

History progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statutory NC/ELGs	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. EYFS Understanding the World Past and present ELG Talk about the lives of the 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 red in class; Understand the past through settings, characters and events encountered in book read in class and storying telling.	-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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. -Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life -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	-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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. -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 -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 – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China -Ancient Greece – a study of Greek life and achievements and their influence on the western world -A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.				
Historical understanding		Who helps who? How could we play in different ways? Develop an awareness of the past, using common words and phrases relating to the passing of time. Who helps who? 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 How could we play in different ways? Who helps who? use a wide vocabulary of everyday historical terms How could we play in different ways? Who helps who? 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	What could my classroom be made of? What did Brunel do for Britain Develop an awareness of the past, using common words and phrases relating to the passing of time. What did Brunel do for Britain? Use a wide vocabulary of everyday historical terms. How will we get around in the future? What did Brunel do for Britain? develop an awareness of the past, using common words and phrases relating to the passing of time; How will we get around in the future? What did Brunel do for Britain? 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 What did Brunel do for Britain? Use a wide vocabulary of everyday historical terms; How will we get around in the future? What did Brunel do for Britain?	How can we find out about people in the past? Why did people travel in the past? 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 How can we find out about people in the past? Why did people travel in the past? note connections, contrasts and trends over time and develop the appropriate use of historical terms How can we find out about people in the past? Why did people travel in the past? Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Why did people travel in the past? construct informed responses that involve thoughtful selection and organisation of relevant historical information How can we find out about people in the past? Why did people travel in the past?	Why do we live here? Who has stood here before us? a chronologically secure knowledge & understanding of British, local and world history Why do we live here? establishing clear narratives within and across the periods Why do we live here? Who has stood here before us? note connections, contrasts and trends over time and develop the appropriate use of historical terms Why do we live here? Who has stood here before us? regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Why do we live here? Who has stood here before us? understand how our knowledge of the past is constructed from a range of sources Who has stood here before us? Construct informed responses that involve thoughtful selection and organisation of relevant historical information	How can you show what you believe in? Who is trading with whom? Develop a chronologically secure knowledge and understanding of British, local and world history; How can you show what you believe in? Who is trading with whom? note connections, contrasts and trends over time; How can you show what you believe in? Who is trading with whom? regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance; How can you show what you believe in? Who is trading with whom? construct informed responses that involve thoughtful selection and organisation of relevant historical information; How can you show what you believe in? Who is trading with whom? understand how our knowledge of the past is constructed from a range of sources.	How are lives saved? Linnaeus and Darwin – What connects them? How have sporting events developed over time? regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Who were the greater engineers? How have sporting events developed over time? Who were the greater engineers? Linnaeus and Darwin – What connects them? Note connections, contrasts and trends over time and develop then appropriate use of historical terms Who were the greater engineers? Linnaeus and Darwin – What connects them? Develop the appropriate use of historical terms Who were the greater engineers? Linnaeus and Darwin – What connects them? How do we all live together? Understand how our knowledge of the past is constructed from a range of sources How do we all live together? Continue to develop a chronologically secure knowledge and understanding

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			Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events; What did Brunel do for Britain? Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	understand how our knowledge of the past is constructed from a range of sources	Who has stood here before us? Develop the appropriate use of historical terms		of British, local and world history, establishing clear narratives within and across the periods they study How do we all live together? construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Historical Knowledge		Who helps who? Pupils should be taught about the significant historical events, people and places in their own locality. How could we play in different ways? Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	What did Brunel do for Britain? Pupils should be taught about 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. How will we get around in the future? Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national or global life.	How can we find out about people in the past? Why did people travel in the past? A local history study Why did people travel in the past? Study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.	Why do we live here? The achievements of the earliest civilizations – where & when the first civilizations appeared & an in-depth study of Ancient Egypt. Who has stood here before us? The settlement of Britain by Anglo-Saxons and Vikings. Who has stood here before us? The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor/Alfred the Great Who has stood here before us? A local history study	How can you show what you believe in? a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Mayan civilization c. AD 900 Who is trading with whom? A local history study; Who is trading with whom? A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - a history of Trade in the local area Who is trading with whom? The Roman Empire and its impact on Britain - TRADE/EMPIRE	How are lives saved? Local history study - local medical pioneer/ history of a local hospital Who were the greater engineers? Changes in Britain from the Stone Age to the Iron Age Who were the greater engineers? A study of an aspect/theme in British history that extends pupils’ chronological knowledge beyond 1066. How have sporting events developed over time? Ancient Greece – a study of Greek life and achievements and their influence on the western world
Key Figures, Era, Civilisations and events.		Who helps who? Princess Campbell Who helps who? King Charles III Who helps who? Mary Seacole Who helps who? Florence Nightingale	What did Brunel do for Britain? Brunel What did Brunel do for Britain? Thomas Edison What did Brunel do for Britain? James Dyson What did Brunel do for Britain? Alexander G Bell What did Brunel do for Britain? Garret Morgan What did Brunel do for Britain? Elizabeth Maggie	How can we find out about people in the past? Compare King Charles III with King Henry VIII How can we find out about people in the past? John Cabot, How can we find out about people in the past? Matthew Henson, Why did people travel in the past? Amelia Earhart. How can we find out about people in the past? Mary Anning	Why do we live here? Settlements - Egyptians Who has stood here before us? Anglo Saxons/Vikings, Who has stood here before us? Edward the Confessor/Alfred the Great	How can you show what you believe in? Maya, Who is trading with whom? Romans to present day – empire, trade	Who were the greater engineers? Stone age- Iron age, How have sporting events developed over time? Democracy and the Greeks, How have sporting events developed over time? Women rights and equality, Who were the greater engineers? Sarah Guppy George Stephenson Gustav Eiffel Linnaeus and Darwin – What connects them? Linnaeus and Darwin. How are lives saved? Da Vinci