

History Progression All Saints Church School



	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretations	To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences. To recognise and describe special times or events for family or friends. To show interest in different occupations and ways of life. To know some of the things that make them unique, and to	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. Children can: 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.		KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources. Children can: 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.		KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources. Children can: 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.	
Historical Investigations		KS1 History National Curriculum Children should ask and answer questions,		KS2 History National Curriculum Pupils should regularly address and		KS2 History National Curriculum Pupils should regularly address and	

	talk about some of the similarities and differences in relation to friends or family. To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects.	using other sources to show that they know and understand key features of events. Children can: - 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.	sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: - 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.	sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: - 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.
Understanding Chronology	To talk about why things happen and how things work. To develop an understanding of growth, decay and changes over time. To look closely at similarities, differences, patterns and change.	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. Children can: - 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 periods;	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. Children can: 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;	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. Children can: - a order an increasing number of significant events, movements and dates on a timeline using dates accurately; - b accurately use dates and terms

		d describe memories and changes that have happened in their own lives; 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.	b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
Knowledge and understanding of events, people and changes in the past	To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions. To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.	KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can: a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; e describe significant individuals from the past.	KS2 History National Curriculum Children should note connections, contrasts and trends over time. Children can: a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied.	KS2 History National Curriculum Pupils should note connections, contrasts and trends over time. Children can: a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
Presenting, organising and communicating	VISITORS: LOCAL PEOPLE WITH STORIES TO TELL TRIP: MONTACUTE HOUSE	KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms. Children can: a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past;	KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. Children can: a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and	KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. Children can: a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b present, communicate and organise ideas about from the past using detailed discussions and debates and

		d use drama/role play to communicate their knowledge about the past.		guides; c start to present ideas based on their own research about a studied period.		different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; c plan and present a self-directed project or research about the studied period.	
KS1							
Changes within living memory		AUTUMN Where do I live? – special places for me Personal timelines · My family long ago – what was it like to be six for mum/gran etc? · How can we find out? · Family Names Where we have travelled					
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 festivals or anniversaries]		SUMMER Great Fire of London. How have events been celebrated in the past. Compare and contrast birthdays now and in the past. They also consider the history of aspects linking to Christmas such as Christmas trees.	SPRING The history of flight. The story of the Wright brothers. What qualities do you need to be an inventor? How has the invention of flight changed our lives				
The lives of significant		SPRING	SUMMER				

individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods		Pupils consider how events have been celebrated in the past. My time line My school time line	The lives of significant individuals-comparing their achievements.				
Significant historical events, people and places in their own locality		SPRING Significant historical events, people and places in their own locality. · Where do I live? – special places for me Significant historical building – my school/local place of worship? TRIP: RURAL LIFE MUSEUM/MUSEUM OF TAUNTON (ALSO OFFER VISITS)	AUTUMN Locality study looking at the history of Montacute. Comparing old and new objects identifying similarities and differences between each. Through a fictional character of Detective Clueless, a slightly ineffective detective who is not very observant! He needs the pupils				

			help to solve some cases in the locality. 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 TRIP: MONTACUTE HOUSE				
KS2							
Changes in Britain from the Stone Age to the Iron Age				AUTUMN Stone Age How do we know? Archaeological evidence of different types and its interpretation (e.g. Star Carr, Flixton Island, etc) What was the impact of farming? Transition from hunter gatherer lifestyle to more settled way of life. How creative were early peoples? Role of skilled workers and			

				designers; smelting of metal; making of pottery; decoration and design. What is the legacy of this period? Stonehenge and other sites; living in groups or tribes; trade and communications. TRIP: CHEDDAR STONE AGE MAN			
The Roman Empire and its impact on Britain				SUMMER Learn about Julius Caesar's invasions of Britain in 55 B.C. and 54 B.C. Learn how the Romans expanded and defended their Empire, including newly conquered southern Britain. The role of the Roman army is investigated and pupils learn what life was like for soldiers serving on Hadrian's Wall. TRIP: DORCHESTER MUSEUM AND TOWN HOUSE			

				SPRING Impact of the Vesuvius eruption. Evidence of the eruption. An eye-witness account. Evidence from Pompeii. Family life in a Roman city. Roman houses			
Britain's settlement by Anglo-Saxons and Scots					AUTUMN 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					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. 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. 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. TRIP: CARYMOOR VIKINGS TRIP: RURAL LIFE MUSEUM		
A local history study	THROUGHOUT Visits to the church and Montacute House	AUTUMN Local history study	AUTUMN Visit to Montacute house during 'Through the keyhole' topic				SPRING Local History Study How did conflict change our local area in World War 2? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066					SPRING Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	AUTUMN Study Five Monarchs to Extend Pupils' Chronological Knowledge from 1066	AUTUMN Why was Britain at war with Germany? What was it like to be a child during WW2 Why was the Battle of Britain so important and how did the use of RADAR help in its victory TRIP: NORTH FORTE VISIT: WW2 VEHICLES ON PLAYGROUND SUMMER Study The Windrush Generation A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
The achievements of the earliest					SUMMER		

civilizations – an overview of where and when the first civilizations appeared and a depth study					Ancient Egyptian timeline Family tree of Egyptian gods Pharaohs Mummification Symbols and hieroglyphics Pyramids TRIP: DORCHESTER TUTANKHAMUN EXHIBITION		
Ancient Greece – a study of Greek life and achievements and their influence on the western world					Achievements of Ancient Greek civilisation Connections with sport, art, philosophy, architecture, and theatre. Government and democracy Cities – study of Athens TRIP: BRISTOL MUSEUM AND ART GALLERY	SUMMER	

A non-European society that provides contrasts with British history.

SPRING

Pupils learn about the huge span of time across which **Mayan 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.