



HISTORY

PROGRESSION DOCUMENT

Highfield Community Primary School

Nicola Townson

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Enquiry questions						
Autumn	All about me/ Into the woods How have me and my family changed?	Highfield Explorers How has our school changed?	Chorley Explorers How and why has our hometown changed?	Stones and Bones What caused the change from hunter gatherer to settled farmer?	Anglo-Saxon times Was Alfred the Great a good leader?	Terrible Tudors What impact did Henry VIII have on Britain?	Britain's got talent How have people from our past shaped our present?
Spring	Off we go/ Bottom of the garden How has the transport we use changed over time?	King of the Castle What was life like in medieval castles?	Monarchs How does King Charles compare to Henry VIII?	All Roads lead to Rome How much change did the Roman invasion bring?	Viking Voyages Is it fair to call all Vikings brutal invaders? What were the Vikings really like?	War Torn Europe What was it like for children during WWII?	Glorious Greece What were the influences and achievements on the western world?
Summer	Animals/ Holidays What are our family holiday memories?	At the seaside Why were seaside holidays so popular in the past?	Save our oceans Why and how did the 'unsinkable' Titanic sink?	The Inca Trail How was the Inca Empire put together?	Beyond the Nile What was the importance of the River Nile to the Ancient Egyptians?	Great wall of China What were the greatest achievements of the Shang dynasty?	House of wisdom How much change did the house of Wisdom bring?

History Progression in EYFS

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for History.

The most relevant statements for History are taken from the following areas of learning:

- Understanding the world

History Progression		
Three and Four Year-Olds	Maths	<ul style="list-style-type: none"> • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
	Understanding the world	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. • Understand the key features of the life cycle of a plant and an animal.
Reception	Understanding the world	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Communication	<ul style="list-style-type: none"> • Speaking • 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.
	Understanding the world	<ul style="list-style-type: none"> • Past and Present • 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 read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	Sticky Knowledge	<ul style="list-style-type: none"> - Children to talk about their families - Children to understand that grandparents and parents are older than them. - Children will know that people have different occupations. - Talk about significant people and their roles in society. - Know the similarities and differences between things in the past and now - Children will take part in celebrations that have an historical significance like Bonfire Night, Remembrance Day, Chinese New Year, St Valentines Day,

History				
Pre- National Curriculum				
Phase 1 (P4)	Phase 2 (P5)	Phase 3 (P6)	Phase 4 (P7)	Phase 5 (P8)
<p>I can show an awareness of recognising myself in a mirror.</p> <p>I can recognise photographs of myself from the recent past.</p> <p>I can show an awareness of familiar people.</p> <p>I can recognise familiar people in photographs of the recent past.</p> <p>I can actively explore items that link to the passage of time (e.g. sand and shells to represent summer etc.)</p> <p>I can show an awareness of expectations within an activity that I have done before (recent past).</p> <p>I can repeat a simple activity that has been presented to me before with some support.</p> <p>I can use single words or symbols to label items from the past (e.g. cup, bed, house).</p> <p>I can use single words/ gestures/ body language or symbols to confirm the function of everyday items from the past.</p>	<p>I can identify events that I have taken part in in the past.</p> <p>I can name some events I have taken part in in the past.</p> <p>I can listen and respond to stories about my past.</p> <p>I can recognise personal items of mine from the past.</p> <p>I can talk/ gesture or use symbols to communicate about activities and events from my past.</p> <p>I can name or identify some items from history.</p> <p>I can sort items from my past and items from my present (for example baby toys and toys I play with now etc).</p> <p>I can (with prompts and support) answer simple questions about artefacts and buildings from the past.</p>	<p>I can recognise/ talk about people I know from photographs of the more distant past.</p> <p>I can recognise/ talk about objects from the more distant past that are relative to me.</p> <p>I can communicate my understanding of my more distant past (e.g. when a sibling was born etc.)</p> <p>I can recognise/ talk about some obvious distinctions between my past and present (for example attending another school/ class).</p> <p>I can recognise/ talk about some events/ activities from the more distant past.</p> <p>I can label/ name historical artefacts from a collection of objects.</p> <p>I can sort a variety of historical items into groups (such as clothes from history and present day clothes).</p>	<p>I can begin to develop an awareness of chronology- things that happened a long time ago, more recently and at present.</p> <p>I can identify some similarities and differences between my past and present and that of my peers/ teachers.</p> <p>I can use simple statements (symbols) to share my past.</p> <p>I can begin to construct simple timelines (photograph of me as a baby, toddler and now).</p> <p>I can discover events that have happened in the past by engaging with drama and role play.</p> <p>I can recall some pieces of information with support based on a story from the past.</p> <p>I can ask questions about stories read to me about the past to find out more.</p> <p>I can sort a range of items from history to a given criterion.</p> <p>I can talk, draw or write about simple aspects of the past.</p>	<p>I can sort a range of events and objects into things that happened in the past or present.</p> <p>I can begin to use some time related language to indicate a passage of time.</p> <p>I can recount episodes from my own past.</p> <p>I can confidently talk about what I have learnt in a specific area of History.</p> <p>I can confidently answer simple questions about historical stories and artefacts.</p> <p>I can draw/ talk/ write about similarities and differences in my past and the past of others.</p> <p>I can begin to ask questions about history to show my understanding of key events.</p> <p>I can begin to discuss things that have changed in my lifetime.</p> <p>I can begin to discuss things that have changed beyond living memory.</p>

History Progression in KS1 and KS2

KS1 (National Curriculum)

KS1 History National Curriculum Pupils should be taught about:

- 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

KS2 (National Curriculum)

KS2 History National Curriculum Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the 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.

KS3 (National Curriculum)

KS3 History National Curriculum Pupils should be taught about:

- the development of Church, state and society in Medieval Britain 1066-1509
- the development of Church, state and society in Britain 1509-1745
- ideas, political power, industry and empire: Britain, 1745-1901
- challenges for Britain, Europe and the wider world 1901 to the present day

- a local history study
- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
- at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].

Knowledge Progression Overview							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge – pupils should be taught about ...							
Local History <i>Bi-annually children start the year with 'The Chorley Project' to gain a better understanding of their local area and its history.</i>	All about me Talk about the lives of the people around them and their roles in society; Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Highfield Explorers Significant historical events, people and places in their own locality focusing on our school.	Chorley Explorers Significant historical events, people and places in their own locality focusing on our local area.				British Heroes A local history study. Focus on the development of the transport links in the North-West and the first tram system (Blackpool) and first motorway (M6 Preston Bypass).
Knowledge and Understanding of British History	Transport Know some similarities and differences between things in the past and now, drawing on their	King of the Castle Significant historical events, people and places At the Seaside	Monarchs The lives of significant individuals in the past who have contributed to national and	Stone Age to Iron Age Changes in Britain from the Stone Age to the Iron Age, including the chronology and	Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Tudors The life and times of the Tudors, including the Battle of Bosworth field, the	British Heroes Extend pupils' chronological knowledge beyond 1066, focussing on

	<p>experiences and what has been read in class</p> <p>Holidays Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	Changes beyond living memory	international achievements.	<p>changes during this time period, the lifestyle of stone age man, farming, the discovery of Skara Brae and Stonehenge</p> <p>Romans The Roman empire and its impact on Britain, including the invasions on Britain, the success armies, Boudica's rebellion, Roman towns and the legacy of the Romans.</p>	<p>Anglo-Saxons Britain's settlement by Anglo-Saxons and Scots, including the Anglo Saxon invasions, their life, kingdoms, culture and Christian conversion.</p>	<p>Reformation and Tudor monarchs</p> <p>WWII An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, focussing on the World War 2 – the causes, evacuation, the Home Front and importance of propaganda.</p>	the industrial revolution – its importance, the cotton industry, the steam engine, the importance of coal and iron and the development of canals.
Knowledge and Understanding of Wider World History			<p>Titanic To explore the significant global and national event of the sinking of the Titanic.</p>	<p>Incas A non-European society that provides contrasts with British history, focussing on the Incas – their importance, society, and beliefs.</p>	<p>Ancient Egypt A depth study of Ancient Egypt, including the importance of the River Nile, the Great Pyramids, mummification and the life of ancient Egyptians.</p>	<p>Shang Dynasty An overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China, including its chronology,</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>The Golden Age of Islam Recognise that whilst the Golden</p>

						location, society and religious beliefs.	Age was happening in the Middle East, it was the Dark Ages in Europe. Contrast the two. Understand what the impact of Baghdad was on trade, global knowledge and the world today.
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Knowledge Progression - Core Knowledge							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge and Concepts – pupils should be taught about...							
Childhood	All about me Know their own family members Name people who are familiar to them <u>Talk about changes since they were a baby</u>	Highfield explorers Know the approximate age of our school (95 in 2023) Built in 1928 Recognise old and new parts of our school.	Chorley explorers To know and name significant people who used to live in Astley Hall from the past Recognise how Astley Hall has changed from the past to now				

	<p>Transport Identify different types of transport used in their local area and further away</p> <p>Compare different types of transport in the past with modern versions <u>Look at changes in transport the children have used since they were younger</u></p> <p>Holidays Learn about popular holiday destinations within their own family, and of other people they know.</p> <p><u>Explore their family members memories of holidays and</u></p>	<p><u>Know how school life has changed since 1960s and compare to today -</u> blackboards, classroom furniture, TV and video player on wheels, school radio, glass milk bottles, PE kit, school dinners.</p> <p><u>Know changes that have happened at Highfield through interviewing an ex-pupil from 1960s about their school life as a child at Highfield.</u></p> <p>Know the sequence of a timeline of changes in school life across</p>	<p><u>To identify ways in which children used to live in the past in Astley Hall compared to how we live now</u></p> <p>Know the chronological timeline of the significant people who lived in Astley Hall</p> <p><u>Recognise key artefacts within Astley Hall such as toys to ours now</u></p> <p>Vocabulary Family Baby Nursery</p>				

	<p><u>identify any similarities and differences with holidays they have had.</u></p> <p><u>Vocabulary</u> Family Baby Nursery Grow Change Same Different</p>	<p>different time periods.</p> <p><u>Vocabulary</u> Family Baby Nursery Grow Change Same Different when I was little since I was born</p>	<p>Grow Change Same Different when I was little since I was born before I was born Then compared to now...</p>				
Civilisations		<p>Castles Know William the conqueror invaded Britain in 1066 and began building castles, to protect his position.</p> <p>William's most famous castle is The Tower of London.</p>		<p>Stone Age to Iron Age Know they lived in caves (palaeolithic period) moved onto travelling around to find better food (mesolithic) then learnt they could farm to save them leaving (neolithic).</p> <p>Know that 'hunter-gatherer</p>	<p>Ancient Egypt <u>Know who the rulers of Ancient Egypt were (Pharaohs) and be able to name some (Examples may include: Tutankahman, Cleopatra, Ramses the great (Ramses the 2nd), King Tut)</u></p> <p>Understand what</p>	<p>Shang Dynasty To know that China was ruled by the Shang Dynasty from 1600 - 1046 BC. <u>To know their territory was along the Yellow River.</u></p> <p>To know that the Shang Dynasty was founded by Cheng Tang.</p>	<p>Ancient Greece To understand the Legacy of the Olympic Games</p> <p><u>To know that Democracy started in Ancient Greece.</u></p> <p>To know that amphoras represented Greek home life.</p> <p><u>Vocabulary</u></p>

		<p><u>Know castles were the homes of kings, queens or lords and their families and describe elements of the structure of medieval society</u></p> <p>Know castles were designed to keep people inside safe.</p> <p>Know castles have features to stop people attacking such as moats, high walls, battlements, arrow slits etc</p> <p>Know they were often built on hills to make it hard to access and for view of</p>		<p>s' hunted animals for meat and gathered berries for survival.</p> <p>Know the difference between threats (bad weather, bears, poisonous flowers, other people and assets provided by the natural habitat - caves, animal skills, fish, fire.</p> <p>Know the change from stone age to Bronze age and understand how Bronze was an important discovery. They progressed onto bronze tools, pots, pans, protection.</p>	<p>mummification is and explain parts of the process.</p> <p>Know that ancient Egyptian written communication was Hieroglyphics)</p> <p><u>Vocabulary</u> Rule King Queen Nobles Peasants Society Settlement Democracy Era</p>	<p>To know that The Shang Dynasty ended in about 1050 BCE, when conquerors from the state of Zhou invaded the capital and successfully toppled the Shang Dynasty.</p> <p>To know Fu Hao was the wife of King Wu Ding.</p> <p><u>Vocabulary</u> Rule King Queen Nobles Peasants Society Settlement Democracy Era Ways of life Traditions Dynasty</p>	<p>Rule King Queen Nobles Peasants Society Settlement Democracy Era Ways of life Traditions Dynasty Community Irrigation</p>
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		<p>approaching enemies</p> <p>Describe the roles of a knight and identify parts of armour and features of coats of arms</p> <p><u>Vocabulary</u> Rule King Queen Nobles Peasants</p>		<p><u>Vocabulary</u> Rule King Queen Nobles Peasants Society Settlement</p>				
Trade		<p>At the seaside Seasides were not always popular destinations.</p> <p>Reasons people went on seaside holidays in the past - wealth, Bank Holiday Act Wakes week, railways invented, health benefits,</p>	<p>Titanic To know that wealthy and poor people were divided into sections on the boat</p> <p>All passengers needed a ticket to board the ship</p> <p>The titanic sank because the ship hit an iceberg</p>				<p>British Heroes To know that Arkwright was the father of the factory system and the changes he made.</p> <p><u>To understand George Stephenson's impact on the railways.</u></p>	

		<p><u>Know what seaside holidays were like in Victorian times, typical activities, clothing, travel and entertainment - Punch and Judy shows, bathing machines, donkey rides, horse and carriage, steam train, fish and chips, ice-cream</u></p> <p><u>Vocabulary</u> Holidays Tourism Local Transport</p>	<p>Women and children got to go on the lifeboats before men</p> <p>There were not enough boats to save everybody</p> <p>It took two hours and 40 minutes for the titanic to sink</p> <p>The titanic was categorised into three classes: first, second and third. The third class was for the poor people and the first class for the wealthy.</p> <p><u>Vocabulary</u> Holidays Tourism Local Transport Import/Export</p>				<p>To know that Graham Bell was credited for inventing the telephone.</p> <p>To understand the changes that occurred during the industrial revolution.</p> <p>To know some of the British heroes e.g. Delia Ann Derbyshire, Beatrice Shilling, Dame Caroline Haslett, Victoria Drummond and Helen Sharman.</p> <p><u>Vocabulary</u> Holidays Tourism Local Transport Import/Export Poor Wealthy Invention Value</p>
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			Poor Wealthy Invention				Trade routes Smuggling Slaves
Empire				<p>Incas The Inca Empire lasted from 1400 to 1533</p> <p>To know that the Andes influenced and benefited Inca Society through trade (gold and silver) and farming (potatoes, quinoa and corn)</p> <p><u>To understand the fall of the Inca Empire (Spanish disease and death of Atahualpa the last leader of the Inca Empire)</u></p> <p><u>Vocabulary</u></p>			<p>House of Wisdom <u>To know that the Abbasid Dynasty was the second of two great dynasties of the Muslim Empire.</u></p> <p>To know that, at the time of the Golden Age of Islam, Europe was in the dark ages.</p> <p>To know about the individuals who created the House of Wisdom.</p> <p>To know about some of the inventions, specially the astrolabe.</p>

				<p>Ruler Rules Authority Community</p>			<p>To know that the siege of Baghdad (by the Mongols) ended the Golden Age.</p> <p><u>Vocabulary</u> Ruler Rules Authority Community Realm Monarchy Politics</p>
Invasion				<p>Romans <u>The Roman empire began in the city of Rome and grew into a vast empire as the Romans conquered areas of Africa, Europe and Asia</u></p> <p>Invaded the British Isles in 43AD and stayed until 410AD</p>	<p>Vikings They shared Britain with The Anglo Saxons.</p> <p><u>They invaded Britain because we had better farmland, more space and land to live. The UK was rich and was easy to raid, the UK is an island and was easy to capture. The UK</u></p>	<p>WWII WW2 started in 1939 and ended in 1945.</p> <p>Children were evacuated to the countryside to escape the war in bigger cities.</p> <p>Food and clothing was rationed during WW2 because of supplies.</p>	

				<p><u>Vocabulary</u> Invade Attack Spread Stay Journey Settle</p>	<p><u>had slaves that the Vikings wanted. The climate and weather is better in the UK.</u></p> <p>Whilst living in Britain they raided Monasteries and rich monks. They settled in different areas including York and Wessex. They were given the East of the island known as Danelaw. This area is under Viking rule. They invaded, settled and ruled Scotland. They first invaded in 793AD.</p> <p>They left in AD1066.</p>	<p>Know that propaganda was used in WW2 to encourage people to do and believe certain things during the war.</p> <p><u>To know that the Blitz started in 1940 and air raid shelters were used as a form of protection</u></p> <p><u>Vocabulary</u> Invade Attack Spread Stay Journey Settle Defend Battle Plunder Siege Allies Social justice Consequence</p>	
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					<p>This means they lived here for 273 years.</p> <p><u>Vocabulary</u></p> <p>Invade Attack Spread Stay Journey Settle Defend Battle Plunder</p>		
Leadership			<p>Monarchs <u>King Charles III is our current reigning monarch</u></p> <p>King Charles III was coronated on 6th May 2022</p> <p>King Charles III became King in September 2022</p> <p><u>Queen Elizabeth II was our longest reigning</u></p>		<p>Anglo-Saxons The Anglo-Saxons lived alongside the Vikings</p> <p><u>Alfred the Great was the first King of England, he made a peace treaty with the Vikings</u></p> <p><u>To know who was involved in the Battle of Hastings</u></p>	<p>Tudors The Tudor period was between 1485 and 1603.</p> <p>The Tudor period started after the Battle of Bosworth.</p> <p><u>The Tudor monarchs included Henry VII, Henry VIII, Edward VI, Jane, Mary, Elizabeth I.</u></p>	

			<p><u>monarch for over 70 years</u></p> <p><u>Queen Elizabeth impacted Britain by the vast majority of charity work she undertook during her reign</u></p> <p><u>Henry VIII was a very different leader in the past compared to King Charles III</u></p> <p>To know the chronological order of monarchs from Henry VIII to our current King Charles III</p> <p><u>To recall the events of the Great Fire of London under the reign of James I during</u></p>		<p>To understand the consequences of the Battle of Hastings on Britain</p> <p><u>Vocabulary</u> Ruler coronation King Crown Throne Democracy Hierarchy Reign</p>	<p>To know that Henry VIII had six wives.</p> <p>To know that Henry VIII created the Church of England.</p> <p><u>Vocabulary</u> Ruler coronation King Crown Throne Democracy Hierarchy Reign Dictator Tyrant Military Territory</p>	
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			<u>the stuarts era</u> <u>and the impact</u> <u>of his reign on</u> <u>Britain</u> <u>Vocabulary</u> Ruler coronation King Crown Throne				
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Vocabulary - Topic specific

Class	Autumn	Spring	Summer
(EYFS)	All about me Me, myself, family, member, familiar, person, baby, toddler, child, grow, change, same, different	Off we go Travel, transport, old, new, past, modern, change, same, different	At the seaside Holiday, memory, then, now, change, same, different
(Y1)	Highfield Explorers Living memory, grandparent, parent, memories, change, similar, different, compare, past, present	King of the Castle castle, moat, battlements, portcullis, drawbridge, King, Queen, lord, knight, enemies, attack, defend,	We're all going on a summer holiday Victorian, bathing hut, Invention, railway, steam engine, event,
(Y2)	Chorley Explorers Significant, past, present, chronology, artefacts, ancient, impact, poor, wealthy, a long time ago, timeline, opportunities, compare	Monarchs Monarchs, reigning, king, queen, castle, leader, impact, monarchy, in the past, a long time ago, modern, comparison, coronation, impact	Save our Oceans Pollution, environment, titanic, event, classes, sinking, wealthy, poor, trade, iceberg, ship, lifeboats, artefacts, newspapers, national
(Y3)	All roads lead to Rome Invasion, conquered, chariot, legionary, emperor, centurion,	Anglo-Saxon Times Invasion, conquered, Monarch, King Alfred the Great, battle, Danelaw, rune, peace treaty, weaponry	Rainforests: The Incas Tribe, civilisation, slaves, conquistador
(Y4)	Stones & Bones! Archaeologist, Artefacts, Neolithic, Prehistory, Domesticate, Hunter & Gatherer, Foraging, Cave painting, Stone, Tools, Mammoth, Animal skins, Cave	Viking Voyages Long boat, Thatched house, Warrior, Raider, Trader, Sword, Shield, Axe, Thor, Odin, Danelaw, Danegeld, Runes, Horn cup	Beyond the Nile Egypt, Egyptologist, Hieroglyphics, Pharaoh, Pyramid, Sphinx, Nile, Civilisation, Papyrus, Mummification, Tutankhamun, Sarcophagus, Howard Carter, Tomb, Canopic Jar
(Y5)	The Terrible Tudors Church of England, monarchs, divorce, Catholic, heir, execution, Queen, king, portrait	War torn Europe Evacuation, rationing, invasion, allies, axis, evacuee, dictator, propaganda, blitz, air raid, shelter, soldier	The Great Wall of China Shang Dynasty, soldier, bronze, oracle bone, nobles, dynasty, jade
(Y6)	Britain's Got Talent Industrial Revolution, rail, airport, tram, network, motorways, inventions, Victorians	Glorious Greece Tourism, democracy, European Union, Olympics, legacy, amphoras, Agora	The House of Wisdom Baghdad, Abbasid, dynasty, siege, algebra, astronomy, astrolabe, servant, library, caliph, caliphate, Persian, manuscript, scholar

	History Disciplinary Progression		
Investigate and Interpret the past	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> • Ask questions and find answers to questions about the past e.g. what was it like for people? • Use artefacts, pictures stories and databases to find out about the past • Identify some of the different ways the past has been represented 	<ul style="list-style-type: none"> • Use evidence to ask questions and find out about the past • Suggest suitable sources of evidence/ more than one source for historical enquiry • Describe different accounts of historical events • Suggest causes and consequences of some of the main events and changes in history 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past • Select suitable sources of evidence, giving reasons why • Use sources of information to test hypothesis about the past • Seek out and analyse a wide range of evidence in order to justify claims about the past • Show an awareness of the concept of propaganda • Understand that no single source of evidence gives the full answer • Refine lines of enquiry when possible
Build an overview of world history	<ul style="list-style-type: none"> • Describe historical events • Describe significant people from the past • Recognise that there are reasons people in the past acted as they did 	<ul style="list-style-type: none"> • Give a broad overview of life in Britain • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristic features of the past e.g. beliefs, attitudes • Describe the changes that have happened in the locality 	<ul style="list-style-type: none"> • Understand continuity and change in the history of the locality of the school • Give a broad overview of life in Britain and some major events from the rest of the world • Describe the social, ethnic, cultural or religious diversity of past society • Compare some of the times studied with those of other areas of interest around the world

		of the school throughout history	<ul style="list-style-type: none"> Describe the characteristic features of the past – ideas, beliefs, attitudes
Understand chronology	<ul style="list-style-type: none"> Place events and artefacts in order on a timeline Label time lines and use dates Recount changes that have occurred in their own lives 	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a timeline using dates – both topics Use dates and terms to describe events Understand the concept of change over time 	<ul style="list-style-type: none"> Describe the main changes in a period of history Identify periods of rapid change in history Understand the concept of continuity and change over time Use dates and terms accurately
Communicate historically	<ul style="list-style-type: none"> Use words and phrases such as a long time ago Show an understanding of the nation's history Show an understanding of monarchy, parliament, democracy, war and peace 	<ul style="list-style-type: none"> Use appropriate historical vocabulary Use literacy, numeracy and computing to a good standard to communicate about the past 	<ul style="list-style-type: none"> Use appropriate historical vocabulary Use Literacy, numeracy and computing skills in order to communicate information about the past Use original ways to present information