

History Progression and Curriculum Overview

Year Group	EYFS	1	2	3	4	5	6
Year group specific Vocabulary (All children)	<ul style="list-style-type: none"> old new past family tree remember parent Grandparent Future day 	<ul style="list-style-type: none"> a long time ago when I was little past since I was born famous celebrate event(s) queen /king rule years difference object picture photograph used for very old before after past/present 	<ul style="list-style-type: none"> before I was born when I was younger before/after past/present then/now sequence chronological order earlier/later local area historical event when grandparents were young Britain parliament older person source research 	<ul style="list-style-type: none"> BC/AD decade ancient century timeline period settlers settlement invaders/invasion archaeologists excavate evidence similarities/differences information finding skills historical information 	<ul style="list-style-type: none"> Recent History time difference shape our lives religious differences wealthy accurate picture of the past version historical argument point of view conquer(ed) combat historian 	<ul style="list-style-type: none"> Comparison role of Britain crime punishment hypothesis civilizations changes/continuity this source suggests that... Change Infer summarise major influence world history persuade viewpoint 	<ul style="list-style-type: none"> propaganda societies this source suggests that.. I can infer that... impression the source omits to mention... the purpose Reliability Propaganda one sided Biased motive eye witness
Year group specific Vocabulary (Challenge)	<ul style="list-style-type: none"> Week Month Present ...ago 	<ul style="list-style-type: none"> chronological order recent history when mummy and daddy were little event 	<ul style="list-style-type: none"> Locality democracy eye-witness account opinion artefact explain succeed/succession historical (Ask) Who? What? Why? 	<ul style="list-style-type: none"> distress bloodshed specific reason homesick this suggests that... my conclusion is... 	<ul style="list-style-type: none"> way of life dictated availability food sources developments inventions impact on health/education aspect first/second hand evidence 	<ul style="list-style-type: none"> specific features of a time period (e.g. medicine/weaponry/transport) healthcare influence legislation reliable 	<ul style="list-style-type: none"> advancements causes in history British Empire helped/hindered relationships mono-cultural/multi-cultural society interpretations extent of change... extent of continuity...

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Specific Topic Vocabulary		<u>Significant events:</u> <u>The Gunpowder Plot</u> Remember Fireworks smuggled England Secret King Guy Fawkes King James I 5 th November London Parliament Catholic Protestant Captured Plot Plotters Arrested	<u>Significant events</u> <u>Significant Individuals:</u> <u>The Great Fire of London</u> Baker Pudding Lane London 1666 Smoke Fire flames escape burning buildings wooden River Thames Samuel Pepys King Charles II Monument Fireman destroyed squirt	<u>Stone Age</u> tribal hunter-gatherers Stonehenge Bronze Age Nomad Tribe Cave Roundhouse Neanderthal Palaeolithic Mesolithic Neolithic Tools Mammoth Fur pelt Cave painting Bones Animal skins Flint stones Spear Canoe Homo Habilis	<u>Ancient Egypt</u> pharaoh tomb pyramid hieroglyphs vizier scribe sarcophagus papyrus scarab Sphinx Tutankhamun Queen River Nile Plagues God/Goddess Desert Valley of the Kings Sickle Canopic jars Mummification Mummy Cleopatra	<u>MAYA (2000BC- 1519)</u> God/Goddess Temples Monuments Tribe Empire Warriors Religion Priests Sacrifice Calendar Cocoa beans Chitchen Itza Mayan Valley of Mexico Great Temple Ahau or Ahaw Codex Glyph Haab Tzolck'in	<u>WW2 (War + changes)</u> Army Blitz Bomber Gas Mask Grenade Medal Soldier Prisoner of War Rations Rifle Spitfire Winston Churchill England Germany Home Guard Bomb Allies Adolf Hitler Refugee Evacuee Evacuee Children Tank Victoria Cross Neville Chamberlain Land Girls Air Raid Shelter Anderson Shelter Blackout Anne Frank Europe
		<u>Local History- Our High Street</u> Decade High street Shops Streets Vehicles Map Change Self service Packaging Deliveries Cash	<u>Walter Tull</u> Mixed Race Professional WW1 Childhood Leather Plastic Modern Compare Racism Memorial Commemorate				
		<u>Brunel - Engineering - railway</u> Biography Auto biography Significant event	<u>Sarah Forbes Brunetta</u> Significance Trade Empire Slavery Queen Victoria Goddaughter				

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		<p>SS Great Britain Steam Engine Railway Bristol London Bridge Engineer Memorial</p> <p><u>George Stephenson- Victorian Railway</u> Chronological order Similar Different Safety lamp Railway Miner Rocket Steam Engine PR Standard Class TGV POS Train'</p> <p><i>Changes in their lifetime:</i> <i>Their own personal timeline.</i></p>	<p>Role model Significant</p> <p><u>Ibn Battuta</u></p> <p>Journey Explore Explorer Memorial Middle East</p> <p><i>Changes in their lifetime:</i> <i>Their own personal timeline.</i></p>				
				<p><u>Ancient Greece</u> democracy Olympics Zeus (Gods/Goddesses) Mount Olympus Mythology Sacred temple Philosophy Philosopher Beliefs Parthenon Empire</p>	<p><u>Romans (Pompeii)</u> Centurion emperor aqueduct gladiator Londinium Britannia Romanisation senate Roman baths amphitheatre</p>	<p><u>Elizabethans</u> (1558-1603) Queen Elizabeth I Tudor Kenilworth Castle Anne Hathaway William Shakespeare Church of England Henry VIII Banquet Mary Queen of Scots Robert Dudley</p>	<p><u>New Elizabethans</u> <u>1952-2022</u> 1950's Coronation Reign Procession Post War coronation portrait positive aspect negative aspect</p>

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				<p>Column Hippocrates Chilton Empire Tunic Pottery Merchant Ships Theatre Slave Nobleman Labyrinth Amphitheatre Trireme Alphabet</p>	<p>Hadrian's Wall Colosseum fortress Mosaic Toga Soldier Republic Legionary Tunic Chariot Conquer Roads Armour Shield</p>	<p>Court Armada Spanish (Spain) Invade Sir Francis Drake Landowner Taxes Merchant Labourer Noble</p>	<p>Hope Hardship Golden age Religion Exploration Money Punishment Comparison Interpretation Elizabethans</p>
				<p><u>A local History Study - link to Rocks/ mining (Stone age)</u></p>	<p><u>Anglo Saxons, Vikings and Scots</u></p> <p>Long boat Round house Battle Helmet Wattle-and-daub Thatch Farmer-warrior Lindisfarne Monk Christianity Beliefs Battle/Attack Conquer Runes Shield Scandinavian countries Traders/raiders</p>	<p><u>Waterloo and the age of revolutions (1700+)</u></p> <p>Napoleon Waterloo Rural Market Town Agricultural Early industrial Transport Revolution Upper class Middle class Working class Britain France Tactics Sergeant Bugle call</p>	

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					Settlement Old Norse Gods/goddesses Myths/legends Valhalla Pagan	Strategy	
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<u>Chronological Understanding</u>							
	Uses some words and phrases: old, new, young, days, months	Uses words and phrases: old, new, young, days, months	Uses words and phrases such as recently, before, after, now, later.	Can begin to talk about three periods of time	Uses words and phrases: century, decade, CE/BCE, BC, AD, after, before, during.	Describes events using words and phrases such as: century, decade, CE/BCE BC, AD, after, before, during e.g. Tudors, Stuarts, Victorians, era, period.	Uses these key periods as reference points: CE/BCE- BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians period and Today.
	Remembers parts of stories and memories	Remembers parts of stories and memories	Uses past and present when telling others about an event.	Can talk about the past in terms of periods	Can talk about the past in terms of periods and continue to develop	Uses more sophisticated time	Can make links between three periods in history,

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	about the/their own past	about the/their own past			understanding of CE and BCE and the meaning of year labels .	markers within, as well as between periods	comparing, spotting similarities differences.
	Begins to sequence some events or at least 2 related objects in order	Sequence some events or at least 2 related objects in order	Puts at least 3 people, events or objects in order using a given scale.	Uses timelines to place events in order.	Names and places dates of significant events from past on a timeline.	Uses timelines to place and sequence local, national and international events.	Uses timelines to place events, periods and cultural movements from around the world.
	Demonstrates an understanding of old and new past and present. Knows that things in the past often look different	To know that things change over time. Recount changes in own life over time.	Can confidently spot major changes from most periods studied when compared with today. What is different? What is the same?	Can talk about the past in terms of periods e.g. Egyptian, Roman; and understand there are differences and how things have changed between the two.	Confidently, can explain how a specific time period differs from another/today. Begins to look at social cultural differences.	Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.	Describes main changes in a period in history using words such as: social, religious, political, technological and cultural using evidence for their choices and reasoning.
<u>Using and creating timelines</u>							
	TO BEGIN TO KNOW THAT A TIMELINE IS USED TO PLACE EVENTS IN ORDER	TO BEGIN TO KNOW THAT A TIMELINE IS USED TO PLACE EVENTS IN ORDER	TO USE TIMELINES	TO USE AND BEGIN TO MAKE TIMELINES FOCUSED ON ORDERING RATHER THAN ACCURATE SCALING	TO USE AND MAKE TIMELINES USING THE SUGGESTED SCALING	TO USE AND MAKE THEIR OWN TIMES, BEGINNING TO DECIDE ON A SUITABLE SCALE.	
	Can place objects and pictures on a simple timeline showing past and present.	Children use this to sequence key events.	Timeline marked with Centuries and decades.	The large overview timeline is used with children using the language of centuries and decades.	Identify where the periods being studied are represented on the large overview timeline. Looking at centuries, decades, AD/BC.	With a high level of independence: Create increasingly detailed timelines, deciding on the most appropriate scales and using these accurately.	
	Can order events in own lifetime on a simple timeline.	Simple Scaled Timelines for lifetime of child. Timelines showing My Lifetime and My Parents life time.	An 'exploded' more detailed timeline is created for each period studied with children sequencing key events on their visual representation e.g. the life of Neil Armstrong Birth to Death. Children begin to look at dates.	A more detailed timeline is created for each period studied beginning to put dates on, using a scale of centuries and decades more independently They then use this to sequencing events in the correct order.	Decide on a suitable scale for their timelines and begin plot the points with increasing accuracy.	Recreate a world timeline from Ancient to modern times placing all historical periods studied in the correct chronological order.	

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<u>Historical Enquiry</u>							
	Answers simple questions about objects or pictures from the past.	Finds answers to simple questions about the past from sources of information (eg. pictures, artefacts and stories)	Looks carefully at pictures or objects to find information about the past.	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	Begin to understand the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Recognise primary and secondary sources.	Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence.
	Begins to ask simple questions e.g. who could that be? Is it like my life now?	Begins to ask simple questions related to their own past e.g. how have I changed? Is this like my life now? Why?	Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?',	Asks questions such as 'how did people? What did people do for?' Suggests sources of evidence to use to help answer questions.	Confidently asks questions such as 'what was it like for a during?' Suggests sources of evidence from a selection provided to use to help answer questions.	Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Select relevant sections of information Realises that there is often not a single answer to historical questions.	Asks a range of questions about the past to further understanding and also can form their own opinions about historical events from a range of evidence.
			Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.	Observe small details - artefacts, pictures Select and record information relevant to the study Children know that historians and archaeologists use artefacts including objects and evidence in written form to find out about the past.	Choose relevant material to present a picture of one aspect of life in time past	Use evidence to build up a picture of a past event.	Bring knowledge gathered from several sources together in a fluent account.
<u>Cause and Consequence</u>							

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	Begins to respond to simple questions asking why did that happen, within history contexts and across the provision.	Question why things happen and give simple explanations .	Question why things happen and give explanations. Recognise why people did things, why events happened and what happened as a result.	Sees that events have more than one cause and can explain slightly more complex events e.g. larger scale events or to do with actions of groups of people.	Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why did Caesar make the decision to...? Moves away from simply listing to trying to give a little detail about each cause.	Identify and give reasons for, results of, historical events, situations, changes. Realises that events usually happen for a combination of reasons, even though there is still some element of listing. Moving from two causes to realising that you need to give several causes to explain some events; Sees causes might be connected in some way.	Starts to genuinely explain rather than list causes of key events. May dwell on one cause at expense of others but it is real attempt to explain not just describe. Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently.
<u>Significance</u>							
	Begin to recognise and describe special times or events for family or friends .	Recognise and describe special times or events for family or friends.	Begin to talk about who was important e.g. in a simple historical account.	With more confidence, talk about who was important eg in a simple historical account.	Know that events, people and developments are seen as significant because they result in change.	Identify historically significant people and events in situations.	Confidently, I identify historically significant people and events in situations.
		Know why some people and events are remembered by others: eg Royal wedding, Gunpowder plot.	Know that events, and people are seen as significant because they result in change.	Know that events, and people are seen as significant because they result in change. They had consequences for people at and or over time.	They can explain changes can have consequences for people at and or over time. They can give oral and written explanations of why something is significant.	Understands and can explain the reasons why people, events and developments are significant. They may begin to use evidence to support this.	Understands and can explain, using evidence the reasons why people, events and developments are significant using sources as evidence.
<u>Organise and Communicate historical knowledge and understanding</u>							

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	<p>Can show understanding through simple oral answers and captions.</p>	<p>Can show understanding through oral answers and simple recording devices such as speech bubbles and annotations. Answers contain some simple period-specific references.</p>	<p>Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas. Uses some period specific references.</p>	<p>Begins to sustain an answer, providing some supporting evidence. Can use appropriate ways of communicating their understanding including some period specific vocabulary.</p>	<p>Able to see two sides of a question and can offer arguments on both sides. Answers are relevant to the question set and include period specific vocabulary.</p>	<p>Answers are structured and provide supporting evidence for statements made. Able to see two sides of a question and can offer arguments on both sides. Widespread use of period specific detail to make the work more convincing and authentic. When appropriate sees the need to refer to dates and to see importance of lengths of time.</p>	<p>Answers are structured and provide supporting evidence for statements made. Able to see two sides of a question and can offer arguments on both sides. Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing. Pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</p>
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