

Progression of Historical Concepts

| | Chronology | Investigating the Past | Communicating History | Thinking like a historian |
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| Early Years | Order simple life events within their life time eg birth of a sibling, holiday to Cornwall, getting a pet etc etc | Identify how the childhood years for a known adult was different to their own childhood | Recall stories told to them about life in the past Compare things from a 'very long time ago' with things now | To begin to know about sources of evidence which can tell us about the past: documents, photographs, pictures, artefacts, witnesses |
| Year 1 | Order toys chronologically and on a basic timeline Place 1666 on a timeline and order the events of the GFOL. Identify the time period in which the famous woman studied lived | Describe the role of Samuel Peypys' diary as a source of evidence Identify how life in the past was different to today using artefacts and pictures and listening to sources speak Identify which toys were around when their grandparents were children and which toys originate from the Victorian era. Understand what changes have influenced the difference in toys | Describe the events of the Great Fire of London Describe their favourite toys and toys from the past using a developing historical vocabulary Use key vocab when talking about the achievements of the famous woman, recognising how these achievements have been influential | Understand when and where the fire started, why the fire spread so quickly and describe how it was stopped. Identify key architects involved in the rebuild of London. Identify ways in which famous women in history are remembered and why. |
| Year 2 | Place the reigns of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II in chronological order on a timeline. Identify some significant explorers from the past | Say what a monarch is and understand how the title of King or Queen is inherited. Examine sources of evidence including eyewitness accounts to understand what happened. | Describe and explain the Gunpowder Plot using vocabulary learnt through the topic. Recall key knowledge about the lives of each queen, identifying similarities and differences. Use key vocab to describe aspects of life in Elizabethan Victorian and | Recognise ways in which exploration has changed over time. Explain what an explorer is and understand reasons why exploration takes place. |

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| | and place these in chronological order. | <p>Match key pieces of evidence with statements about the past.</p> <p>Recognise and discuss the evidence that shows the impact that discoveries have had on the world, at the time and today.</p> | present day England, recognising similarities and differences between them. | <p>Describe aspects of each Queen's reign, which have National/international significance.</p> <p>Compare England today with England during the reign of the two other queens</p> |
| Year 3 | <p>Place the Ancient Greek civilisation in time and know how long it lasted.</p> <p>Know where and how the Olympic Games originated and compare aspects of the ancient and modern-day games. Order significant events from the Ancient Greek civilisation on a timeline. and will also examine what happened during this era.</p> <p>Place the Stone, Bronze Age and Iron Age on a timeline.</p> <p>Discuss the inventions of George Stephenson and place them on a timeline</p> | <p>Recognise how George Stephenson have had a significant effect on Darlington and our locality</p> <p>Recognise that the power in Greece was divided between city states that were governed differently.</p> <p>Know about the life of Alexander the Great and be able to identify the conquests which made up his Empire.</p> <p>Use sources/evidence to ask questions and find answers to questions about the Stone Age, Bronze age and Iron age</p> | <p>Recount the events that led to the invasion of Troy and recognise aspects of the story that may be fact/myth.</p> <p>Communicate history using appropriate vocabulary for the time period. Describe the significance of railways</p> <p>Summarise important aspects of the legacy of the Ancient Greeks developing key historical vocabulary and how to use this effectively.</p> <p>Describe Athenian democracy, comparing to a modern day system of ruling using key vocabulary Describe what happened at the battle of marathon and how Athens were victorious</p> | <p>Understand the significance of the George Stephenson.</p> <p>Know where Greece is on a map. Identify cities of modern-day Greece and recognise changes since the Ancient Greeks.</p> <p>Understand that Ancient Greek religion was polytheistic</p> |

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| <p>Year4</p> | <p>Understanding who the Romans, Anglo Saxons and Vikings were, why they invaded Britain and when they settled there.</p> <p>Understand where the Ancient Egyptian civilisation fits in time, when it began and how long it lasted.</p> | <p>Explore what happened to the pharaohs when they died by explaining the mummification process</p> <p>Use evidence to develop a strong knowledge of the Egyptian Gods and Goddesses and why they were so important.</p> <p>Explain how a primary source (The Rosetta Stone) can give historians information about a time period.</p> <p>Explore and begin to understand how the Romanisation of Britain demonstrates how Britain has been influenced by the wider world.</p> <p>Discover that many changes took place in the North East of England for the Anglo Saxons during their time.</p> <p>Recognise why the river Nile was so crucial to the Egyptians</p> | <p>Summarise important aspects of religious life/religious beliefs (mummification, the weighing of the heart)</p> <p>Know how Britain resisted the invasion and why the Roman Army were so successful; developing acknowledge of key historical vocabulary and how to use this effectively.</p> <p>Describe a significant archaeological discovery (Tomb of Tutankhamun) and say how this has helped historians to learn more about this period in history.</p> | <p>Understand who the Ancient Egyptians were and what their major achievements were, identifying where in the world Egypt is and identifying significant sites</p> <p>Explain the importance of religion in Ancient Egypt and how beliefs (particularly about the afterlife) underpinned daily life</p> <p>Describe the structure of society in Ancient Egypt and recognise diversity between different people.</p> <p>Understand who the Anglo Saxons were and why they invaded Britain and settled there. Understand how Christianity arrived in England and the significance of certain individuals and places.</p> |
| <p>Year 5</p> | <p>Understand how the attitudes towards crime and punishment are linked with changes in</p> | <p>Recognise similarities and differences between what is considered a crime and identify how views and punishment has changed over time.</p> | <p>Identify the key events of WWII and explain the impact of these upon Britain.</p> | <p>Explain and evaluate the role of women on the Home Front and the extent to which WWII led</p> |

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| | <p>societies, with ideas recorded chronologically and with accuracy.</p> <p>Understand how many conflicts have taken place throughout time and have a secure understanding of where these different historical periods can be placed in relation to one another.</p> | <p>Understand the effect the Blitz had on the British People.</p> <p>Understand why rationing was introduced and explain the impact this had.</p> | <p>Use key vocabulary to explain Henry VIII's background and ambitions as King of England and the methods he used.</p> <p>Analyse how the nature and impact of crime and punishment has changed over time.</p> | <p>to progress in the role of women.</p> <p>Explain the role of the Home Guard, why such an organisation was needed and evaluate the success, the role gas masks played, salvaging and recycling and evaluate government policy</p> <p>Consider the scale of punishment assigned to similar crimes over time and evaluate the impact of the punishment.</p> |
| Year 6 | <p>Know the significant events that occurred within key monarchs' rules and place them on a timeline, for example, Magna Carta.</p> <p>Identify where and when the ancient Maya lived, recognising how historians know about them, and some key aspects of Maya life.</p> <p>Identify the Victorian era on a timeline</p> | <p>Understand some of the key inventions how the Industrial Revolution changed ways of working in Britain.</p> <p>Use primary sources and critically analyse a historical interpretation.</p> <p>Recognise and describe the hierarchical nature of Maya society and the different roles people played.</p> <p>Understand attitudes towards the poor in Victorian Britain</p> <p>Use primary and secondary source material and analyse sources</p> | <p>Describe ways in which Ancient Maya beliefs impacted daily life for the Maya people.</p> <p>Identify theories for the decline of Ancient Maya civilisation, forming and summarising their own judgements as to why this happened.</p> <p>Know the terms 'absolute monarchy' and 'constitutional monarchy' and be able to identify British monarchs for both systems</p> | <p>Identify the three social classes and explain how living conditions differed between the rich and the poor in Victorian Britain.</p> <p>Explain what the Industrial Revolution was and how it changed Britain.</p> <p>Explain what workhouses were and what the conditions were like.</p> <p>Explain the significance of key individuals</p> |

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| | | | Describe how certain events link to the decline of the various monarchs' power | Know how the power of the monarchy has declined over time. |
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