



PROGRESSION OF HISTORY

Reception		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6		
HISTORY	Area of Study	First Flight (Events)	Great Fire of London (Events)-include Samuel Pepys	Stone Age to Iron Age	Vikings and Anglo-Saxon Struggle	Ancient Greece	Early Civilisations		
	Themes and threads	Transport, impact	Impact, settlements, writing, technology, health/social care	Pre-history (pre-writing), farming, settlement, tools, trade	Religion, power, monarchy, invasion, trade, farming	Empire, civilisation, power, religion, impact, health/social care, army/military	Civilisation, empire, trade, settlements, religion		
	Area of Study	Toys (Changes within Living Memory)	Mary Seacole and Florence Nightingale (Significant Individuals)	The Impact of the Romans on Britain (Local)	Maya	Changing Power of Monarchs	Ancient Egypt (Depth Study)		
	Themes and threads	Technology	Health/social care, war-army/military	Empire, civilisation, power, military/army, religion, impact, invasion, tribes, technology	Civilisation, writing, tools, trade, religion, power, monarchy, farming	Power, monarchy, parliament, religion, empire	Civilisation, empire, religion, power, farming, writing		
	Area of Study	The Queen's Coronation (Events)	Grace Darling (Significant Individuals- Local)	Settlement by Anglo-Saxons and Scots	Mining (Local)	WWI (Local)	WWII (Local)		
	Themes and threads	Power, monarchy	Rescue, hero/heroine, settlements	Monarchy, power, tribes, religion, farming, invasion	Technology, impact, rescue, hero/heroine, health/social care	Military/army, power, impact, health/social care	Military/army, power, parliament, health/social care		
	Sequence events from a story. Talk about things that happened to them and others in the past.	CHRONOLOGY	<ul style="list-style-type: none"> Develop and demonstrate an awareness of the past Use common words and phrases relating to the passing of time 	<ul style="list-style-type: none"> Begin to use dates Show where places, people and events fit into a broad chronological framework 	<ul style="list-style-type: none"> Begin to develop chronological knowledge and understanding of history, local, British and world Put events and people on a timeline Begin to use correct terminology to describe events in the past 	<ul style="list-style-type: none"> Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past 	<ul style="list-style-type: none"> Begin to use a greater depth and range of knowledge to work chronologically with people, events, places and artefacts 	<ul style="list-style-type: none"> Use a greater depth and range of knowledge to work chronologically with people, events, places and artefacts 	
	Use a display to help ask and answer questions about past events they have experienced. Look closely at artefacts from the past.		ENQUIRY AND INTERPRETATION	<ul style="list-style-type: none"> Begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? Choose and use parts of stories and other sources to show understanding of events Communicate understanding of the past in a variety of ways 	<ul style="list-style-type: none"> Begin to ask and answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays 	<ul style="list-style-type: none"> Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Understand that knowledge about the past is constructed from a variety of sources Be aware that different versions of the past may exist and begin to suggest reasons for this 	<ul style="list-style-type: none"> Ask and answer questions about the past, considering aspects of change and similarity. Construct and organise responses by selecting relevant historical data Suggest where we might find answers to questions considering a range of sources 	<ul style="list-style-type: none"> Devise, ask and answer more complex questions about the past, considering key concepts in history Analyse a range of source material to promote evidence about the past Understand that the past is represented and interpreted in different ways and give reasons for this 	<ul style="list-style-type: none"> Devise, ask and answer more complex questions about the past, considering key concepts in history Select sources independently and give reasons for choices Construct and organise responses by selecting and organising relevant historical data
	Use some key vocabulary to talk about changes of time eg. yesterday, then, now,								

		<p>CONTINUITY, CHANGE, SIMILARITIES AND DIFFERENCES</p> <ul style="list-style-type: none"> Discuss change and continuity in an aspect of life 	<ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods, including their own lives 	<ul style="list-style-type: none"> Describe and begin to make links between main events, situations and changes within and across different periods and societies 	<ul style="list-style-type: none"> Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual 	<ul style="list-style-type: none"> Begin to use a greater depth of historical knowledge to make links between main events, situations and changes within and across different periods and societies Begin to show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual 	<ul style="list-style-type: none"> Use a greater depth of historical knowledge to make links between main events, situations and changes within and across different periods and societies Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
		<p>CAUSES & CONSEQUENCES AND SIGNIFICANCE</p> <ul style="list-style-type: none"> Recognise why some events happened Begin to recognise why people did things 	<ul style="list-style-type: none"> Recognise why people did things Recognise what happened as a result of people's actions or events Recognise and make simple observations about who was important in an historical event/account 	<ul style="list-style-type: none"> Identify and give reasons for historical events, situations and changes Identify and begin to describe historically significant people and events in situations 	<ul style="list-style-type: none"> Identify some of the results of historical events, situations and changes Identify and describe historically significant people and events in situations 	<ul style="list-style-type: none"> Begin to offer explanations about why people in the past acted as they did 	<ul style="list-style-type: none"> Offer explanations about why people in the past acted as they did Give reasons why some events, people or developments are seen as more significant than others
		<p>VOCABULARY / HISTORICAL TERMS</p> <p>- Develop, then use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger</p> <p>technology, impact, transport, power, monarch/y, royal/ty, Queen, coronation, build, throne, crown, past, before, century/ies, country, difference, same (similarity), compare, old, new, rule/d, reign, sceptre, orb, fly/flight, aeroplane, international, inventor/ions, design, wings, propellers, engine, timeline, change</p>	<p>- Develop, then use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries</p> <p>settlement, writing, diary, care, war, army, military, rescue, heroine, storm, wreck, capital, baker/y, narrow, wooden, Duke, destroyed, disaster, plague, nurse, soldier, Crimea, hospital, hygiene, lighthouse, survivor, coast, island, bravery, lifeboat</p>	<p>- Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p> <p>pre-history, farming, tools, trade, fort, hunter-gatherer, bones, firepit, evidence, million, period, archaeologist, extinct, pelt, bronze, pottery, anvil, empire, civilisation, religion, invasion, tribe, wall, border, hypocaust, money, roads, Christianity, king, weapon, AD/BC, emperor, toga, tunic, colosseum, legionary, Angles, Saxons, Jutes, wattle and daub, slave, amphitheatre, temple, Pagan</p>	<p>-Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p> <p>continent, plaza, raid/er, mine, mining, community, pit, coal, shaft, explosion, longboat, longhouse, Danegeld, hieroglyphics, sacrifice, terrace, cacao, maize, farming</p>	<p>-Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p> <p>parliament, trench, tank, remembrance, poppy, armistice, democracy, Olympics, citizen, surrender, Athenian,</p>	<p>-Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p> <p>Pharaoh, irrigation, sarcophagus, evacuee, evacuate, blitz, ration, beliefs, amulet, canopic jar, tomb, pyramid, ankh, mummification, flood plain, River Nile</p>