

History Progression 2022-23





Vision: To teach pupils to love, learn and live as a global citizen in an ever-changing world.

History strap line: to investigate and interpret how innovations have helped change and civilisations through time.

Throughout the History units pupils will learn to:

- Investigate and interpret the past through quality primary and secondary sources,
- Become critical thinkers when analysing sources for possible biases and reputability,
- Understand the importance of using evidence to justify opinions on historical events and civilisations
- Gain **knowledge** of how significant **innovations** have helped shape and change civilisations.
- Explore past civilisations and whether they were just, linking to **equality** for different groups within societies,
- Explore the **legacy** significant historical figures and past civilisations have left on our world,
- Develop their understanding of historical concepts such as similarities and differences, cause and consequence and significance in order to compare periods covered,
- Think about the **legacy** they will leave behind and become history makers of the future.

	EYFS	Key Stage 1	Key stage 2
National curriculum	<p>Past and Present:</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People and Communities:</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>Communication and Language</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs. <p>Reading</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes within living memory. • Events beyond living memory that are significant nationally or globally. • 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. • Significant historical events, people and places in their own locality. 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • Roman Empire and its impact on Britain. • Britain's settlement by Anglo-Saxons and Scots. • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • A local history study. • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • The achievements of the earliest civilizations – ancient Egypt. • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • non-European society that provides contrasts with British history – early Islamic civilisation.

United nations sustainable Development Goals		They understand that women have been treated differently in the past and still are in many countries, jobs and lifestyles. Women and girls need to be treated equally to men and boys across the globe. Women feel valued and empowered to do whatever they have a passion to do.					
		Understand how important infrastructure is to a community To develop an understanding of how infrastructure and innovation from the past and present can inform future choices. To know how to expand and improve infrastructure.					
		Disadvantaged and vulnerable people must be protected. The human rights of all people are protected and what we must do to ensure this happens. Overcome barriers to ensure an equal opportunity for all. Understand how the law works and that no law will discriminate against anybody.					
		To understand the importance of democracy.					
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To investigate and interpret the past: Sources and evidence	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions. (LA&U) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (C) Talk about the lives of the people around them and their roles in society. (P&P) Understand the past through settings, characters and events encountered in books read in class and storytelling. (P&P) 	<ul style="list-style-type: none"> To know that history is the investigation of the past. To know what sources mean in history context. To know what artefacts are. With support, begin to start asking historical questions using artefacts and sources With support, to begin to identify different ways the past has been represented. To be able to retrieve facts from different representations of the past with support. 	<ul style="list-style-type: none"> To be able to identify and explore a number of representations of the past. Start to explore that the nature of sources will differ depending on time period covered. With growing confidence, use different representations of the past to ask and start to answer historical questions. To be able to retrieve facts from different representations of the past independently. To start (with guidance) to be able to use evidence verbally to justify their opinions). 	<ul style="list-style-type: none"> To understand that the nature of sources will differ depending on time period covered. To know that history is often incomplete, depending on what evidence has survived; sources may miss information. To begin to explore how Historians use sources to interpret the past and answer questions. To know that sources can be separated into primary and secondary resources. To be able to start to use evidence to justify their opinions. 	<ul style="list-style-type: none"> To start to know what type of sources will be available for different time periods. With support, to begin to know the difference between primary and secondary sources. To know that there may be different interpretations of the same event/time period. To know that as more evidence about a period is found historians interpretations of that period might change. To be able to use different interpretations to gain a wider picture of key people and time periods. To be able to use evidence to justify their opinions 	<ul style="list-style-type: none"> To be able to identify the difference between primary and secondary sources. To know that people (now and in past) can represent events or ideas in ways that persuade others. To know that people's opinions can shape their view of a historical event. To be able to compare accounts of events from different sources confidently, e.g. fact, fiction or opinion. To know that a broad range of evidence is needed to create a clearer picture of history (archaeological digs re Vikings/Anglo Saxons). To be able to use evidence confidently to justify their opinions. 	<ul style="list-style-type: none"> To be able to use a range of sources of evidence to retrieve information about the past and justify their opinions. To be able to use the library etc. confidently for research to select a broad range of evidence. To know and understand that some evidence is propaganda, opinion or misinformation. To know what is meant by the social context in history and the fact that historians have to take this into account when looking at sources. To know what hypothesis means and understand how historians use this for historical enquiry.

<p>To investigate and interpret the past: Change and continuity</p>	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (P&P) 	<ul style="list-style-type: none"> To know what compare means. With support, be able to identify things that have continued to stay the same in their locality and things that have changed. With support explain how transport, hospitals and flight have changed or stayed the same over time 	<ul style="list-style-type: none"> To be able to identify how key elements of housing, fire brigades and marine safety have changed since significant events covered. 	<ul style="list-style-type: none"> To be able to identify areas of change and continuity across Prehistoric Britain. 	<ul style="list-style-type: none"> To be able to identify what things we still have from the Ancient Greeks, Romans, Anglo Saxons and Vikings today. To be able to compare what things continued to be the same between these periods. To be able to compare how things changed during and between these time periods 	<ul style="list-style-type: none"> To be able to identify the change and continuity with their local area. To be able to discuss how the royal Navy developed during the Tudor period. 	<ul style="list-style-type: none"> To start to understand how significant people brought about change in history.
<p>To investigate and interpret the past: To identify similarities and differences</p>	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (P&P) 	<ul style="list-style-type: none"> With support be able to identify similarities and differences between artefacts and sources 	<ul style="list-style-type: none"> To compare people's experiences of significant events. 	<ul style="list-style-type: none"> To be able to identify similarities and differences in life style, between concurrent time period of Ancient Egypt and prehistoric Britain. 	<ul style="list-style-type: none"> To be able to identify some similarities and differences between Ancient Greece, Roman Britain and Anglo Saxon and Viking Britain. 	<ul style="list-style-type: none"> To identify similarities and differences between Anglo Saxon and Viking Britain compared to Early Islamic civilization. To identify similarities and differences between our local area has changed and another schools in the MAT. 	<ul style="list-style-type: none"> To be able to start to identify patterns between significant people and how they brought about change.
<p>To investigate and interpret the past: Cause and consequence</p>		<ul style="list-style-type: none"> To begin to think why people in the past did things. 	<ul style="list-style-type: none"> To begin to think why changes have been made since significant events. 	<ul style="list-style-type: none"> To begin to identify how new innovations came to prehistoric Britain and the impact these had. 	<ul style="list-style-type: none"> To investigate why groups of civilisations moved to different areas and the impact they had on them. 	<ul style="list-style-type: none"> To be able to give thoughtful suggestions on causes and consequences of developing the Tudor navy and explorers. To be able to identify and explain how and why local industries have changed the local area. 	<ul style="list-style-type: none"> To be able to start to identify patterns between significant people and why they wanted to bring about change and the impact they had.
<p>To investigate and interpret the past: Historical significance</p>		<ul style="list-style-type: none"> With support, start linking impact key events and people have had with the term historically significant. 	<ul style="list-style-type: none"> To start linking the impact key events and people have had with the term historically significant. 	<ul style="list-style-type: none"> To begin to link the impact key innovations had on improving civilisations and why Historians class them as significant. 	<ul style="list-style-type: none"> To start to link the legacy civilisations have had on modern day Britain with the significance historians give them. 	<ul style="list-style-type: none"> With growing confidence link the legacy civilisations have had on modern day Britain with the significance historians give them. 	<ul style="list-style-type: none"> To understand the term historical significance and how it relates to the people and periods they have covered.

<p>To understand chronology</p>	<ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class. (PC&C) 	<ul style="list-style-type: none"> To understand chronology by using the terms, past present, modern and old. To know the difference between a day, a month and a year. To be able sequence from past and present. Label drawing with the features of past and present With support, to be able to sequence some events from the life of the historical figures looked at. To think about what changes have occurred within their own lives. 	<ul style="list-style-type: none"> To know the dates of key events and the impact of significant people studied. With support, to be able to locate the dates of key events on a historical timeline. To be able to use recently, before, after, now, later.to describe some changes over time To know that UK and England have been ruled by kings and queens for many years. To know what the word nation means. To be able to physically sequence some events from key events and significant figures. 	<ul style="list-style-type: none"> To begin to use timelines to place a small number of key changes during early human development in Britain. To know the key dates and events within periods covered To be able to use words and phrases relating to the passing of time such as century, decade, period. To know that how to use BC and AD. To begin to understand where the people/period being studied fit into a wider chronological framework (timeline). 	<ul style="list-style-type: none"> To be able to use a class timeline locate and plot periods in time. To know what is happening in different areas of the world at the same time as the period in time they are covering. To explore what is meant by 'ancient' and 'modern' in depth and explore the difference. To know when to use BC and AD. To be able to describe events using words and phrases such as century, decade, BC, AD, after, before, during, Romans, era, period. 	<ul style="list-style-type: none"> To be able to use timelines to place the key events in history. To explore concurrent timelines with events in another place in the world. To be able to describe events using words and phrases such as dates, time periods, era, chronology and change. 	<ul style="list-style-type: none"> To be able to identify the historical time period on a full timeline of Britain with both historical and newer events. To be able to sequence key historical events on a timeline. To be able to use timelines to demonstrate some changes and developments in cultures, technology, religion and/or society.
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