



History Progression All Saints Church School

"All things are possible if you believe." Mark 9:23

	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretations	<p>To show interest in the lives of people who are familiar to them.</p> <p>To remember and talk about significant events in their own experiences.</p> <p>To recognise and describe special times or events for family or friends.</p> <p>To show interest in different occupations and ways of life.</p>	<p>KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> start to compare two versions of a past event; a observe and use pictures, photographs and artefacts to find out about the past; b start to use stories or accounts to distinguish between fact and fiction; c explain that there are different types of evidence and sources that can be used to help represent the past. 		<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at more than two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 		<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g begin to evaluate the usefulness of different sources. 	

<p>Historical Investigations</p>	<p>To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</p> <p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p>	<p>KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c choose and select evidence and say how it can be used to find out about the past. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer.
<p>Understanding Chronology</p>	<p>To talk about why things happen and how things work.</p> <p>To develop an understanding of growth, decay and changes over time.</p>	<p>KS1 History National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different 	<p>KS2 History National Curriculum Pupils should 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; b 	<p>KS2 History National Curriculum Pupils should 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to

	<p>To look closely at similarities, differences, patterns and change.</p>	<p>periods;</p> <p>d describe memories and changes that have happened in their own lives;</p> <p>e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>describe historical events;</p> <p>c understand and describe in some detail the main changes to an aspect in a period in history;</p> <p>understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>
<p>Knowledge and understanding of events, people and changes in the past</p>	<p>To Talk about the lives of the people around me and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <p>a recognise some similarities and differences between the past and the present;</p> <p>b identify similarities and differences between ways of life in different periods;</p> <p>c know and recount episodes from stories and significant events in history;</p> <p>d understand that there are reasons why people in the past acted as they did;</p> <p>e describe significant individuals from the past.</p>	<p>KS2 History National Curriculum Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <p>a note key changes over a period of time and be able to give reasons for those changes;</p> <p>b find out about the everyday lives of people in time studied compared with our life today;</p> <p>c explain how people and events in the past have influenced life today;</p> <p>d identify key features, aspects and events of the time studied;</p> <p>e describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <p>a identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>b use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</p> <p>c examine causes and results of great events and the impact these had on people;</p> <p>d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>
<p>Presenting, organising and communicating</p>		<p>KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <p>a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</p>	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <p>a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</p> <p>b present, communicate and organise</p>	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <p>a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural,</p>

		<p>b talk, write and draw about things from the past;</p> <p>c use historical vocabulary to retell simple stories about the past;</p> <p>d use drama/role play to communicate their knowledge about the past.</p>	<p>ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</p> <p>c start to present ideas based on their own research about a studied period.</p>	<p>religious;</p> <p>b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p> <p>c plan and present a self-directed project or research about the studied period.</p>
KS1				
Changes within living memory	<p>Where do I live? – special places for me</p> <p>Personal timelines</p> <ul style="list-style-type: none"> · My family long ago – what was it like to be six for mum/gran etc? · How can we find out? · Family Names <p>Where we have travelled</p>			
Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through	<p>How have events been celebrated in the past.</p> <p>Compare and contrast birthdays now and in the past.</p> <p>They also consider the history of aspects linking to Christmas such as Christmas trees.</p>	<p>The history of flight.</p> <p>The story of the Wright brothers.</p> <p>What qualities do you need to be an inventor?</p> <p>How has the invention of flight changed our lives</p>		

festivals or anniversaries]							
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		<p>Pupils consider how events have been celebrated in the past.</p> <p>My time line My school time line</p>	<p>Comparing the lives of Queen Victoria and Queen Elizabeth II by looking at the how Britain changed during their lifetimes including the important inventions that came about during their reigns.</p> <p>Exploring how our country is run and how a government is chosen.</p> <p>Looking at the similarities and differences between the two queens' lives and celebrations.</p>				
Significant historical events, people and places in their own locality		<p>Significant historical events, people and places in their own locality.</p> <p>· Where do I live? – special places for me</p> <p>Significant historical building – my school/local place of worship?</p>	<p>Comparing old and new objects identifying similarities and differences between each.</p> <p>Through a fictional character of Detective Clueless, a slightly ineffective</p>				

			<p>detective who is not very observant! He needs the pupils help to solve some cases in the locality.</p> <p>Finding out about the lives of pupils who used to live in a local historic house. Pupils will look at a range of artefacts including old photographs, paintings, toys, clothes and journal extracts. Children will produce object timelines</p>				
KS2							
Changes in Britain from the Stone Age to the Iron Age				<p>Stone Age How do we know? Archaeological evidence of different types and its interpretation (e.g. Star Carr, Flixton Island, etc)</p> <p>What was the impact of farming? Transition from hunter gatherer lifestyle to more settled way of life.</p> <p>How creative were early peoples? Role of skilled workers and designers; smelting of</p>			

				<p>metal; making of pottery; decoration and design.</p> <p>What is the legacy of this period? Stonehenge and other sites; living in groups or tribes; trade and communications.</p>			
The Roman Empire and its impact on Britain				<p>Learn about Julius Caesar's invasions of Britain in 55 B.C. and 54 B.C.</p> <p>Learn how the Romans expanded and defended their Empire, including newly conquered southern Britain.</p> <p>The role of the Roman army is investigated and pupils learn what life was like for soldiers serving on Hadrian's Wall.</p>			<p>Impact of the Vesuvius eruption.</p> <p>Evidence of the eruption. An eyewitness account. Evidence from Pompeii.</p> <p>Family life in a Roman city. Roman houses</p>
Britain's settlement by Anglo-Saxons and Scots					Pupils learn about the invaders and settlers who came to the British Isles from Scandinavia and north western Europe in the centuries which followed the departure of the Romans, circa 450 to 1100 A.D.		
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor							

					<p>Pupils learn about the archaeological treasures discovered in the Sutton Hoo burial mound and leads into discussion about how sophisticated the Anglo-Saxon world was.</p> <p>Work on the Vikings and Norse culture links strongly with work in English and music. Here pupils will explore the differences between history and mythology.</p> <p>There is also a link between history and art in which pupils make a detailed study of the Bayeux Tapestry, one of the most remarkable surviving records from the periods.</p>		
A local history study				Historical section of a leaflet about local art or artist	<p>A study of the impact of newcomers into the UK, over the course of history and more recently</p> <p>A local history study - Investigating historical influences locally, looking at monuments, buildings, local business/company names, shop and road names</p>		

<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>					<p>Who was the real Saint George? Saints and Patron Saints across the ages and 'The Golden Legend' book of saints by Jacobus de Voragine Flags and heraldic emblems – Origins of the Union Jack</p> <p>Beowulf and the Dragon – the first English literature to feature a dragon slayer. Based on real people and events? (6th century Scandinavia and links to Anglo-Saxons)</p> <p>Dragons in architecture – past to present (i.e. Gothic architecture, Catalan Modernist architecture, Chinese Imperial palaces, Seoul 'Dancing Dragons' two tower complex)</p> <p>Evidence of dragons in history (dragons or dinosaurs?)</p> <p>A focus is on crime and punishment with pupils following this theme through from Anglo-Saxon times to the Second World</p>	<p>Through their work on the space travel through the ages, pupils will develop important historical skills such as the ability to describe examples of change and continuity and similarity and difference, analytical skills such as the ability to explain causes and consequences, research skills such as deciding how relevant or useful sources of information are for a particular enquiry</p> <p>Explore in simple terms the origins of the British Empire and why it is such a controversial period of British history.</p> <p>Explain why the Commonwealth was created at the end of the British Empire.</p> <p>Research the history of the Commonwealth Games and the origins of some of the countries' traditional games and sports</p>	<p>Why was Britain at war with Germany?</p> <p>What was it like to be a child during WW2</p> <p>Why was the Battle of Britain so important and how did the use of RADAR help in its victory</p> <p>Rock n' roll, Beatlemania, punk rock, Live Aid and much more! Pupils will:</p> <p>Evaluate the role and significance of individuals in history</p> <p>Compare and contrast past and present trends and fashions. Investigate causes and consequences of events. Develop reasoning skills and the ability to make inferences and deductions</p>
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					War. Pupils learn about medieval outlaws, the punishment of Tudor beggars and the creation of the Metropolitan police force in the 19th century		
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study							<p>Ancient Egyptian timeline</p> <p>Family tree of Egyptian gods</p> <p>Pharaohs</p> <p>Mummification</p> <p>Symbols and hieroglyphics</p> <p>Pyramids</p>
Ancient Greece – a study of Greek life and achievements and their influence on the western world						<p>Achievements of Ancient Greek civilisation</p> <p>Connections with sport, art, philosophy, architecture, and theatre. Government and democracy</p> <p>Cities – study of Athens</p>	
A non-European society that						Pupils learn about the huge span of time across which Mayan	

provides contrasts
with British history.

civilisation existed and
learn to demarcate
some of the distinctive
eras within this.

Pupils learn about the
architectural genius of
the Mayans and
explore the religious
significance of their
buildings.

Pupils learn about the
impressive
achievements of
Mayan
mathematicians and
astronomers,
particularly their
development of a
sophisticated system
of calendars.