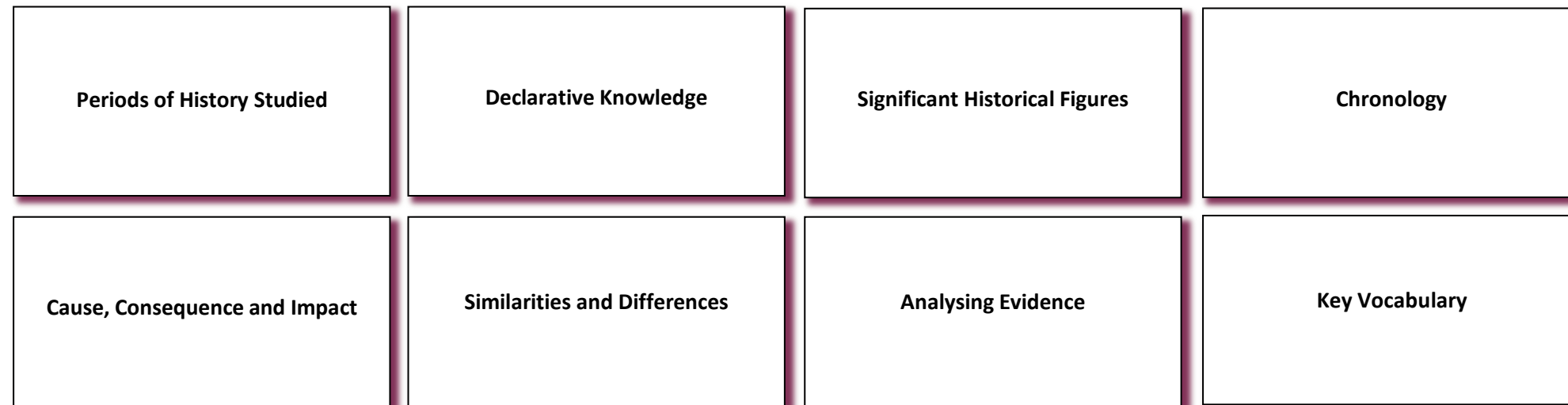


This document outlines the progression of history objectives, separated into the following areas:



	Early Years	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Periods of History Studied	Objectives relating to history will be taught throughout the year through a range of activities and within the learning landscape.	The Stone Age The Victorians Changes Within Living Memory Significant Historical Figures Studied: Walt Disney Amy Johnson Beatrix Potter	The Vikings The Second World War Ancient Greece (Culture) The Tudors The Romans The Stone Age to the Iron Age	Ancient Greece (Attitudes and Beliefs) The Anglo-Saxons The Romans (Boudicca) The Elizabethans The Edwardian Era (including the Suffragette Movement) Significant Historical Figure Studied: Clive Sullivan

	Nursery 1 (Age 2 – 3)	Nursery 2 (Age 3 – 4)	Reception (Age 4 – 5)	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Declarative Knowledge		<ul style="list-style-type: none"> I know about events celebrated by different groups of people. 	<ul style="list-style-type: none"> I know about key historical events and why and how we celebrate them today (for example, Remembrance Day, Christmas Day, Diwali). 	<p>The Stone Age (CyA: Au1)</p> <ul style="list-style-type: none"> I know that the Stone Age period started millions of years ago. I know that humans started to build huts for houses during the Stone Age. I know that humans hunted and gathered food early in the Stone Age. I know that farms had been invented by the end of the Stone Age. <p>The Victorians (CyB: Au1)</p> <ul style="list-style-type: none"> I know that the Victorian era started over a century ago. I know that the Victorian era lasted over sixty years. I know that some poor children couldn't go to school at the beginning of the Victorian era. I know that some Victorian school equipment was different from the equipment we use today. <p>Changes Within Living Memory (CyB: Sp1)</p> <ul style="list-style-type: none"> I know the year that I was born. I know that my parents are older than me. I know that I am younger than my parents. I know that new inventions lead to changes over time. 	<p>The Vikings (CyA: Au1)</p> <ul style="list-style-type: none"> I know that the Viking Age started over a thousand years ago. I know that the Viking Age started thousands of years after the end of the Stone Age. I know that most Viking houses were made of wood, stone or turf, with thatched roofs. I know that the Vikings grew, hunted or caught everything that they ate. <p>The Second World War (CyA: Sp1)</p> <ul style="list-style-type: none"> I know that the Second World War started in 1939, decades ago. I know what conscription was. I know the significance of the roles that women had during the Second World War. <p>Ancient Greece – The Invictus Games (CyA: Su2)</p> <ul style="list-style-type: none"> I know where Ancient Greece was. I know that the Ancient Olympic Games date back to around 776 BC, thousands of years ago. I know that the Invictus Games were founded in 2014. I know how Greek history has impacted British culture today. <p>The Tudors (CyB: Au1)</p> <ul style="list-style-type: none"> I know that Henry VIII reigned during the Tudor period. I know that Henry VIII's reign started hundreds of years before the Victorian era. <p>The Romans (CyB: Sp1)</p> <ul style="list-style-type: none"> I know that the first Romans lived in Italy nearly 3000 years ago. I know that the Romans conquered many lands to make a huge empire. <p>Stone Age to Iron Age (CyB: Su1)</p> <ul style="list-style-type: none"> I know that the Stone Age was followed by the Bronze Age. I know that the Bronze Age was followed by the Iron Age. I know that improvements in tools and weapons led to other improvements in civilisation. 	<p>Ancient Greece (CyA: Au1)</p> <ul style="list-style-type: none"> I know what AD and BC mean. I know how different states in Ancient Greece were governed and ruled. I know that democracy started in Athens. <p>The Anglo-Saxons (CyA: Sp1)</p> <ul style="list-style-type: none"> I know that the Anglo-Saxon period spanned approximately six centuries. I know where the Anglo-Saxon period falls on a timeline in relation to the other periods of time that I have studied. I know why the Anglo-Saxons invaded Britain. <p>The Romans (CyB: Au1)</p> <ul style="list-style-type: none"> I know that Rome was founded in 753 BC. I know that, in the beginning, Romans worshipped many gods and goddesses. I know that, in AD 313, the persecution of Christians was banned and Christianity became the official religion of the Roman Empire. I know about the resistance of Queen Boudicca. <p>The Elizabethans (CyB: Sp1)</p> <ul style="list-style-type: none"> I know that Queen Elizabeth I was the daughter of Henry VIII and Anne Boleyn. I know why England was divided by religion in the 16th Century. I know that Shakespeare was at the height of his popularity during the Elizabethan era. I know the chronology of monarchs and can plot their reigns on a timeline. <p>The Suffragettes (CyB: Su1)</p> <ul style="list-style-type: none"> I know where the Edwardian era sits chronologically, in comparison to different periods of history that I have studied. I know why the 'Votes for Women' campaign was a turning point in British history.

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<p>Significant Historical Figures</p>	<ul style="list-style-type: none"> I am beginning to notice differences between people. 	<ul style="list-style-type: none"> I can comment on historical figures. 	<ul style="list-style-type: none"> I can talk about the lives of people around me and their roles in society. 	<p>Walt Disney (CyA:Sp1)</p> <ul style="list-style-type: none"> I know that Walt Disney was born over a century ago. I know that I was born more than a century after Walt Disney. I know that Walt Disney was born thousands of years after the end of the Stone Age. <p>Amy Johnson (CyA:Su2)</p> <ul style="list-style-type: none"> I know that Amy Johnson was born two years after Walt Disney. I know that Amy Johnson was the first woman to fly solo from London to Australia. <p>The Wright Brothers (CyA:Su2)</p> <ul style="list-style-type: none"> I know that the Wright Brothers invented the first successful aeroplanes over a century ago. <p>Beatrix Potter (CyB:Su1)</p> <ul style="list-style-type: none"> I know that Beatrix Potter was born in the Victorian era, over a century ago. I know that Beatrix Potter was a pioneer decades ago. 		<p>Clive Sullivan (CyA:Su2)</p> <ul style="list-style-type: none"> I know the key events (start, change to riled, competitions, notable games) of the history of rugby in our local area. I know the meaning of 'historical significance'. I know that Clive Sullivan was born in 1943, two years before the end of the Second World War. I can act like a historian to decide whether Clive Sullivan was a historically significant individual. (CyA:Su2)
<p>Chronology</p>	<ul style="list-style-type: none"> I have a sense of my own immediate family, relations and pets. 	<ul style="list-style-type: none"> I can talk about my immediate family and my role within my family. I can talk about the concept of growing up. I can share and understand how I have grown and changed. 	<ul style="list-style-type: none"> I can explore chronology from throughout the year, building up experiences and knowledge of the past and present, and using this as a reference to reflect on. I can use the language of time when talking about past and present events in my own life and in the lives of other people. I can visually represent my own day on a simple timeline. 	<ul style="list-style-type: none"> I can place events on a timeline by thinking about the order in which the events happened. (CyA:Sp1; CyA:Su2; CyA:Su2; CyB:Sp1; CyB:Su1) I can use key vocabulary related to time. (CyA:Su1; CyA:Sp1) I know the difference between AC and BC. (CyB:Sp1) 	<ul style="list-style-type: none"> I can use key dates and add key information to plot events on a timeline. (CyA:Su1; CyA:Sp1; CyA:Su1; CyB:Su1; CyB:Sp1; CyB:Su1) 	<ul style="list-style-type: none"> I can create my own timeline using information that I have gathered from sources of evidence. (CyA:Su1; CyA:Su2) I can use my timeline to describe chronology and change. (CyA:Su1; CyA:Su2)
<p>Cause, Consequence & Impact</p>					<ul style="list-style-type: none"> I can discuss the cause and consequence of: <ul style="list-style-type: none"> Viking invasions. (CyA:Su1) changes in roles during the Second World War. (CyA:Sp1) I can develop an awareness of the Roman Empire and its impact on Britain. (CyB:Sp1) I can explain why the Romans wanted to conquer Britain. (CyB:Sp1) 	<ul style="list-style-type: none"> I can think like a historian to analyse the impact of: <ul style="list-style-type: none"> social and political changes during the Ancient Greek period. I know that democracy started in Athens. (CyA:Su1) Anglo-Saxon invasions. (CyA:Sp1) the Suffragette movement. (CyB:Su1) the Roman Empire on British culture and beliefs (including early Christianity). the reign of Queen Elizabeth I on British culture. (CyB:Sp1) I know why: <ul style="list-style-type: none"> the Anglo-Saxons invaded Britain. (CyA:Sp1) the 'Votes for Women' campaign happened. (CyB:Su1) England was divided by religion in the 16th century. (CyB:Sp1)

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Similarities and Differences		<ul style="list-style-type: none"> I can comment on historical familiar objects or situations from the past. 	<ul style="list-style-type: none"> I can talk about and understand changes in my own lifetime and what happens when I get older. I can compare and contrast the past and present and can describe and ask questions about old and new. 	<ul style="list-style-type: none"> I can recall some similarities and differences between life in the past and life today, including: <ul style="list-style-type: none"> Stone Age shelter, food and clothing. (CyA: Au1) Stone Age harvesting. (CyA: Au1) women’s lives when Amy Johnson was alive. (CyA: S2) women’s lives when Beatrix Potter was alive. (CyB: Su1) Victorian schooling. (CyB: Au1) changes in technology since my parent’s and carer’s childhoods. (CyB: Sp1) 	<ul style="list-style-type: none"> I can discuss similarities and differences within and between time periods, comparing: <ul style="list-style-type: none"> Viking and Stone Age ways of life. (CyA: Au1) the daily lives of the rich and poor during the reign of Henry VIII. (CyB: Au1) Stone Age and Iron Age ways of life. (CyB: Su1) Ancient Olympic Games to modern day athletic events. (CyA: Su2) 	<ul style="list-style-type: none"> I can draw comparisons and contrasts, creating my own structured account and analysis of: <ul style="list-style-type: none"> the ‘Romanisation’ of Britain, by analysing sites such as Hadrian’s Wall. (CyB: Au1) key features of Anglo-Saxon Britain. (CyA: Sp1) the main attitudes and beliefs of men, women and children during the Ancient Greek period. (CyA: Au1)
Analysing Evidence	<ul style="list-style-type: none"> I can talk about what I see, using a wide range of vocabulary. 	<ul style="list-style-type: none"> I can comment on recent photos and pictures of celebrations in my own life, for example, “This is me on my birthday.” 	<ul style="list-style-type: none"> I can find out information from different sources. I can describe images of familiar situations from the past. I understand the past through settings, characters and events encountered in books read. 	<ul style="list-style-type: none"> I can ask questions such as: What was it like for people? What happened? How long ago? (CyA: Au1; CyA: Sp1; CyA: Su2; CyB: Su1) I can use artefacts, pictures, stories and online resources to find out about the past. (CyA: Au1; CyA: Sp1; CyA: Su2; CyB: Au1; CyB: Su1) 	<ul style="list-style-type: none"> I can use sources of evidence to find out and answer questions about the past. (CyA: Au1; CyA: Sp1; CyB: Su1) 	<ul style="list-style-type: none"> I can act like a historian by interrogating sources of evidence to find out and answer questions about the past. (CyA: Sp1; CyA: Su2; CyB: Sp1)
Key Vocabulary	<p>Mum Dad family pet</p>	<p>relationship sister brother friend</p>	<p>Grandma Grandad old young age baby toddler grow last week yesterday a long time ago day week first last</p>	<p>past modern era / present era artefacts timeline order the same different century decades before after on the throne older younger inventions pioneer</p>	<p>invasions period of time source of evidence similarities differences cause consequence significant key figures founded era culture impact reign change conscripted conquered empire</p>	<p>AD / BC compare / comparison contrast analyse / analysis chronology account historian interrogate accuracy reliability legacy historical significance objective / factual subjective / opinion</p>