

History - Progression Document

	CHRONOLOGICAL KNOWLEDGE/UNDERSTANDING		
	HISTORICAL ASSOCIATION	NURSERY	RECEPTION
Early Years	* Use everyday language related to time * Order and sequence familiar events * Describe main story settings, events and principal characters * Talk about past and present events in their own lives and in lives of family members	* C&L: enjoy listening to longer stories & can remember much of what happens * M: begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'... * UtW: begin to make sense of their own life story & family's history	* C&L: connect one idea or action to another using a range of connectives * C&L: describe events in detail * UtW: comment on images of familiar situations in the past * UtW: compare & contrast characters from stories, including figures from the past <u>Early Learning Goal</u> * C&L: 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. * Lit: demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. * UtW: understand the past through settings, characters and events encountered in books read in class and storytelling.
Year 1	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Develop an awareness of the past * Use common words and phrases relating to the passing of time * Know where all people/events studied fit into a chronological framework * Identify similarities / differences between periods	Guy Fawkes – should he be on top of the bonfire? / How did the Great Fire change London?	Time capsule – what should we put in a time capsule? (Schools, Toys & Transport)
	* Can they put up to three objects in chronological order (recent history)? * Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? * Can they use words and phrases like: old, new and a long time ago, when mummy and daddy were little? * Can they tell me about things that happened when they were little? * Can they recognise that a story that is read to them may have happened a long time ago? * Do they know that some objects belonged to the past? * Can they retell a familiar story set in the past? * Can they explain how they have changed since they were born?	* Can put objects in chronological order. * Can use phrases & words such as: old, new, long time ago, now, past & present. * Can recognise that a story read to them may have happened a long time ago. * Can order maps to show how London has changed over time. * Know that timelines can show different periods of time - days compared to years.	* Can use phrases & words such as: old, new, long time ago, now, past & present. * Developing an awareness of the past.
Year 2	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Develop an awareness of the past * Use common words and phrases relating to the passing of time * Know where all people/events studied fit into a chronological framework * Identify similarities / differences between periods	Heroes – are all heroes male?	The Pilgrim fathers: are they important to Immingham?
	* Can they use words and phrases like: before I was born, when I was younger? * Can they use phrases and words like: 'year', 'decade', 'century' and 'ancient'; in their historical learning? * Can they use the words 'past' and 'present' accurately? * Can they use a range of appropriate words and phrases to describe the past? * Can they sequence a set of events in chronological order and give reasons for their order – events from their own life and the life of a famous person?	* Can use past & present accurately. * Can use phrases such as: year, decade & century. * Can sequence a set of events in chronological order & give reasons for their order. * Can use appropriate words & phrases to describe the past.	* Can identify similarities & differences between periods. * Can use a range of appropriate words or phrases to describe the past. * Can develop an awareness of the past. * Know where all people/events studied fit into a chronological framework.
Year 3	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Continue to develop chronologically secure knowledge of history. * Establish clear narratives within and across periods studied. * Note connections, contrasts and trends over time.	The Stone Age; is this an important period in British History?	Which time period; Stone Age, Bronze Age or Iron Age has most influenced life today?
	* Can they describe events and periods using the words: BC, AD and decade? * Can they describe events from the past using dates when things happened? * Can they describe events and periods using the words: now, then, long ago, before and after? * Can they use a timeline within a specific time in history to set out the order things may have happened? * Can they set out on a timeline, within a given period, what special events took place? * Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? * Can they use their mathematical knowledge to work out how long ago events would have happened?	* Can set out on a timeline, within a given period sequencing events that took place. * Can place periods of history on a timeline showing periods of time. * Can establish a clear narrative within the time period, Stone Age: Palaeolithic to Mesolithic to Neolithic. * Can use phrases and words such as: now, then, long ago, before & after. * Can use BC & AD accurately.	* Can set out on a timeline, within a given period sequencing events that took place. * Can place periods of history on a timeline showing periods of time. * Can use phrases and words such as: now, then, long ago, before & after. * Can use BC & AD accurately. * Continue to develop chronologically secure knowledge of Prehistory. * Can establish a clear narrative within the time period, Stone Age to Bronze Age to Iron Age. * Can note connections, contrasts & trends over time: Stone Age to Bronze Age to Iron Age. * Can identify trends across Prehistory & make links.
Year 4	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Continue to develop chronologically secure knowledge of history. * Establish clear narratives within and across periods studied. * Note connections, contrasts and trends over time.	What impact did the Romans have on Britain?	The Vikings: ruthless killers or peaceful settlers?
	* Can they plot recent history on a timeline using centuries? * Can they place periods of history on a timeline showing periods of time? * Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? * Can they use their mathematical skills to round up time differences into centuries and decades? * Can they use their mathematical skills to help them work out the time differences between certain major events in history?	* Can plot time periods accurately on a timeline using centuries. * Beginning to build up a picture of main events that happened in Britain & the World during different centuries (linking back to other periods of history studied previously). * Can use BC, AD & decades accurately. * Can use abstract words such as: empire, civilisation & republic accurately.	* Beginning to build up a picture of main events that happened in Britain & the world during different time periods (linking back to other periods of history studied previously). * Can establish a clear narrative across the time periods, Roman Invasion to Anglo-Saxon times. * Can establish clear narratives within & across time periods (Historical Association Timelines - show what was happening elsewhere in the world). * Can continue to develop chronologically secure knowledge of the Anglo-Saxon period. * Can establish clear narratives within the time period; Anglo-Saxon. * can note connections, contrasts & trends over time; how place names today are influenced by the Viking settlers, they have not changed significantly over time.
Year 5	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Continue to develop chronologically secure knowledge of history. * Establish clear narratives within and across periods studied. * Note connections, contrasts and trends over time.	Ancient Egypt – barbarians or a great civilisation?	The Ancient Maya – blood thirsty savages or great thinkers?
	* Can they use dates and historical language in their work? * Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? * Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.? * Can they use their mathematical skills to work out exact time scales and differences as need be?	* Can draw a timeline with different time periods outlined which shows previous learning. * Know what was happening in the UK during the same time period; Prehistory - Stone Age, Bronze Age & Iron Age. * Know that some ancient civilisations showed greater advancements than people who lived centuries after them. * Can note connections, contrasts & trends over time; comparison of the creation story - both cultures have an explanation that makes sense to them & fits their belief system. * Can use dates & historical language in their work.	* Can draw a timeline with different time periods outlined which shows previous learning. * Know what was happening in the UK during the same time period; Prehistory - development of settlements, Anglo-Saxon period in UK. * Know that some ancient civilisations showed greater advancements than people who lived centuries after them. * Can note connections, contrasts & trends over time; comparison of the role of animals in both cultures/ the role of pyramids in other ancient civilisations/ differences & similarities between ancient Egypt & the Maya. * Can establish clear narratives within & across time periods studied; ancient Egyptians & Maya/Anglo-Saxons & Maya. * Can use dates & historical language in their work.

Year 6	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Continue to develop chronologically secure knowledge of history. * Establish clear narratives within and across periods studied. * Note connections, contrasts and trends over time.	Is Ancient Greece the world's greatest civilisation?	World War II; was Hitler a war criminal?
	* Can they say where a period of history fits on a timeline? * Can they place a specific event on a timeline by decade? * Can they place features of historical events and people from past societies and periods in a chronological framework? * Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?	* Can establish clear narratives within & across time periods studied; ancient Egyptians, Mayans & ancient Greeks. * Can note connections, contrasts & trends over time; understand the similarities & differences between the three civilisations/ understand why the Romans adopted Greek ideas. * Know that some ancient civilisations showed greater advancements than people who lived centuries after them. * Can draw a timeline with different time periods outlined which shows previous learning. * Can place specific events on a timeline. * Can explain what we (Britain) have learnt from other civilisations through time.	* Can say where a period of history fits on a timeline. * Can note connections, contrasts & trends over time; understand why Italy changed sides/ the global influence of WWII. * Can establish clear narratives within & across time periods studied; understand how the Nazi Party influenced the German people & children/ understand how the Nazi Party persecuted the Jewish people & other groups of people (gay, disabled, Roma etc.).

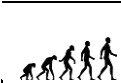
	HISTORICAL TERMS		
	HISTORICAL ASSOCIATION	NURSERY	RECEPTION
Early Years	* Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words	* C&L: use a wider vocabulary Key Vocabulary identified on Vocabulary Plan.	* C&L: learn new vocabulary * C&L: use new vocabulary through the day * C&L: use new vocabulary in different contexts <u>Early Learning Goal</u> * C&L: participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Key Vocabulary identified on Vocabulary Plan.
Year 1	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Use a wide vocabulary of everyday historical terms.	Guy Fawkes – should he be on top of the bonfire? / How did the Great Fire change London?	Time capsule – what should we put in a time capsule? (Schools, Toys & Transport)
	* Can they use simple vocabulary to describe the passing of time? (now, then, long ago, before and after)	* Can use a wide vocabulary of everyday historical terms. Key Vocabulary identified on Unit Plan.	* Can use a wide vocabulary of everyday historical terms. Key Vocabulary identified on Unit Plan.
Year 2	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Use a wide vocabulary of everyday historical terms.	Heroes – are all heroes male?	The Pilgrim fathers: are they important to Immingham?
	* Can they use further terms associated with the past? (year, decade, century and ancient)	* Can use appropriate historical vocabulary to describe key features of time. Key Vocabulary identified on Unit Plan.	* Can use appropriate historical vocabulary to describe key features of time. Key Vocabulary identified on Unit Plan.
Year 3	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Develop the appropriate use of historical terms.	The Stone Age: is this an important period in British History?	Which time period: Stone Age, Bronze Age or Iron Age has most influenced life today?
	* Can they use appropriate historical vocabulary to describe key features of a time period?	* Can use appropriate historical vocabulary to describe key features of time. Key Vocabulary identified on Unit Plan.	* Can use appropriate historical vocabulary to describe key features of time. Key Vocabulary identified on Unit Plan.
Year 4	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Develop the appropriate use of historical terms.	What impact did the Romans have on Britain?	The Vikings: ruthless killers or peaceful settlers?
	* Can they use abstract terms (empire, civilisation, parliament, peasantry and heptarchy)?	* Can use appropriate historical vocabulary to describe key features of time. Key Vocabulary identified on Unit Plan.	* Can use appropriate historical vocabulary to describe key features of time. Key Vocabulary identified on Unit Plan.
Year 5	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Develop the appropriate use of historical terms.	Ancient Egypt – barbarians or a great civilisation?	The Ancient Maya – blood thirsty savages or great thinkers?
	* Can they make appropriate use of historical terms in discussion and understand concepts (local, regional, national and international)?	* Can use appropriate historical vocabulary to describe key features of time. Key Vocabulary identified on Unit Plan.	* Can use appropriate historical vocabulary to describe key features of time. Key Vocabulary identified on Unit Plan.
Year 6	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Develop the appropriate use of historical terms.	Is Ancient Greece the world's greatest civilisation?	World War II; was Hitler a war criminal?
	* Can they use in context and understand terms relating to different types of history (culture, economic, military, political, religious and social)?	* Can use appropriate historical vocabulary to describe key features of time. Key Vocabulary identified on Unit Plan.	* Can use appropriate historical vocabulary to describe key features of time. Key Vocabulary identified on Unit Plan.

	HISTORICAL ENQUIRY - USING EVIDENCE/COMMUNICATING IDEAS		
	HISTORICAL ASSOCIATION	NURSERY	RECEPTION
Early Years	* Be curious about people and show interest in stories * Answer 'how' and 'why' questions ... in response to stories or events * Explain own knowledge and understanding, and asks appropriate questions * Know that information can be retrieved from books and computers * Record, using marks they can interpret and explain:	* C&L: understand 'why' questions (in relation to a story)	* C&L: asks questions to find out more & to check they understand what has been said to them * C&L: articulate their ideas & thoughts in well-formed sentences * C&L: engage in non-fiction books * C&L: listen to & talk about selected non-fiction to develop a deep familiarity with new knowledge & vocabulary <u>Early Learning Goal</u> * C&L: 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 * C&L: make comments about what they have heard and ask questions to clarify their understanding. * Lit: demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. * UtW: understand the past through settings, characters and events encountered in books read in class and storytelling.
Year 1	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Ask and answer questions * Understand some ways we find out about the past * Choose and use parts of stories and other sources to show understanding of historical enquiry <i>* Can they identify objects from the past, such as vinyl records?</i> <i>* Can they answer questions using a range artefacts/ photographs provided?</i>	Guy Fawkes - should he be on top of the bonfire? / How did the Great Fire change London? * Can answer questions using a range of artefacts &/or photographs. * Can use role play to show what life was like in the past.	Time capsule - what should we put in a time capsule? (Schools, Toys & Transport) * Can answer questions using a range of artefacts &/or photographs. * Can identify & give reasons for an opinion. * Can use role play to show what life was like in the past.
Year 2	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Ask and answer questions * Understand some ways we find out about the past * Choose and use parts of stories and other sources to show understanding of historical enquiry <i>* Can they answer questions by using a specific source, such as an information book?</i> <i>* Can they research the life of a famous Briton from the past using different resources to help them?</i>	Heroes - are all heroes male? * Can answer a question by using specific sources. * Beginning to use various sources of evidence to answer questions/make inferences. * Beginning to build a bigger picture of a historical time-period, using a range of source material.	The Pilgrim fathers: are they important to Immingham? * Can understand some ways we find out about the past - different types of evidence. * Can identify & give reasons for an opinion. * Beginning to build a 'bigger picture' of a historical period, using a range of source material. * Can choose & use parts of stories & other sources to show understanding of historical enquiry: Mary Brewster & the Mayflower.
Year 3	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Regularly address and sometimes devise historically valid questions. * Understand how knowledge of the past is constructed from a range of sources. * Construct informed responses by ... * Selecting and organising relevant historical information. <i>* Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</i> <i>* Can they research a specific event from the past?</i> <i>* Can they begin to use more than one source of information to bring together a conclusion about an historical event?</i> <i>* Can they use various sources to piece together information about a period in history? Can they use various sources of evidence to answer questions?</i> <i>* Can they use specific search engines on the Internet to help them find information more rapidly?</i> <i>* Can they use their 'information finding' skills in writing to help them write about historical information?</i>	The Stone Age: is this an important period in British History? * Can construct an informed response. * Can identify & give reasons for an opinion. * Can select & organise information. * Can use various sources of evidence to answer questions/make inferences. * Can understand the part that archaeologists have had in helping us understand more about the past. * Beginning to use more than one source of information to reach a conclusion about an event; the Stone Age.	Which time period: Stone Age, Bronze Age or Iron Age has most influenced life today? * Can construct an informed response. * Can identify & give reasons for an opinion. * Can select & organise information. * Can use various sources of evidence to answer questions/make inferences. * Can understand how the past is constructed from a range of sources; use their knowledge about Prehistory to make inferences. * Can use a primary evidence source to make inferences about life in the Bronze Age & begin to understand that evidence can be interpreted in different ways. * Beginning to use more than one source of information to make inferences about how the discovery of bronze/iron impacted on life at that time.
Year 4	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Regularly address and sometimes devise historically valid questions. * Understand how knowledge of the past is constructed from a range of sources. * Construct informed responses by ... * Selecting and organising relevant historical information. <i>* Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</i> <i>* Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</i> <i>* Can they give more than one reason to support an historical argument?</i> <i>* Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</i> <i>* Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</i>	What impact did the Romans have on Britain? * Can give more than one reason to support a historical argument. * Can use a range of source material to answer questions about the past that go beyond simple observation. * Can communicate knowledge & understanding orally & in writing, offering points of view based on research.	The Vikings: ruthless killers or peaceful settlers? * Can understand how the past is constructed from a range of sources. * Can select & organise information. * Can identify & give reasons for an opinion. * Can construct an informed response.
Year 5	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Regularly address and sometimes devise historically valid questions. * Understand how knowledge of the past is constructed from a range of sources. * Construct informed responses by ... * Selecting and organising relevant historical information. <i>* Can they test out a hypothesis in order to answer a question?</i> <i>* Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</i>	Ancient Egypt - barbarians or a great civilisation? * Can identify & give reasons for an opinion. * Can select & organise information. * Can construct an informed response. * Can use a range of source material to answer questions about the past that go beyond simple observation.	The Ancient Maya - blood thirsty savages or great thinkers? * Can select & organise relevant information. * Can construct an informed response. * Can identify & give reasons for an opinion. * Can use a range of source material to answer questions about the past that go beyond simple observation.
Year 6	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Regularly address and sometimes devise historically valid questions. * Understand how knowledge of the past is constructed from a range of sources. * Construct informed responses by ... * Selecting and organising relevant historical information. <i>* Can they identify and explain their understanding of propaganda?</i> <i>* Can they describe a key event from Britain's past using a range of evidence from different sources?</i> <i>* Can they pose and answer their own historical questions?</i>	Is Ancient Greece the world's greatest civilisation? * Can identify & give reasons for an opinion. * Can select & organise relevant information. * Can construct an informed response. * Can use a range of source material to answer questions about the past that go beyond simple observation.	World War II; was Hitler a war criminal? * Can identify & give reasons for an opinion. * Can select & organise relevant information. * Can construct an informed response. * Can use a range of source material to answer questions about the past that go beyond simple observation.

	INTERPRETATIONS OF HISTORY		
	HISTORICAL ASSOCIATION	NURSERY	RECEPTION
Early Years			
Year 1	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Identify different ways in which the past is represented.	Guy Fawkes – should he be on top of the bonfire? / How did the Great Fire change London?	Time capsule – what should we put in a time capsule? (Schools, Toys & Transport)
	* Can they give a plausible explanation about what an object was used for in the past?	* Can identify artefacts that were used by people in the past. * Can give a plausible explanation about what an object was used for in the past. * Can explain the importance of an eyewitness account.	* Can identify artefacts that were used by people in the past. * Can understand some ways we find out about the past – different types of evidence.
Year 2	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Identify different ways in which the past is represented.	Heroes – are all heroes male?	The Pilgrim fathers: are they important to Immingham?
	* Can they explain why eye witness accounts may vary? * Are they beginning to build a 'bigger picture' of a historical period, using a range of source material?	* Can research the life of a famous person from the past using different resources. * Beginning to develop an understanding about the reliability of sources of evidence. * Can explain the difference between & secondary sources of evidence; Museum Visit.	* Can research the life of the Pilgrim Fathers from the past using different resources. * Can identify different ways in which the past is represented.
Year 3	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Identify different ways in which the past is represented.	The Stone Age; is this an important period in British History?	Which time period; Stone Age, Bronze Age or Iron Age has most influenced life today?
	* Can they choose the most important source material for a task, showing awareness of a range of sources?	* Can choose the most important source material for a task, showing awareness of a range of sources.	* Can understand that different versions of the past may exist & give reasons for this; different types of stones were used to construct Stonehenge, why? What is the purpose of Stonehenge? – explore the different theories.
Year 4	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Identify different ways in which the past is represented.	What impact did the Romans have on Britain?	The Vikings: ruthless killers or peaceful settlers?
	* Can they use a range of source materials to answer questions about the past which go beyond simple observations?	* Can understand how artefacts found belonging to the past help us to build an accurate picture of how people lived in the past.	* Can understand how artefacts found belonging to the past help us to build an accurate picture of how people lived in the past. * Can research the life of the Vikings using the evidence at the Jorvik Centre. * Can build a bigger picture of a historical time-period, using a range of source material. * Can explain the difference between primary & secondary sources of evidence: Jorvik Centre Visit. * Can choose the most important source material for a task, showing awareness of a range of sources. * Can understand that evidence is not always reliable.
Year 5	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Identify different ways in which the past is represented.	Ancient Egypt – barbarians or a great civilisation?	The Ancient Maya – blood thirsty savages or great thinkers?
	* Can they describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur?	Can understand how artefacts found belonging to the past help us to build an accurate picture of how people lived in the past; religious beliefs. * Can describe how different types of evidence tell us different things about the past & understand why different arguments & interpretations occur.	* Can understand how artefacts found belonging to the past help us to build an accurate picture of how people lived in the past; interrogation of evidence/ explain everyday life/ explain religious beliefs. * Can describe how different types of evidence tell us different things about the past & understand why different arguments & interpretations occur.
Year 6	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Identify different ways in which the past is represented.	Is Ancient Greece the world's greatest civilisation?	World War II; was Hitler a war criminal?
	* Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? * Can they acknowledge different points of view expressed and explain why these are important in understanding and interpreting history? * Can they suggest why there may be different interpretations of events?	* Can describe how different types of evidence tell us different things about the past & understand why different arguments & interpretations occur. * Can understand how artefacts found belonging to the past help us to build an accurate picture of how people lived in the past; interrogation of evidence. * Can understand that different points of view can be expressed & explain why these are important in understanding & interpreting history.	* Can describe how different types of evidence tell us different things about the past & understand why different arguments & interpretations occur. * Can understand how artefacts found belonging to the past help us to build an accurate picture of how people lived in the past; interrogation of evidence. * Can understand that different points of view can be expressed & explain why these are important in understanding & interpreting history.

	CONTINUITY & CHANGE - IN & BETWEEN PERIODS		
	HISTORICAL ASSOCIATION	NURSERY	RECEPTION
Early Years	* Look closely at similarities, differences, patterns and change * Develop understanding of growth, decay and changes over time	* UtW: begin to make sense of their own life story & family's history	- <u>Early Learning Goal</u> * UtW: talk about the lives of the people around them and their roles in society. * UtW: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; * TNW: understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Year 1	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Identify similarities / differences between ways of life at different times * Can they begin to identify the main differences between old and new objects? * Can they recall a significant memory from the past?	- Guy Fawkes - should he be on top of the bonfire? / How did the Great Fire change London? * Can explain why London has changed over time. * Can give some examples of how life is different between the past & today.	- Time capsule - what should we put in a time capsule? (Schools, Toys & Transport) * Can give some examples of how life is different between the past & today.
Year 2	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Identify similarities / differences between ways of life at different times * Can they explain how their local area was different in the past (during their own lifetime and that of their parents and grandparents)?	- Heroes - are all heroes male? * Can explain how the role of women has changed over the last 100 years.	- The Pilgrim fathers: are they important to Immingham? * Can identify similarities /differences between ways of life at different times.
Year 3	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Describe/make links between main events, situations and changes within and across different periods/societies. * Can they begin to picture what life would have been like for the early settlers? * Can they recognise that Britain has been invaded by several different groups over time?	- The Stone Age; is this an important period in British History? * Can understand what life was like for people in the Stone-Age period. * Can understand that life for people in the Stone-Age changed/evolved across the time-period.	- Which time period; Stone Age, Bronze Age or Iron Age has most influenced life today? * Can make connections between developments that occur across the period; stone circles leading into Stonehenge. * Can make links between main events/changes across the different periods: Stone Age to Bronze Age to Iron Age - make the link between the use of different materials & the impact these materials had on life & the changes that occurred because of them; it set the pattern of how we live today. * Can describe/make links between the changes across different time periods & society; can identify similarities & differences between present day & the Stone Age, Bronze Age & Iron Age.
Year 4	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Describe/make links between main events, situations and changes within and across different periods/societies. * Can they research two versions of an event and say how they differ? * Can they explain that an event can have more than one cause?	- What impact did the Romans have on Britain? * Can explain why an event can have more than one cause; Roman invasion of Britain. * Can explain how events from the past have helped shape our lives; Roman legacy.	- The Vikings: ruthless killers or peaceful settlers? * Can explain how place names are linked to the physical features that the Viking settlers could see & that the place names have not significantly changed over time.
Year 5	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Describe/make links between main events, situations and changes within and across different periods/societies. * Can they describe historical events from the different period/s they are studying/have studied? * Can they link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world?	Ancient Egypt - barbarians or a great civilisation?	- The Ancient Maya - blood thirsty savages or great thinkers? * Can describe/make links between main events, situations & changes within & across different periods & societies; the ancient Egyptians & Mayans/ the ancient Mayans & the Anglo-Saxons who existed at the same time.
Year 6	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Describe/make links between main events, situations and changes within and across different periods/societies. * Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? * Can they summarise the main events from a specific period in history, explaining the order in which key events happened?	- Is Ancient Greece the world's greatest civilisation? * Can describe/make links between main events, situations & changes within & across different periods & societies; the ancient Egyptians, Mayans & ancient Greeks. * Can describe/make links between main events, situations & changes within & across different periods & societies; understand the legacy of the ancient Greek civilisation& it's influence today.	- World War II; was Hitler a war criminal? * Can describe/make links between main events, situations & changes within & across different periods & societies; understand why Italy swapped sides during WWII. * Can describe/make links between main events, situations & changes within & across different periods/societies; the continuing legacy of WWII.

	CAUSE & CONSEQUENCE		
	HISTORICAL ASSOCIATION	NURSERY	RECEPTION
Early Years	* Question why things happen and give explanations	* C&L: understand 'why' questions (in relation to a story) * C&L: be able to express a point of view & to debate when they disagree with an adult or a friend using words as well as actions	* C&L: understand 'why' questions (in relation to a story) * C&L: articulate their ideas & thoughts in well-formed sentences <u>Early Learning Goal</u> * C&L: 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 * C&L: make comments about what they have heard and ask questions to clarify their understanding.
Year 1	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Recognise why people did things, why events happened and what happened as a result	Guy Fawkes - should he be on top of the bonfire? / How did the Great Fire change London?	Time capsule - what should we put in a time capsule? (Schools, Toys & Transport)
	* Do they appreciate that some famous people have helped our lives be better today? * Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?	* Can explain why the conspirators wanted to assassinate King James I. * Can explain why they think Guy Fawkes should/should not be on the bonfire. * Can explain how the Great Fire spread so quickly. * Can explain how the Great Fire changed London.	
Year 2	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Recognise why people did things, why events happened and what happened as a result	Heroes - are all heroes male?	The Pilgrim fathers: are they important to Immingham?
	* Can they explain why their locality is associated with a special historical event? * Can they research about a famous event that happens in Britain and why it has been happening for some time?	* Can understand why the role of women in society has changed over the last 100 years.	* Can recognise why people did things, why events happened & what happened as a result.
Year 3	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Identify and give reasons for, results of, historical events, situations and changes.	The Stone Age; is this an important period in British History?	Which time period; Stone Age, Bronze Age or Iron Age has most influenced life today?
	* Can they suggest why certain events happened as they did in history? * Can they suggest why certain people acted as they did in history? * Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? * Can they appreciate that war/s would inevitably have brought much distress and bloodshed? * Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?	* Can understand that the climate changed globally and this had a significant impact on the way in which people lived. * Can understand why Stone-Age people acted as they did; farming & settlements influenced by the technology/materials to hand.	* Can identify & give reasons for changes; understand the impact that the discovery of bronze/iron had on the way of life at this time, & that their discovery heralded the 'Bronze Age'/'Iron Age'. * Can identify & give reasons for changes; understand the impact that the discovery of bronze/iron had on everyday life at this time; it set the pattern of how we live today.
Year 4	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Identify and give reasons for, results of, historical events, situations and changes.	What impact did the Romans have on Britain?	The Vikings: ruthless killers or peaceful settlers?
	* Can they explain how events from the past have helped shape our lives? * Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? * Can they recognise that people's way of life in the past was dictated by the work they did? * Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? * Do they appreciate that the food people ate was different because of the availability of different sources of food? * Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?	* Can understand that wars are often associated with invasion & conquering. * Can understand that differences between different cultures living at the same time, could influence the success of a culture; Roman society highly organised, soldiers highly organised. * Can explain why the Roman occupation of Britain came to an end.	* Can identify & give reasons for changes; identifying that the Vikings came for fertile land, more land & treasures - there was lots to steal. * Can identify & give reasons for changes; understand that Alfred the Great's actions led to the defeat of the Vikings (it was not one single event).
Year 5	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Identify and give reasons for, results of, historical events, situations and changes.	Ancient Egypt - barbarians or a great civilisation?	The Ancient Maya - blood thirsty savages or great thinkers?
	* Do they appreciate that significant events in history have helped shape the country we have today? * Can they explain why people acted as they did? * Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed?	* Can link the significance of the pyramids to religious beliefs & the geography of the area. * Can explain why the ancient Egyptian civilisation came to an end.	* Can link the significance of the Maya's religious beliefs to their everyday life * Can link the significance of the pyramids to Maya religious beliefs. * Can understand the significance of the Spanish invasion on the Mayan people & their lands, & the lasting impact of this.
Year 6	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Identify and give reasons for, results of, historical events, situations and changes.	Is Ancient Greece the world's greatest civilisation?	World War II; was Hitler a war criminal?
	* Can they suggest relationships between causes in history? * Can they suggest why certain events, people and changes might be seen as more significant than others? * Can they describe the negative or positive impact of a period of history on contemporary society?	* Can explain why the ancient Greek civilisation came to an end.	* Can explain why the Humber/Hull was bombed during WWII. * Can explain why children were evacuated; moved from cities who were experiencing high levels of bombing to areas in the countryside.

	SIMILARITY & DIFFERENCE		
	HISTORICAL ASSOCIATION	NURSERY	RECEPTION
Early Years	* Know about similarities and differences between themselves and others, and among families, communities and traditions	* UtW: begin to make sense of their own life story & family's history	- <u>Early Learning Goal</u> * UtW: talk about the lives of the people around them and their roles in society. * UtW: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
Year 1	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Make simple observations about different types of people, events, beliefs within a society <i>* Can they ask and answer questions about old and new objects?</i> <i>* Can they spot old and new things in a picture?</i>	Guy Fawkes – should he be on top of the bonfire? / How did the Great Fire change London? * Understand that life today is both similar & different to life in the past. * Can explain how firefighting is similar & different between 1666 & today.	Time capsule – what should we put in a time capsule? (Schools, Toys & Transport) * Can make simple observations about similarities/differences regarding - toys, transport & schools. * Can understand that life today is both similar & different to life in the past.
Year 2	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Make simple observations about different types of people, events, beliefs within a society <i>* Can they give examples of things that are different in their life from that of their grandparents when they were young?</i> <i>* Can they use the lives of famous historical people to compare aspects of life in different times?</i>	Heroes – are all heroes male? * Can give examples of things that are different/similar today, from that of the past. * Can use the lives of famous historical people to compare aspects of life in different times.	The Pilgrim fathers: are they important to Immingham? * Can make simple observations about the similarities/differences regarding: technology (or lack of it), farming, beliefs about the world, religious beliefs, cities & medical care.
Year 3	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Describe social, cultural, religious and ethnic diversity in Britain and the wider world. <i>* Can they, through research, identify similarities and differences between given periods in history?</i> <i>* Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</i> <i>* Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</i>	The Stone Age; is this an important period in British History? * Can appreciate that Stone-Age people would not have lived & eaten as we do today.	Which time period; Stone Age, Bronze Age or Iron Age has most influenced life today? * Can describe social change; can describe the differences /similarities between Stone Age, Bronze Age & Iron Age home/settlements.
Year 4	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Describe social, cultural, religious and ethnic diversity in Britain and the wider world. <i>* Can they compare two periods of history, identifying similarities and differences between them.</i> <i>* Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</i> <i>* Do they recognise that the lives of wealthy people were very different from those of poor people?</i>	What impact did the Romans have on Britain? * Can understand that two cultures living at the same time (Romans & Celts), could live very differently.	The Vikings: ruthless killers or peaceful settlers? * Can use their knowledge about life in Roman Britain to compare life in Anglo-Saxon Britain. * Can compare why the Vikings & Romans invaded Britain.
Year 5	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Describe social, cultural, religious and ethnic diversity in Britain and the wider world. <i>* Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</i>	Ancient Egypt – barbarians or a great civilisation? * Can make comparisons between beliefs & explain the significance of the differences in the creations stories from each culture & how these stories fit their belief systems. * Can explain the significance of mumification, the link to beliefs & compare to how we treat the dead today; with respect. * Can explain the importance of animals in the religious lives of the ancient Egyptians & compare the significance of animals in our lives today. * Can make comparisons between events; explain why Ramesses II & Tutankhamun are remembered & the differences between the two rulers.	The Ancient Maya – blood thirsty savages or great thinkers? * Can explain the importance of animals in the religious lives of the ancient Egyptians & Mayans.
Year 6	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Describe social, cultural, religious and ethnic diversity in Britain and the wider world. <i>* Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</i>	Is Ancient Greece the world's greatest civilisation? * Can use their knowledge about life in Iron Age Britain to compare life in Ancient Greece.	World War II; was Hitler a war criminal?

	SIGNIFICANCE OF EVENTS/PEOPLE		
	HISTORICAL ASSOCIATION	NURSERY	RECEPTION
Early Years	* Recognise and describe special times or events for family or friends	* UtW: begin to make sense of their own life story & family's history	- <u>Early Learning Goal</u> * UtW: talk about the lives of the people around them and their roles in society. * UtW: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
Year 1	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Talk about who was important e.g., in a simple historical account	Guy Fawkes - should he be on top of the bonfire? / How did the Great Fire change London?	Time capsule - what should we put in a time capsule? (Schools, Toys & Transport)
Year 1	* Can they tell us about an important historical event that happened in the past? * Can they find out more about a famous person from the past and carry out some research on him or her describing (in simple terms) why they acted the way they did? * Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?	* Can explain why we remember & celebrate Bonfire Night - the significance of the event. * Can recount a significant event & understand why it is remembered - Great Fire of London.	
Year 2	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Talk about who was important e.g., in a simple historical account	Heroes - are all heroes male?	The Pilgrim fathers: are they important to Immingham?
Year 2	* Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? * Can they recount a significant individual's actions and what happened as a result? * Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? * Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?	* Can recount a significant individuals' actions & what happened as a result; Christopher Columbus discovered the Americas, Grace Darling & the evolution of the RNLI, William Wilberforce & the abolition of slavery, Amy Johnson was the first ever female pilot to fly solo from Britain to Australia (part of Literacy work). * Can recount the life of someone famous from Britain, who lived in the past giving attention to what they did earlier & what they did later; William Wilberforce/Amy Johnson.	* Can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier & what they did later. * Can understand the significance of memorials & why they are erected; monuments to the Pilgrim Fathers in England, the Netherlands & the USA.
Year 3	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Identify historically significant people and events in situations.	The Stone Age; is this an important period in British History?	Which time period; Stone Age, Bronze Age or Iron Age has most influenced life today?
Year 3	* Can they explain how a significant individual influenced change?	* Can understand the importance of Skara Brae as a primary evidence source. * Can understand that farming & settlements have their origins in the Stone-Age & this has influenced how we live today.	* Can understand the significance of Stonehenge both at the time of its construction & as a primary evidence source today. * Can understand the significance of the discovery of bronze & iron on how we live today.
Year 4	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Identify historically significant people and events in situations.	What impact did the Romans have on Britain?	The Vikings: ruthless killers or peaceful settlers?
Year 4	* Can they explain how significant individuals contributed to national and international achievements in a variety of eras?	* Know & understand the importance of Boudicca & why she is remembered today. * Can understand the legacy of the Roman Empire & it's influence on our life today.	* Know who the Vikings were. * Can understand the impact that Alfred the Great had at the time & why he is historically significant. * Can compare his statues/memorials to those of Boudicca.
Year 5	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Identify historically significant people and events in situations.	Ancient Egypt - barbarians or a great civilisation?	The Ancient Maya - blood thirsty savages or great thinkers?
Year 5	* Can they explain how a significant individual or movement has influenced the UK or wider world?	* Can understand the importance of the discovery of Tutankhamun's tomb on our understanding of the burial process, but also the life of a Pharoah & the craftsmanship in ancient Egypt. * Understand the importance of Ramesses II, the impact of his reign on Egypt & why he is remembered. * Can understand the legacy of the ancient Egyptian civilisation & it's influence on life today.	
Year 6	HISTORICAL ASSOCIATION	AUTUMN 2	SPRING 1
	* Identify historically significant people and events in situations.	Is Ancient Greece the world's greatest civilisation?	World War II; was Hitler a war criminal?
Year 6	* Can they describe how their own lives have been influenced by a significant individual or movement?	* Know & understand the importance of Alexander the Great & why he is remembered today. * Can understand the legacy of the ancient Greek civilisation & it's influence on life today.	* Can understand the impact that Hitler had at the time & why he is historically significant. * Can understand the impact of the concentration camps on those targeted & the significance of this today - it must never be allowed to happen again. * Can understand the significance of Sir Nicolas Winton & why he is remembered today.