

History

Progression



Year	Key Concepts	Topic	Vocabulary
EYFS	Chronology Continuity and change	1. Marvellous Me 2. Heroes and Villains 3. Local History: Parks	Parent, grandparent, sibling, last ... (previously /past), this (present/future), old, new, first, next, after that, finally, special, celebrate
Year 1	Chronology Continuity and change Duration Significance Interpretation and diversity	1. My Family 2. Toys 3. Local History: Sport	a long time ago, when I was little, past, since I was born, when parents were young, when grandparents were young, famous, event(s), years, difference, object, artefact, picture, photograph, explain, used for, order
Year 2	Chronology Continuity and change Duration Significance Interpretation and diversity Cause and consequence.	1. Significant People in the History of Space Travel 2. Significant Events and the Impact of – The Great Fire of London 3. Local History: The Sheffield Flood	before I was born, before/after, past/present, then/now, sequence, chronological order, earlier, later, local area, historical event, research, similarities/ differences
Year 3	Chronology Continuity and change Duration Significance Interpretation and diversity Cause and consequence Settlement	1. Stone Age 2. Ancient Egypt 3. Local History: Football	BC/AD, decade, ancient, century, timeline, period, settlers, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, evidence, historical information, historian, source, eye-witness account
Year 4	Chronology Continuity and change Duration Significance Interpretation and diversity Cause and consequence Settlement Migration	1. Ancient Greece 2. Romans 3. Local History: Steel	recent history, time difference, empire, impact accurate picture of the past, scaled timeline, interpretation
Year 5	Chronology Continuity and change Duration Significance Interpretation and diversity Cause and consequence Settlement Migration	1. Mayans 2. Anglo Saxons & Vikings 3. Local History: Music & Theatres	Parallel, civilisation, bias, reliability, cause, effect, hypothesis, societies, summarise advancements,
Year 6	Chronology Continuity and change Duration Significance Interpretation and diversity Cause and consequence Settlement Migration	1. WW2 2. History of Medicine and Disease. 3. Local History: Universities	Relevant, depict, depiction, propaganda, British Empire, monocultural, multicultural

Year	Chronological Understanding	Knowledge and understanding of events, people and changes in the past
EYFS	<ul style="list-style-type: none"> Sequence events in a story or recount events which have happened to them in order Children express themselves using past, present and future forms accurately when talking about events that have happened or are to happen in the future. 	<ul style="list-style-type: none"> Show interest in the lives of people who are familiar to them Remember and talk about significant events in their own experience Recognise and describe special times or events for family or friends
Year 1	<ul style="list-style-type: none"> Sequence objects or artefacts in age order. Order personal events on a timeline Then, now, after, before, a long time ago, before I was born . . . 	<ul style="list-style-type: none"> Knowledge of aspects of living memory e.g what kind of toys did your parent and grandparents use? Whole School, Summer 1 – Local History Study
Year 2	<ul style="list-style-type: none"> To sequence objects, events beyond living memory e.g. How has transport changed over time? Between, past and present 	<ul style="list-style-type: none"> Knowledge of a significant national or global event. E.g. The Great Fire of London Knowledge of a significant individual from the past who has contributed to national/international achievements e.g Neil Armstrong/Tim Peake Whole School, Summer 1 – Local History Study
Year 3	<ul style="list-style-type: none"> To use both AD and BC on a timeline. Order the events of history with the given dates. Decade, Century 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age Achievements of Ancient Egypt Whole School, Summer 1 – Local History Study
Year 4	<ul style="list-style-type: none"> To create specific, closed timelines within a set period of time. For instance, the span of the Roman Empire. Furthermore, a scaled-timeline that includes dates of a specific series of events. E.g the Roman invasion of Britain 	<ul style="list-style-type: none"> Ancient Greece – Study of Ancient Greek life, achievements and their influence on the Western World The Roman Empire and its impact on Britain Whole School, Summer 1 –Local History Study
Year 5	<ul style="list-style-type: none"> To understand that events in History can overlap in terms of time. Begin to create parallel time lines for time periods taught. 	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and the Scots The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor A study of the Mayan civilization Circa AD 900 Whole School, Summer 1 – Local History Study
Year 6	<ul style="list-style-type: none"> Draw own timeline with 2 time periods - world and British history. Compare changes within and across different time periods 	<ul style="list-style-type: none"> Studies of aspects or themes in British history that extends pupil's chronological knowledge beyond 1066 e.g. WW2 A change in an aspect of social history e.g. Medicine and disease Whole School, Summer 1 – Local History Study

Year	Connections and Historical Links
EYFS	<ul style="list-style-type: none"> • Develop own narratives and explanations by connecting ideas or events that are special to them/ relevant to their lives.
Year 1	<ul style="list-style-type: none"> • How is my life similar to my parents' and grandparents'?
Year 2	<ul style="list-style-type: none"> • How has transport changed over time? I.e. the development of technology allowing us to travel to the moon. • From Horse & Cart to Space Travel • How would things be different if the Great Fire of London happened today?
Year 3	<ul style="list-style-type: none"> • Children to understand and appreciate that the Stone Age (8,000 B.C to 43 AD) and Ancient Egypt (3500 B.C to 30 AD) are concurrent events.
Year 4	<ul style="list-style-type: none"> • Children to understand that the Roman Empire signified the end of Egyptians and Iron Age. • Also, the Roman invasion of Britain and the ending of the Iron Age in Britain. • Explicit links to Rome and Greece and how they existed in similar time frames.
Year 5	<ul style="list-style-type: none"> • Children to understand that the Fall of Rome coincides with Anglo Saxons settlements before Viking invasions. • Local Yorkshire links to both Anglo-Saxons and Vikings to be established. • A link between Egyptians' work back in Y3 and drawing similarities and differences between those and the Mayans
Year 6	<ul style="list-style-type: none"> • Focus upon a specific aspect of historical knowledge, e.g. medicine and disease. • How did different civilisations deal with outbreaks of disease? Why? • How has this changed over time? Make sure to draw links between as many previously taught areas of history e.g. Mayans, Egyptians, Romans etc.

Year	Gathering Historical Information	
EYF S	<ul style="list-style-type: none"> • Children give their attention to what others say and respond appropriately – listen and respond to their friends/ family/teachers when talking about their experience/ what is special or important to them • Talk about objects which are important to them and understand that objects are important to different people for different reasons • Use pictures to gather information – simple retrieval/ inference 	
Year 1	Sources <ul style="list-style-type: none"> • Use sources from within living memory to compare to themselves. • Use photos and artefacts to gather information E.g. photographs of family member as a child compared against their own life. How did people used to dress when your parents were young 	Interpretations <ul style="list-style-type: none"> • Use books and videos to gather information about the past.
Year 2	Sources <ul style="list-style-type: none"> • Using sources from the past i.e. videos, photos and artefacts to gather information to answer given questions. E.g. Photograph of planes, automobiles: What were cars like in the past? 	Pick out the features etc. Similarities and differences between given stimulus e.g. photographs showing change E.g. How has transport changed over time? interpretations Use books, videos and pictures to support information gathered from source to discuss similarities and differences – how have things changed over time.
Year 3	Sources <ul style="list-style-type: none"> • Understand that sources are artefacts, photographs, eyewitness accounts etc from the time of the event. • Books written about history after it has happened are not historical sources. • Recognise the role of archaeologists 	Interpretations <ul style="list-style-type: none"> • Understand that we can find out information about history from books, films etc but that these are not historical sources. • Use a combination of at least 2 sources and/or interpretations to be able to infer what life may have been like in the past.
Year 4	Sources <ul style="list-style-type: none"> • Understand what sources are and be able to identify different types. 	Interpretations <ul style="list-style-type: none"> • Understand the difference between sources and interpretations. • Discuss why some interpretations could be unreliable e.g. drawings of Romans for children's books compared to a real roman helmet found by an archaeologist
Year 5	Sources <ul style="list-style-type: none"> • Be able to suggest different sources which may be useful to answer certain historical questions. • Use a variety of sources to draw conclusions and create own interpretation of time periods. Interpretations <ul style="list-style-type: none"> • Beginning to understand bias. 	<ul style="list-style-type: none"> • To comment on the reliability and bias of different interpretation and why they may have been created that way. • Begin to understand how interpretation s of history might reflect the time period they were made in. E.g. How have interpretation of Vikings changed over time and why?
Year 6	Sources <ul style="list-style-type: none"> • To be able to gather information from a wide range of sources and select which sources are most relevant. • Use different sources depicting the same event e.g. news article and diaries about evacuation and compare and contrast these. • Discuss source bias and reasons behind it. E.g. Blitz spirit news articles 	Interpretations <ul style="list-style-type: none"> • Understand that interpretations of history may have bias and why this might be. • Understand that biased interpretations and sources can still be useful to historians as they reflect the time period they were made in or are from.

Year	Historical Enquiry
EYFS	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them
Year 1	<ul style="list-style-type: none"> Talk about significant events in their own experience and that of previous generations of their family (living memory). Ask a 'what' question
Year 2	<ul style="list-style-type: none"> Look at the objects from the past and ask questions i.e. what were they used for? How they've changed?
Year 3	<ul style="list-style-type: none"> Ask questions – who, what, how where, why Find answers in a given extract of text, photographs, and video. Begin to use e-learning to conduct research to answer own questions about an event.
Year 4	<ul style="list-style-type: none"> To further develop the 5 W's of historical questioning and enquiry and ask how questions. E.g. How were the Ancient Greeks similar to the Romans
Year 5	<ul style="list-style-type: none"> To develop questioning relating to the cause of historical events and the effects they had. E.g. How did the Spanish effect the Mayan Empire? (Disease, Slavery etc.)
Year 6	<ul style="list-style-type: none"> To develop questioning relating to the cause of historical events and the impact they have had. To explain the significance of these events relating them to prior knowledge of the past and present day life. E.g Which society of the past has had the biggest impact on modern British life? Line of enquiry with use of sources and skills previously learned.