iron Age To know about homes in the Stone Age To know when the Viking era ended in Britain To know how the Roman Empire was founded To know the importance of Julius Caesar To understand the hierarchy of the Roman Empire To know To know what the Romans believed in To know about the human impact of the Romans on its empire To know where and when the remains of the Mayan were discovered To compare ancient Maya and the Stone Age To know who Pakal the Great was and why he was important To know what technology the Mayans used To know how Mayan society is structured To know the Mayan beliefs and religions To know about the daily life of the Maya To explore Mayan writings and calendars 	<ul style="list-style-type: none"> Observe and describe how objects, people, places change throughout a time period. Understand the key vocabulary: Ancient, evidence, fossil. 	<ul style="list-style-type: none"> Devise historical questions by looking at sources (photos., artefacts and information) Answer historical questions by selecting sources and recording information relevant to the study
<p>Year 4</p>	<ul style="list-style-type: none"> Be able to describe changes that occur across different periods of time Understand the key vocabulary: chronological, century, decade 	<ul style="list-style-type: none"> To know about Anglo Saxon migration To know where the Anglo Saxons lived To know about Anglo Saxon society and culture To know what paganism is 	<ul style="list-style-type: none"> Consider what sources of information can be used to answer questions select information from sources provided. 	<ul style="list-style-type: none"> Ask a variety of questions Use primary and secondary sources of evidence

	<ul style="list-style-type: none"> • Use maps and a class time line to locate and position time periods studied 	<ul style="list-style-type: none"> • To know how St Augustine brought Christianity to Kent • • To understand the terms 'invade' and 'settle' • To know why and how the Romans successfully invaded Britain • To know who was in Britain when the Romans invaded Britain • To know about daily life in Britain when Romans invaded • To know who Boiudicca was • To know about Boudicca's revolt • To understand how life changed when the Romans invaded Britain • To place key events of the ancient Egyptians on a timeline • To know how Ancient Egyptian society was organised • To know who the pharaohs were and why they were important • To know who the Ancient Egyptian gods and goddesses were • To know the significance of the pyramids • To know about the inventions of the Ancient Egyptians 	<ul style="list-style-type: none"> • Know that there are different interpretations of life during this time. 	<ul style="list-style-type: none"> • Use artefacts to develop understanding of life, culture and social structure of times studied
<p>Year 5</p> 	<ul style="list-style-type: none"> • Know what was happening in Britain during this time • Identify changes within this period of time • Sequence eras within British History • 	<ul style="list-style-type: none"> • To know what Britain was like before the Viking invasion • To understand the term 'invasion' • To know about how the Vikings invaded Britain • To know why King Alfred was dubbed the 'great' • To know what life was like in Viking Britain • To know how and when Britain became a unified country • To understand why the titanic was significant • To know what life was like on board the vessel • To know the events of the maiden voyage • To know about the architect who built it • To know the facts of the accident • To know who the Ancient Greeks were 	<ul style="list-style-type: none"> • Evaluate the usefulness of a variety of sources • To understand cause and consequence in the context of historical events. 	<ul style="list-style-type: none"> • Use evidence to build up an accurate picture of a past event • Begin to identify primary and secondary sources • Asks a range of questions about times, exploring how there is more than one answer to historical question

		<ul style="list-style-type: none"> To be able to add Ancient Greeks to a world timeline To know the different types of government in Ancient Greece To compare Athens and Sparta To know about daily life in Ancient Greece To know about Ancient Greek beliefs To name some ancient Greek philosophers and scholars 		
<p>Year 6</p> 	<ul style="list-style-type: none"> Order historical events studied on a British timeline Identify historical events and significant changes in Britain. Make connections, contrasts, and trends over time in relation to time periods studied Sequence key events in time periods covered on a timeline. Establish a clear narrative of the lead up to a turning point in British History 	<ul style="list-style-type: none"> To know what WW2 was and where it took place I know what a dictator is I can locate the Allies of the war and plot them on a map I can use the term ideology To know how the Jews were treated To know what propaganda is and why it was used To understand the concentration camps and how people were treated To understand and use the term 'prejudice' (ethnic cleansing) Know who Anne Frank is and why she is remembered To know about the Battle of Britain and how we defended the UK To know what the Blitz was and which areas were most impacted To know the effects of air raids To know the causes of evacuations To know about the process of evacuations To understand the significance of songs at this time Discuss the reasons for rationing and investigate the 'dig for Britain' campaign To know how the role of women changed during war To know the significance of Remembrance Day To know who the Aztecs were and where they lived To know how the city of Tenochtitlan was built To know how Aztec society was organized To know about Aztec beliefs and how this impacted their lives To know what daily life was like for an Aztec To know how the fall of the Aztecs happened 	<ul style="list-style-type: none"> Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Suggest ways that we can check the accuracy of sources To understand cause and consequence in the context of historical events. Draw conclusions from the evidence. Understand key vocabulary: social, economic, philosophy. 	<ul style="list-style-type: none"> Recognise primary and secondary sources and their relevance Form own opinion using sources

