

PROGRESSION IN HISTORY

Date	Review Date	Subject Leader
September 2020	August 2021	Tim Downes

This document aims to give guidance on the progression of history knowledge and skills across the year groups. It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils). Potential GD pupils should also be encouraged to independently apply their skills and knowledge consistently, confidently and fluently, organising their ideas to make connections with other areas of learning. Their ability to construct and explain historical arguments about why things happened and what its impact or consequences were, at a level appropriate to their year group, and their understanding of history from different viewpoints and sources and why these might be different, at a level appropriate to their year group, should be reflected in their history work.

In History, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In History, the following approaches will be used, and be evident in pupils' books, in order to ensure that the History learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their history experiences in school:

Teaching Sequence in History	Possible pedagogical approaches used in History	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration	
		Constructivism	Inquiry-based learning; outdoor learning	
		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction	
		Liberationism	Pupil-led learning; opportunities to showcase learning	
		Learning, working and talking like a historian	Being introduced to the key subject specific and content specific vocabulary that a historian would use; defining the key subject specific and content specific vocabulary that a historian would use; high expectations of pupils 'talking' like a historian; high expectation of pupils researching, interpreting and presenting like a historian	
		Big picture: Placing of the History being studied in the chronological context of previous learning, using the class timeline		
		Daily review: Brief review of learning covered in previous lesson/s		
Specify key subject specific and content specific vocabulary to be used and its meaning				
Conduct Historical enquiry using a variety of sources and / or artefacts Interpret their findings				
Communicate their historical knowledge and understanding appropriately				
Evaluate their learning and compare with other historical periods studied as appropriate				
Big picture: Placing of the History being studied in the chronological context of previous learning, using the class timeline				

	Nursery	UFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Autumn:</u></p> <p>What is the difference between now and the past?</p>	<p><u>Autumn:</u></p> <p>What is the difference between now and the past?</p>	<p><u>Autumn:</u></p> <p>What has changed during my lifetime?</p> <p>Who was in my family before I was born?</p> <p>How were some aspects of life different when my parents, grandparents and great-grandparents were alive?</p>	<p><u>Autumn:</u></p> <p>What was the Great Fire of London and The Gunpowder Plot?</p> <p>How did the Great Fire of London begin?</p> <p>How did the Great Fire of London affect people?</p> <p>How has firefighting changed throughout time?</p> <p>How is life in London at the time of the Great Fire different to life in London now?</p> <p>Who was Guy Fawkes and why is he an important historical figure?</p>	<p><u>Autumn:</u></p> <p>Where do the stone age, bronze age and iron age fit chronologically on a timeline?</p> <p>What was life like for someone living in the stone age?</p> <p>What was life like for someone living in the bronze age?</p> <p>What was life like for someone living in the iron age?</p> <p>How did Britain change from the stone age to the iron age?</p> <p>How has life in the stone, bronze and iron ages impacted on our lives today?</p>	<p><u>Autumn:</u></p> <p>Where does the Roman conquest of Britain fit chronologically on a timeline?</p> <p>How did the Roman Empire achieve its invasion of Britain?</p> <p>What was life like for someone living in Roman times?</p> <p>What was the impact of the Roman Empire on life in Britain?</p> <p>How has the Roman Empire impacted on our lives today?</p>	<p><u>Autumn:</u></p> <p>Where does the settlement of Anglo-Saxons and Scots fit chronologically on a timeline?</p> <p>How did the Anglo-Saxons achieve their invasion of Britain?</p> <p>What are the similarities and differences between the Anglo-Saxon invasion of Britain and other invasions?</p> <p>What was life like for someone living in Anglo-Saxon times?</p> <p>What was the impact of the Anglo-Saxons on life in Britain?</p> <p>How have the Anglo-Saxons impacted on our lives today?</p>	<p><u>Autumn:</u></p> <p>Where does the closure of Fitzwilliam colliery fit chronologically on a timeline?</p> <p>What sources can we use to find out about the history of mining in Fitzwilliam?</p> <p>What was the impact of the opening of the colliery on Fitzwilliam?</p> <p>What were the causes of the closure of Fitzwilliam colliery?</p> <p>What was the impact of the closure of the colliery on our lives today?</p>

	<p>Spring:</p> <p>What is the difference between now and the past?</p>	<p>Spring:</p> <p>What is the difference between now and the past?</p>	<p>Spring:</p> <p>Why is Sandal castle important in the history of England?</p> <p>What are the different parts of a castle called and how can I describe them?</p> <p>What was life like in a castle?</p> <p>Who is Richard of York was and why is he an important historical figure?</p> <p>Who is Saint George was and why is he an important historical figure?</p>	<p>Spring:</p> <p>Who was Marco Polo and why is he an important historical figure?</p> <p>Who is Helen Sharman and why is she an important historical figure?</p> <p>Who was Amelia Earhart and why is she an important historical figure?</p> <p>How has exploring changed over time?</p> <p>How have the actions of explorers in the past impacted on our lives today?</p>	<p>Spring:</p> <p>How has exploring changed over time?</p> <p>Who was Captain R.F. Scott and why is he an important historical figure?</p> <p>Who was David Livingstone and why is he an important historical figure?</p> <p>How have the actions of explorers in the past impacted on our lives today?</p>	<p>Spring:</p> <p>Where does Ancient Greece fit chronologically on a timeline?</p> <p>What are the major achievements of Ancient Greece?</p> <p>What was life like for someone living in Ancient Greece?</p> <p>How has Ancient Greece impacted on our lives today?</p>	<p>Spring:</p> <p>Where does the settlement of the Vikings in Britain fit chronologically on a timeline?</p> <p>How did the Vikings achieve their invasion of Britain?</p> <p>What are the similarities and differences between the Viking invasion of Britain and other invasions?</p> <p>What was life like for someone living in Viking times?</p> <p>What was the impact of the Vikings on life in Britain?</p>	<p>Spring:</p> <p>What do we mean by crime and punishment and what have been some of its main features over time?</p> <p>What have been some of the main changes over time to the types of crime committed?</p> <p>How and why have punishments changed over time?</p> <p>How have crimes been investigated over time?</p> <p>How have our views about crime changed over time?</p> <p>How realistic are stories about crime and punishment in the past?</p>
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	<p>Summer:</p> <p>What can I recall about past events in my life?</p> <p>What is a timeline?</p>	<p>Summer:</p> <p>What can I recall about past events in my life?</p> <p>What can I recall about past events in the lives of people I know?</p> <p>Where do I fit on a timeline?</p>	<p>Summer:</p> <p>Who was Mary Seacole was and why is she an important historical figure?</p> <p>Who was Henry VIII was and why is he an important historical figure?</p> <p>Who was Pocahontas and why is she an important historical figure?</p> <p>How can I argue, using evidence, why an historical figure might be a hero or a villain?</p>	<p>Summer:</p> <p>What is rationing and why was it needed in World War II?</p> <p>How has what we eat for our meals changed over time?</p>	<p>Summer:</p> <p>Where does the Shang dynasty of ancient China fit chronologically on a timeline?</p> <p>What was life like for someone living in the Shang dynasty of ancient China?</p> <p>What were the major achievements of the Shang dynasty in ancient China?</p> <p>How have the achievements of the Shang dynasty in ancient China impacted on our lives today?</p>	<p>Summer:</p> <p>Where does the eruption of Mount Vesuvius fit chronologically on a timeline?</p> <p>What happened when Mount Vesuvius erupted in 79 CE?</p> <p>What sources do we have that tell us about the eruption of Mount Vesuvius in 79 CE?</p> <p>What was the impact of the eruption of Mount Vesuvius in 79 CE?</p>	<p>Summer:</p> <p>Where does the Mayan civilisation fit chronologically on a timeline?</p> <p>What was life like for someone living in Mayan civilisation?</p> <p>How does Mayan civilisation compare and contrast to British history at the same time (Vikings and Anglo-Saxons)?</p> <p>What were the major achievements of Mayan civilisation?</p> <p>How have the achievements of Mayan civilisation impacted on our lives today?</p>	<p>Summer:</p> <p>Where does Ancient Egypt fit chronologically on a timeline?</p> <p>What was life like for someone living in Ancient Egypt?</p> <p>What were the major achievements of Ancient Egypt?</p> <p>How have the achievements of Ancient Egypt impacted on our lives today?</p>
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Subject specific Vocabulary (Tier 3)	<ul style="list-style-type: none"> long ago now then remember 	<ul style="list-style-type: none"> History / Historian long ago past present future now then remember timeline 	Same as EYFS, plus: <ul style="list-style-type: none"> artefact century chronological order living memory memories opinion fact source interpret enquire/enquiry 	Same as EYFS & Year 1, plus: <ul style="list-style-type: none"> impact research evidence significant recent 	Same as EYFS & KS1, plus: <ul style="list-style-type: none"> era/period BCE (Before Common Era) CE (Common Era) BC (Before Christ) AD (Anno Domini) archaeologists / archaeology museum pre-history bias excavate 	Same as previous year groups, plus: <ul style="list-style-type: none"> impact effects consequences continuity cause / causation infer conclusion 	Same as previous year groups, plus: <ul style="list-style-type: none"> primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy 	Same as previous year groups, plus: <ul style="list-style-type: none"> legacy ambiguous consequences omits decade
Content specific Vocabulary (Tier 3)	<u>Autumn:</u> <ul style="list-style-type: none"> today yesterday tomorrow calendar Memorial 	<u>Autumn:</u> <ul style="list-style-type: none"> today yesterday tomorrow calendar Memorial 	<u>Autumn:</u> <ul style="list-style-type: none"> Parent Grandparent Great grandparent Family compare Family tree 	<u>Autumn:</u> <ul style="list-style-type: none"> The great fire of London Thomas Farriner Samuel Pepys diary Guy Fawkes Parliament treason 	<u>Autumn:</u> <ul style="list-style-type: none"> Stone Age Bronze Age Iron Age Hunter-gatherer Skara Brae Stonehenge Hill fort Druid Celts 	<u>Autumn:</u> <ul style="list-style-type: none"> Romans Invasion Britons Colony Caesar Boudicca Empire Latin Mosaic Villa Slave 	<u>Autumn:</u> <ul style="list-style-type: none"> Anglo-Saxons Jutes Britons Picts Scots King Offa Kingdom Settlement Resistance 	<u>Autumn:</u> <ul style="list-style-type: none"> Mine Colliery Strike Margaret Thatcher Arthur Scargill Regeneration
	<u>Spring:</u> <ul style="list-style-type: none"> old new change 	<u>Spring:</u> <ul style="list-style-type: none"> old new change 	<u>Spring:</u> <ul style="list-style-type: none"> Castle Keep Moat Drawbridge Bailey Arrow loops Battlement Portcullis Tower Turret Dungeon Motte Knight Banquet War of the roses 	<u>Spring:</u> <ul style="list-style-type: none"> Explorer Pioneer Marco Polo Merchant Helen Sharman Astronaut Amelia Earhart Pilot 	<u>Spring:</u> <ul style="list-style-type: none"> Explorer Expedition Heroism Memorial Missionary Slavery Abolitionist 	<u>Spring:</u> <ul style="list-style-type: none"> Greek Democracy Architecture Alexander the Great Socrates Plato Aristotle Sparta / Spartan Athens / Athenian Slave Myth Olympics 	<u>Spring:</u> <ul style="list-style-type: none"> Viking Invasion Raid Settle Anglo-Saxon Chronicle Great Heathen Army Wessex Northumbria East Anglia Mercia King Alfred the Great Danelaw Pagan 	<u>Spring:</u> <ul style="list-style-type: none"> Crime Punishment Law Court Trial Trial by ordeal Jury Magna Carta Context Perception Treason Traitor Heresy Fine Weregild Deterrant

			<ul style="list-style-type: none"> Richard of York Lord Protector Saint George Patron Saint Martyr 				<ul style="list-style-type: none"> King Ethelred the Unready Danegeld King Sweyn King Cnut King Edward the Confessor Tynwald 	<ul style="list-style-type: none"> Prison Transportation Vigiles Hue and cry Parish constable Sir Robert Peel Elizabeth Fry
	<p>Summer:</p> <ul style="list-style-type: none"> old new day year 	<p>Summer:</p> <ul style="list-style-type: none"> old new remember memory day week month year 	<p>Summer:</p> <ul style="list-style-type: none"> Tudor Henry VIII Mary Seacole Crimean War King Queen Pocahontas Native American 	<p>Summer:</p> <ul style="list-style-type: none"> Ration Second world war embargo Ration book blockade Hunter gatherer Farmer 	<p>Summer:</p> <ul style="list-style-type: none"> China Dynasty Shang Dynasty Emperor Sacrifice Class Bureaucracy Oracle bones 	<p>Summer:</p> <ul style="list-style-type: none"> Vulcan Vesuvius Pompeii Pliny the younger Archaeologist Petrified Pyroclastic flow 	<p>Summer:</p> <ul style="list-style-type: none"> Mayans Pitz Bacabs Pakal the great Sacrifice Pyramid Temple Priest Civilisation Society 	<p>Summer:</p> <ul style="list-style-type: none"> Scribe Pharaoh Slave Cleopatra Tutankhamun Class Hieroglyphics Atum Shu Tefnut Afterlife Mummification Pyramid Papyrus Rosetta Stone
<p>Chronological Understanding</p>	<ul style="list-style-type: none"> Children begin to distinguish between 'now' and 'then' 	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> Recognise the distinction between past and present Order and sequence some familiar events and objects Identify some similarities and differences between ways of life at different times Use some terms about the passing of time correctly 	<ul style="list-style-type: none"> Order and sequence events and objects Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time correctly. 	<ul style="list-style-type: none"> Understand where the time studied fits on a time line Demonstrate awareness that the past can be divided into different periods of time. Use some dates and historical terms when ordering events and objects. Sequence several events or artefacts Explore trends and changes over time. 	<ul style="list-style-type: none"> Use dates and historical terms when ordering events and objects Identify where people and events fit into a chronological framework. Explore links and contrasts within and across different periods of time. Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Use dates and appropriate historical terms to sequence events and periods of time. Identify where people, places and periods of time fit into a chronological framework Describe links and contrasts within and 	<ul style="list-style-type: none"> Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.

							across different periods of time including short-term and long-term time scales.	
Knowledge and Understanding of events in the past	<ul style="list-style-type: none"> Children can talk about an event from their past 	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> Recognise the difference between the past and present in their own and others' lives To know and recount episodes from stories about the past 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify similarities and differences between ways of life at different times 	<ul style="list-style-type: none"> Compare periods studied with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Identify key features and significant events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Examine causes and results of significant events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Compare beliefs and behaviour with another time studied Understand continuity and change Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Historical Interpretation	<ul style="list-style-type: none"> Children understand the terms 'same' and 'different' when talking about themselves and others. 	<ul style="list-style-type: none"> Children know about similarities and differences between themselves and others. 	<ul style="list-style-type: none"> Make simple observations about different people, events, beliefs and communities. Uses stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> Compare two versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photographs / accounts / stories Recognise some basic reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc. Recognise that our knowledge of the past is constructed from different 	<ul style="list-style-type: none"> Look at the evidence available Recognise how sources of evidence are used to make historical claims. Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events Evaluate sources and make simple inferences. 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Give some reasons for contrasting arguments and

					<p>sources of evidence.</p> <ul style="list-style-type: none"> Recognise that different versions of past events may exist. Describe some of the ways the past can be represented. 			<p>interpretations of the past.</p> <ul style="list-style-type: none"> Recognise that some events, people and changes are judged as more significant than others.
<p>Historical Enquiry</p>	<ul style="list-style-type: none"> Children talk about their memories before 'now'. 	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts Use sources to answer simple questions about the past. Choose parts of stories and other sources to show what they know about the past. Identify some of the basic ways in which the past can be represented. 	<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations Ask and answer simple questions about the past through observing and handling a range of sources. Consider why things may change over time. Choose parts of stories and other sources to show what they know about significant people and events. 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use books and the internet for research Use sources to answer historically valid questions 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions Use books and the internet for research Use sources to address historically valid questions and hypotheses. Recognise why some events happened and what happened as a result. Identify historically significant people and events in different situations. 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use books and the internet for research with increasing confidence Use a wider range of sources as a basis for research to answer questions and to test hypotheses. Recognise how our knowledge of the past is constructed from a range of sources. Choose relevant sources of evidence to support particular lines of enquiry. 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together to form contrasting arguments Confidently use books and the internet for research Regularly address and sometimes devise historically valid questions and hypotheses. Describe the impact of historical events and changes.

<p>Organisation and communication</p>	<ul style="list-style-type: none"> Children talk about their memories before 'now'. 	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> Describe special or significant events. Retell simple stories or events from the past. Use simple historical terms Communicate their knowledge through: <ul style="list-style-type: none"> Discussion Drawing pictures Drama / roleplay Making models Writing Using computing 	<ul style="list-style-type: none"> Talk about what / who was significant in simple historical accounts. Demonstrate simple historical concepts and events through roleplay, drawing and writing. Use a variety of historical terms and concepts. Communicate their knowledge through: <ul style="list-style-type: none"> Discussion Drawing pictures Drama / roleplay Making models Writing Using computing 	<ul style="list-style-type: none"> Discuss some historical events, issues connections and changes. Select and organise historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology. Communicate their knowledge through: <ul style="list-style-type: none"> Discussion Drawing pictures Drama / roleplay Making models Writing Using computing 	<ul style="list-style-type: none"> Discuss significant aspects of, and connections between, different historical events. Select and organise relevant historical information to present in a range of ways. Use relevant and appropriate historical terms and vocabulary linked to chronology Recall, select and organise historical information. Communicate their knowledge and understanding through: <ul style="list-style-type: none"> Discussion Drawing pictures Drama / roleplay Making models Writing Using computing 	<ul style="list-style-type: none"> Discuss and debate historical issues. Use appropriate vocabulary when discussing and describing historical events. Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. Choose relevant ways to communicate historical findings. Recall, select and organise historical information Communicate their knowledge and understanding through: <ul style="list-style-type: none"> Discussion Drawing pictures Drama / roleplay Making models Writing Using computing 	<ul style="list-style-type: none"> Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Use appropriate vocabulary when discussing, describing and explaining historical events. Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. Choose the most appropriate way of communicating different historical findings. Select and organise information to produce structured work, making appropriate use of dates and terms. Communicate their
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Working and growing together

								<p>knowledge and understanding through:</p> <ul style="list-style-type: none">○ Discussion○ Drawing pictures○ Drama / roleplay○ Making models○ Writing○ Using computing
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