



Chapelford Village Primary School

Long Term Subject Progression Overview

Subject: History

Year Group	Area of Learning	Knowledge	Skills	Vocabulary (Tier 2 and 3)	Suggested Wider Reading Texts:
Early Years	<p><u>Autumn 1:</u> How have I changed since I was a baby?</p> <p>All About Me</p>	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. (UOW) 	<p><u>Chronology</u> Sequence events in their life.</p> <p><u>Historical Knowledge</u> Recognise the difference between past and present in their own lives.</p> <p><u>Organisation and Communication:</u> Discussion</p>	<p><u>Tier 2</u> a long time ago same different change people lives history artefact past now modern old new order compare</p> <p><u>Tier 3</u> baby toddler child young</p>	<p>“Once there were giants” by Martin Waddell.</p> <p>“When I was little” by Marcia Williams</p>
	<p><u>Autumn 2:</u> Dinosaurs</p>	<ul style="list-style-type: none"> • Comment on images of situations in the past. • Compare and contrast 	<p><u>Chronology</u> Sequence events.</p>	<p><u>Tier 2</u> a long time ago same</p>	

		<p>figures from the past. (UOW)</p>	<p><u>Historical Knowledge</u> Recognise the difference between past and present in others lives. Recount events from stories about the past.</p> <p><u>Interpretations of History:</u> Begin to identify different ways to represent the past. Use stories to encourage children to distinguish between fact and fiction.</p> <p><u>Historical Enquiry:</u> Sort artefacts 'then' and 'now'. Begin to gather evidence from a range of sources. To ask and answer questions related to different sources.</p> <p><u>Organisation and Communication:</u> Discussion Writing Role play Drawing pictures Stories ICT</p>	<p>different change people lives history artefact past now modern old new order compare</p> <p><u>Tier 3</u> Fossil Palaeontologist Extinct Eruption Volcano Explosion</p>	
	<p><u>Spring 1:</u> Look at old emergency service vehicles. How have they changed? Can you</p>	<ul style="list-style-type: none"> Name and describe people who are familiar to them. Talk about people the children may come across with in their community – fire brigade, doctors etc. (UOW) 	<p><u>Chronology</u> Sequence events. Sequence artefacts.</p> <p><u>Historical Knowledge</u> Recognise the difference between past and present in their own lives and others lives.</p>	<p><u>Tier 2</u> a long time ago same different change people lives history artefact</p>	

			<p><u>Interpretations of History:</u> Begin to identify different ways to represent the past.</p> <p><u>Historical Enquiry:</u> Sort artefacts 'then' and 'now'. Begin to gather evidence from a range of sources. To ask and answer questions related to different sources.</p> <p><u>Organisation and Communication:</u> Discussion Writing Drawing pictures Making models ICT</p>	<p>past now modern old new order compare</p> <p><u>Tier 3</u> ambulance paramedic medical emergency safety fire brigade danger vehicle</p>	
	<p><u>Spring 2:</u> Toys-museum trip</p> <p>Discuss changes in homes, school, transport etc. Children to recognise that things happened before they were born. Comment on the images of familiar situations in the past-present children with pictures, stories,</p>	<p>Comment on images of familiar situations in the past. (UOW)</p> <ul style="list-style-type: none"> • Children to explain similarities and differences. • Children to recognise things happened before they were born. 	<p><u>Chronology</u> Sequence events. Sequence artefacts.</p> <p><u>Historical Knowledge</u> Recognise the difference between past and present in their own lives and others lives.</p> <p><u>Interpretations of History:</u> Begin to identify different ways to represent the past.</p> <p><u>Historical Enquiry:</u> Sort artefacts 'then' and 'now'. Begin to gather evidence from a range</p>	<p><u>Tier 2</u> a long time ago same different change people lives history artefact past now modern old new order compare</p>	<p>“Lost in the Toy museum” by David Lucas</p>

	artefacts from the past		<p>of sources. To ask and answer questions related to different sources.</p> <p><u>Organisation and Communication:</u> Discussion Writing Role play Drawing pictures</p>	<u>Tier 3</u>	
Year 1	<u>Autumn:</u> Changes within living memory – Chronological timeline of their life stages linked to toys	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life This Autumn term study focuses on chronology within living memory to develop a sense of change over time 	<p><u>Chronology</u> Use timelines to order events • Create timelines to show different periods of time. • Know about changes within their living memory and the past. • Recall and associate dates and periods of time.</p> <p><u>Use evidence to explain the past:</u> Ask relevant questions about the period of time studied. • Describe what they notice about the study. • Know about and explain how artefacts, and other sources of evidence (such as newspaper articles, images and recounts) help to explain what life was like</p> <p><u>Connect History through time:</u> Describe events through time and make connections to the past. • Compare and contrast the ideas, beliefs and the way people lived through time.</p>	<p><u>Tier 2:</u> toddler timeline different compare memory</p> <p><u>Tier 3:</u> construction physical imagination lifetime stages</p>	<p>“Peepo” by Janet and Allan Ahlberg.</p> <p>“Major Glad, Major Dizzy” by Jan Oke</p>
	<u>Spring:</u> Lives of significant individuals – David	The lives of significant individuals in the past who have contributed to	<p><u>Chronology</u> Use timelines to order events • Create timelines to show different periods of</p>	<u>Tier 2:</u> legacy inspire	

	<p>Attenborough and Mary Anning</p>	<p>national and international achievements.</p>	<p>time. • Know about changes within their living memory and the past. • Recall and associate dates and periods of time.</p> <p><u>Use evidence to explain the past:</u> Ask relevant questions about the period of time studied. • Describe what they notice about the study. • Know about and explain how artefacts, and other sources of evidence (such as newspaper articles, images and recounts) help to explain what life was like.</p> <p><u>Connect History through time:</u> Describe events through time and make connections to the past. • Compare and contrast the ideas, beliefs and the way people lived through time.</p>	<p>revealed explore similar</p> <p><u>Tier 3:</u> fossil documentary significant naturalist expedition</p>	
	<p><u>Summer:</u>More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake) Revisit of changes within living memory</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><u>Chronology</u> Use timelines to order events • Create timelines to show different periods of time. • Know about changes within their living memory and the past. • Recall and associate dates and periods of time.</p> <p><u>Use evidence to explain the past:</u> Ask relevant questions about the period of time studied. • Describe what they notice about the study. • Know about and explain how artefacts, and other sources of evidence (such as newspaper articles, images and recounts) help to explain what life was like.</p>	<p><u>Tier 2:</u> legacy inspire pioneer explore similar</p> <p><u>Tier 3:</u> orbit racism significant astronaut expedition</p>	

			<p><u>Connect History through time:</u> Describe events through time and make connections to the past. • Compare and contrast the ideas, beliefs and the way people lived through time.</p>		
Year 2	<p><u>Autumn:</u> Events beyond living memory – The Great Fire of London</p>	<p>Pupils should be taught about events beyond living memory that are significant nationally or globally.</p> <p>This study looks at the cause and effect of the Great Fire of London.</p>	<p><u>Chronology:</u> Use timelines to order events. • Create timelines to show different periods of time. • Know about changes within their living memory and the past. • Recall and associate dates and periods of time.</p> <p><u>Evidence:</u> Ask relevant questions about the period of time studied. • Describe what they notice about the study. • Know about and explain how artefacts, and other sources of evidence (such as newspaper articles, images and recounts) help to explain what life was like.</p> <p><u>Connect History through time:</u> Describe events through time and make connections to the past. • Compare and contrast the ideas, beliefs and the way people lived through time.</p>	<p><u>Tier 2:</u> bustling raged extinguished merchant engulfed</p> <p><u>Tier 3:</u> flammable devoured possessions ineffective doused</p>	
	<p><u>Spring:</u> Significant historical events people and places in our own locality</p>	<p>Pupils should be taught about: significant historical events, people and places in their own locality.</p>	<p><u>Chronology:</u> Place events and aretfacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Recount changes that have occured in</p>	<p><u>Tier 2:</u></p> <p><u>Tier 3:</u></p>	

			<p>their own lives. Use dates where appropriate.</p> <p><u>Investigate and Interpret the Past:</u> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><u>Build an Overview of World History:</u></p> <p>Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes, experiences of men, women and children.</p> <p><u>Communicate Historically:</u> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>		
	<p><u>Summer:</u>Significant historical events people and places in our own locality</p>	<p>Pupils should be taught about: significant historical events, people and places in their own locality.</p>	<p><u>Chronology:</u> Place events and aretfacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and</p>	<p><u>Tier 2:</u></p> <p><u>Tier 3:</u></p>	

	<p>Revisit events beyond living memory</p>	<p>This Year 2 Summer Term study focuses on the local area, significant people and places</p>	<p>newer. Recount changes that have occurred in their own lives. Use dates where appropriate.</p> <p><u>Investigate and Interpret the Past:</u> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><u>Build an Overview of World History:</u> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes, experiences of men, women and children.</p> <p><u>Communicate Historically:</u> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>		
<p>Year 3</p>	<p><u>Autumn-Spring</u> Stone Age – Iron Age</p>	<p>Study changes in Britain from the Stone Age to the Iron Age</p>	<p><u>Chronology:</u> place the period accurately on a timeline • describe what the time</p>	<p><u>Tier 2:</u> ancient community</p>	<p>The History detective investigates-Wide</p>

		<p>A focus on evidence – artefacts, burials, monuments and places</p> <p>Palaeolithic, Mesolithic and Neolithic periods</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>period was like • relate to previous or other known periods of time • know about the difference between BC (BCE) and AD (CE)</p> <p><u>Evidence and Enquiry:</u> know that evidence tells the story of an artefact or place • use evidence to explain the past and place within the studied culture • think critically with evidence • look at cause and effect • ask questions and use what you know to answer them</p> <p><u>Connections:</u> know what was happening in Britain, Europe or world locations at the same time • Compare and contrast the technological and cultural advances of people or a civilisation</p> <p><u>Vocabulary:</u> use tier 2 vocabulary to enrich historical language • use tier 3 vocabulary to deepen explanation and understanding • focus on contextual etymology, prefixes and idioms</p>	<p>dense extinct roaming prehistory</p> <p><u>Tier 3:</u> domesticated arid gatherer nomad reared submerged</p>	<p>range of units covered.</p> <p>Curriculum visions- wide range of units covered</p> <p>“Ug” by Raymond Briggs</p> <p>“Stone Age Boy” by Satoshi Kitamura .</p>
	<p><u>Summer:</u> Roman – the Impact on Britain</p>	<p>Pupils should be taught about:</p> <p>The Roman Empire and its impact on Britain.</p> <p>This study looks back at the Iron Age and the difference that the Romanisation of Britain made.</p>	<p><u>Chronology:</u> place the period accurately on a timeline • describe what the time period was like • relate to previous or other known periods of time • know about the difference between BC (BCE) and AD (CE)</p> <p><u>Evidence and Enquiry:</u></p>	<p><u>Tier 2:</u> previously conquered rebellion luxurious culture settlement</p>	<p>“The Secrets of Vesuvius” by Caroline Lawrence.</p> <p>“The Sandal” by Tony Bradman and Philippe</p>

			<p>know that evidence tells the story of an artefact or place • use evidence to explain the past and place within the studied culture • think critically with evidence • look at cause and effect • ask questions and use what you know to answer them</p> <p>Connections: know what was happening in Britain, Europe or world locations at the same time • Compare and contrast the technological and cultural advances of people or a civilisation</p> <p>Vocabulary: use tier 2 vocabulary to enrich historical language • use tier 3 vocabulary to deepen explanation and understanding • focus on contextual etymology, prefixes and idioms</p>	<p>Tier 3: amphitheatre emperor aqueducts invasion barbarian forum</p>	<p>Dupasquier.</p> <p>“Escape from Pompeii” by Christina Balit.</p>
<p>Year 4</p>	<p><u>Autumn-Spring</u> Stone Age – Iron Age</p>	<p>Study changes in Britain from the Stone Age to the Iron Age</p> <p>A focus on evidence – artefacts, burials, monuments and places</p> <p>Palaeolithic, Mesolithic and Neolithic periods</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>Chronology: place the period accurately on a timeline • describe what the time period was like • relate to previous or other known periods of time • know about the difference between BC (BCE) and AD (CE)</p> <p>Evidence and Enquiry: know that evidence tells the story of an artefact or place • use evidence to explain the past and place within the studied culture • think critically with evidence • look at cause and effect •</p>	<p>Tier 2: ancient community dense extinct roaming prehistory</p> <p>Tier 3: domesticated arid gatherer nomad</p>	<p>The History detective investigates-Wide range of units covered.</p> <p>Curriculum visions- wide range of units covered</p> <p>“Ug” by Raymond</p>

			<p>ask questions and use what you know to answer them</p> <p>Connections: know what was happening in Britain, Europe or world locations at the same time • Compare and contrast the technological and cultural advances of people or a civilisation</p> <p>Vocabulary: use tier 2 vocabulary to enrich historical language • use tier 3 vocabulary to deepen explanation and understanding • focus on contextual etymology, prefixes and idioms</p>	<p>reared submerged</p>	<p>Briggs</p> <p>“Stone Age Boy” by Satoshi Kitamura .</p>
	<p><u>Summer:</u> Roman – the Impact on Britain</p>	<p>Pupils should be taught about:</p> <p>The Roman Empire and its impact on Britain.</p> <p>This study looks back at the Iron Age and the difference that the Romanisation of Britain made.</p>	<p>Chronology: place the period accurately on a timeline • describe what the time period was like • relate to previous or other known periods of time • know about the difference between BC (BCE) and AD (CE)</p> <p>Evidence and Enquiry: know that evidence tells the story of an artefact or place • use evidence to explain the past and place within the studied culture • think critically with evidence • look at cause and effect • ask questions and use what you know to answer them</p> <p>Connections: know what was happening in Britain, Europe or world locations at the same</p>	<p>Tier 2: previously conquered rebellion luxurious culture settlement</p> <p>Tier 3: amphitheatre emperor aqueducts invasion barbarian forum</p>	<p>“The Secrets of Vesuvius” by Caroline Lawrence.</p> <p>“The Sandal” by Tony Bradman and Philippe Dupasquier.</p> <p>“Escape from Pompeii” by Christina Balit.</p>

			<p>time • Compare and contrast the technological and cultural advances of people or a civilisation</p> <p><u>Vocabulary:</u> use tier 2 vocabulary to enrich historical language • use tier 3 vocabulary to deepen explanation and understanding • focus on contextual etymology, prefixes and idioms</p>		
Year 5	<u>Autumn:</u> Ancient Civilisation – Egypt	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.	<p><u>Chronology:</u> place the period accurately on a timeline • describe what the time period was like • relate to previous or other known periods of time • know about the difference between BC (BCE) and AD (CE)</p> <p><u>Evidence and Enquiry:</u> know that evidence tells the story of an artefact or place • use evidence to explain the past and place within the studied culture • think critically with evidence • look at cause and effect • ask questions and use what you know to answer them</p> <p><u>Connections:</u> know what was happening in Britain, Europe or world locations at the same time • Compare and contrast the technological and cultural advances of people or a civilisation</p> <p><u>Vocabulary:</u></p>	<p><u>Tier 2:</u> colossal stability society civilization irrigation mysteriously</p> <p><u>Tier 3:</u> funerary hieroglyphs artefact pillaged obelisk pharaoh</p>	<p>The History detective investigates-Wide range of units covered.</p> <p>Curriculum visions- wide range of units covered</p> <p>“Egyptology” by Templar publishing.</p> <p>The Nine lives of Clio</p>

			<p>use tier 2 vocabulary to enrich historical language • use tier 3 vocabulary to deepen explanation and understanding • focus on contextual etymology, prefixes and idioms</p>		
	<p><u>Spring:</u>AngloSaxons, Scots and Viking</p>	<p>Britain’s settlement by Anglo-Saxons and Scots.</p>	<p><u>Chronology:</u> place the period accurately on a timeline • describe what the time period was like • relate to previous or other known periods of time • know about the difference between BC (BCE) and AD (CE)</p> <p><u>Evidence and Enquiry:</u> know that evidence tells the story of an artefact or place • use evidence to explain the past and place within the studied culture • think critically with evidence • look at cause and effect • ask questions and use what you know to answer them</p> <p><u>Connections:</u> know what was happening in Britain, Europe or world locations at the same time • Compare and contrast the technological and cultural advances of people or a civilisation</p> <p><u>Vocabulary:</u> use circa and c. as a historical term • use tier 2 vocabulary to enrich historical language • use tier 3 vocabulary to deepen explanation and understanding • focus on contextual</p>	<p><u>Tier 2:</u> abandoned defenceless dominant missionary pagan reliant</p> <p><u>Tier 3:</u> heptarchy laden sporadic vanquish viewpoint migration</p>	<p>“The Warrior Troll” by Rachael Lindsay</p> <p>“Beowulf” by Michael Morpurgo, illustrated by Michael Foreman.</p> <p>“Anglo- Saxon Invaders and settlers” by Peter D. Riley</p>

			etymology, prefixes and idioms		
	<u>Summer:</u> Ancient Greece	Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world	<u>Chronology:</u> place the period accurately on a timeline • describe what the time period was like • relate to previous or other known periods of time • know about the difference between BC (BCE) and AD (CE) <u>Evidence and Enquiry:</u> know that evidence tells the story of an artefact or place • use evidence to explain the past and place within the studied culture • think critically with evidence • look at cause and effect • ask questions and use what you know to answer them <u>Connections:</u> know what was happening in Britain, Europe or world locations at the same time • Compare and contrast the technological and cultural advances of people or a civilisation <u>Vocabulary:</u> use circa and c. as a historical term • use tier 2 vocabulary to enrich historical language • use tier 3 vocabulary to deepen explanation and understanding • focus on contextual etymology, prefixes and idioms	<u>Tier 2:</u> democracy honour phenomenal deteriorated armoured oppressive <u>Tier 3:</u> city-state tyrant sanctuary tactical valiantly unified	“How to be a hero.” By Christopher Edge and Graham Howells
Year 6	<u>Autumn:</u> Windrush Generation	Pupils should be taught about: A study of an aspect or theme in	<u>Chronology:</u> place the period accurately on a timeline • describe what the time	<u>Tier 2:</u> intolerance immigrate	The History detective investigates-Wide

		<p>British history that extends pupils' chronological knowledge beyond 1066.</p> <p>A study about: The Caribbean. The part Caribbean men and women played in World War 2. The Windrush pioneers; their struggles and successes.</p>	<p>period was like • relate to previous or other known periods of time • know about the difference between BC (BCE) and AD (CE)</p> <p><u>Evidence and Enquiry:</u> know that evidence tells the story of an artefact or place • use evidence to explain the past and place within the studied culture • think critically with evidence • look at cause and effect • ask questions and use what you know to answer them</p> <p><u>Connections:</u> know what was happening in Britain, Europe or world locations at the same time • Compare and contrast the technological and cultural advances of people or a civilisation</p> <p><u>Vocabulary:</u> use circa and c. as a historical term • use tier 2 vocabulary to enrich historical language • use tier 3 vocabulary to deepen explanation and understanding • focus on contextual etymology, prefixes and idioms</p>	<p>prejudice colony emigrate discrimination</p> <p><u>Tier 3:</u> racism segregation diversity disembarked demobilised iniquitous</p>	<p>range of units covered.</p> <p>Curriculum visions- wide range of units covered</p>
	<p><u>Spring:</u> Beyond 1066 five significant monarchs</p>	<p>Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><u>Chronology:</u> place the period accurately on a timeline • describe what the time period was like • relate to previous or other known periods of time • know about the difference between BC (BCE) and AD (CE)</p>	<p><u>Tier 2:</u> lucrative prosperity republic plundered arrogant duplicitous</p>	

			<p><u>Evidence and Enquiry:</u> know that evidence tells the story of an artefact or place • use evidence to explain the past and place within the studied culture • think critically with evidence • look at cause and effect • ask questions and use what you know to answer them</p> <p><u>Connections:</u> know what was happening in Britain, Europe or world locations at the same time • Compare and contrast the technological and cultural advances of people or a civilisation</p> <p><u>Vocabulary:</u> use circa and c. as a historical term • use tier 2 vocabulary to enrich historical language • use tier 3 vocabulary to deepen explanation and understanding • focus on contextual etymology, prefixes and idioms</p>	<p><u>Tier 3:</u> aristocracy monastery dissolution privateers industrialisation annulment</p>	
	<p><u>Summer:</u>The Battle of Britain (New)</p>	<p>Pupils should be taught about:</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p><u>Chronology:</u> place the period accurately on a timeline • describe what the time period was like • relate to previous or other known periods of time • know about the difference between BC (BCE) and AD (CE)</p> <p><u>Evidence and Enquiry:</u> know that evidence tells the story of an artefact or place • use evidence to</p>	<p><u>Tier 2:</u></p> <p><u>Tier 3:</u></p>	

			<p>explain the past and place within the studied culture • think critically with evidence • look at cause and effect • ask questions and use what you know to answer them</p> <p><u>Connections:</u> know what was happening in Britain, Europe or world locations at the same time • Compare and contrast the technological and cultural advances of people or a civilisation</p> <p><u>Vocabulary:</u> use circa and c. as a historical term • use tier 2 vocabulary to enrich historical language • use tier 3 vocabulary to deepen explanation and understanding • focus on contextual etymology, prefixes and idioms</p>		
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