

History – Learning Progression

Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Topics	Families	We are heroes Here vs there Toys from the past	We are explorers Great fire of London We change the world- Rosa Parks	Stone age to Iron Age Roman Britain	Ancient Egyptians Anglo Saxons and Vikings Crime and Punishment	Mayan civilisation Mining	Ancient Greece WWII
Chronological knowledge	Know that familiar events occur in a particular order. Know and understand past and present events in their own and family members' lives.	Know that a simple timeline is used to show where events occurred and when particular people were alive. Changes within living memory Know that a specific time studied has key characteristics that help people understand what it would have been like to live then. Pupils should be taught about significant historical events, people and places in their own locality	Know that one working timeline is used to show where all events and people studied have occurred and lived. Know that periods in time have similarities and differences to the present time and that helps people make connections between their own lives and the past. events beyond living memory that are significant nationally or globally [for example, the Great Fire of London	Know that there is a definitive, chronological order for the periods studied. Know the similarities and differences between the specific periods of history studied that go beyond their own lives. Pupils should be taught about changes in Britain from the Stone Age to the Iron Age Pupils should be taught about the Roman Empire and its impact on Britain	Know that the characteristics of the particular periods studied will determine their chronological place in history. Know that change is shown by the similarities and differences between specific periods in time. Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilizations – an overview of where and when the first	Know that the chronological position of periods studied sometimes overlap or occur concurrently. Know that by comparing and contrasting the characteristics of periods in history, leads to an understanding of how the wider world has changed over time. A non-European society that provides contrasts with British history – one study chosen from c. AD 900; Mayan civilization	Know that the chronology of significant events in periods of history subsequently shaped different societies. Know that by comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example, the Battle of Britain

					civilizations appeared and a depth within Ancient Egypt		Ancient Greece – a study of Greek life and achievements and their influence on the western world
Range and Depth of Historical Knowledge	Know that people are important in their lives. Know the difference between past and present	Know that people and objects existed, and events occurred before living memory. Know about the lives of significant individuals in the past who have contributed to national and international achievements and compare to the life of another at the same period.	Know that some events and people in the past are seen as significant because they result in change. Know about the lives of significant individuals in the past who have contributed to national and international achievements and compare to the life of another at a different period.	Know that there are reasons for and results of people's actions in the past.	Know that events, and developments are seen as significant because they result in change and had consequences for people in that era and/or over time.	Know that great events had an impact on people's lives and they have shaped society over time.	Know that past great events had an impact on people's lives and shaped society, and that evidence is used to support or refute the explanation.
Historical interpretation	Know that there are ways to find out about their past.	Know some reasons why people acted differently in the past.	Know some reasons why people acted differently in the past and how this influenced their decisions.	Know that there are different accounts of history. Know that evidence is facts and/or information which can be proved	Know that there are different interpretations of historical accounts.	Know that a piece of evidence may be biased. Know that evidence can be justified based on usefulness and reliability.	Know that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history. Know that there are reasons why there are different accounts of history. Know that evidence is evaluated to determine which is

							the most reliable source.
Historical Enquiry	Know about the past and present primarily through their own experiences and storytelling.	Know some specific sources that support learning about the past. Diaries, newspapers, photos.	Know that key sources are used to effectively learn about the past.	Know that a wide range of sources are used to effectively learn about the past.	Know that sources of evidence can be linked. Know that primary and secondary sources vary in reliability.	Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time.	Know which source of evidence is most appropriate and evaluate its usefulness and accuracy in order to form opinions about historical events.
Geography links		Florence Nightingale- travelled by sea Warsop history/geography and skegness	London America	Scandanavia York	Egypt Italy	South America North Notts/ Mansfield	Greece Europe English Channel
Key vocabulary		Nursing, heroes, past, timeline, present , different, Olympics, challenge, disability, success, historian, museum	Moon, space, astronaut, rocket, research, historical event , London, timber-framed houses, diary, plague, pandemic, racism, Rosa Parks, civil rights, change, equality, segregation, calendar	Bronze age, iron age, Neolithic, tools, caves, nomads, Cresswell craggs hunters gatherers, buildings, weapons, Long ship, invasion, leaders, laws, civilisation, settlement , agriculture, Jorvik, Norse, artefact, century, AD/BC	Ancient, mummy, pharaoh, Nile, desert, embalming, archaeology , hieroglyphics, pyramid, tomb, Tutankhamun, Howard Carter, Sun, Mosaic. Bath-house, aqueduct, democracy, laws , legions, governor, emperor, slaves, settlement, numerals , Celts, Boudicca law, order, crime judge, rules, court, police, civil liberty, civil rights, prison, execution	chocolate, civilisation, worship, temples, monuments mining, coal, agriculture, industrial, Margaret Thatcher, strike, bias, Arthur Scargill, law, order, era, pre-history ,	Greece, island, democracy, Olympics, gods, goddesses, empire , climate, Pythagoras, Hippocrates, slaves, soldiers, Athens, Sparta, Hitler, Chamberlain, Churchill, holocaust, home front, invasion , army, politics, air raid Europe, evacuation, Blitz, D-Day, spitfire, radar, rationing, women's rights, make do and mend, migration

Cultural capital	Understand there is more than just themselves	Understand people aspire to different careers	Understand how actions can affect others	Understand the terms BC and AD	Understand that laws are fundamental	Understand that different people have different ways of life	Understand that politics influences the world.
Church vale values	Possibilities- positive relationships Community – where I live Self awareness – Building independence	Possibilities- ambition and success Community – Roles in the community Self awareness – Making a difference	Possibilities-being heard, politician, fireman, bus driver, activist Community- what jobs do the people I know have in my local area? Self awareness- How can I push boundaries Do I challenge wrong doing?	Possibilities- environmentalist Community – what happened at Creswell Craggs? Self awareness - How can I be a great team member	Possibilities- archaeologist, curator Community – What happens at St Peters and St Pauls Church? Self awareness – Aware of the wider world	Possibilities- journalist Community – did Church Warsop mine for coal? Self awareness – Understand consequences of my actions	Possibilities- politician Community – Who are my working women role models? Self awareness – Believe I can change the world
Themes	Me and my family, Timeline	Timeline, heroes, local history, war, significant person, legacy, living memory	Timeline, heroes, significant person, London, dwellings, civil rights, law, democracy, legacy	Timeline, local history, dwellings, laws, invasion, legacy, civilisation, artefacts, death	Timeline, significant person, legacy, civilisation, artifacts, death, law, democracy, invasion, legacy,	Timeline, heroes, local history, significant person, civil rights, law, democracy, invasion, legacy, artefacts, civilisation	Timeline, heroes, war, significant person, London, dwellings, civil rights, law, democracy, invasion, legacy, artefacts
Sticky knowledge		-Know that Florence Nightingale was a nurse -Know how Florence Nightingale changed nursing -compare what life was like for Florence Nightingale in comparison with Mary Seacole's life -Know about the influence of war on Florence Nightingale's life.	-can explain how historians know about the Great Fire of London. -Know that the 'Great Fire' happened in London and what impact this had at the time (plague) Be able to infer how the Great Fire of London spread so fast and compare this to today's London.	-Know that the Stone age came before the Bronze age -Name the Stone age sites, Stonehenge and Cresswell Craggs -Know why it is called the 'stone age' -Know that evidence shows the Anglo Saxons came from Germany, Denmark, The Netherlands	-Know Egyptian writing was called hieroglyphs Know Egyptians lived by the Nile and how the Nile was essential to life -Know why Pyramids were built and how -Know why the Romans wanted to invade Britain -Know Boudicca led the Iceni revolt against the Romans and the impact she had.	-Know how farming was an important industry to the Mayans -Describe what the Mayans invented and understand how the inventions would be different to today. - understand why the miners went on strike and how this changed the future. -Be able to compare Victorian mining and modern mining	Recall the main differences between Athenians and Spartans -Can name 4 legacies from Greece -Know why the Battle of Britain was a turning point in WWII -Know the names and roles of Adolf Hitler, Neville Chamberlain and Winston Churchill

			- Know that Neil Armstrong was the first man to walk on the moon, in 1969, and understand why this was ground breaking. -can summarise key events within Rosa Park's lifetime -can summarise how black people were discriminated against - Can compare what life was like for Rosa Parks in comparison with what life was like for Emily Davison	-Know that Saxon land was divided into 'shires' - Know that the Vikings were raiders and that they raided Lindisfarne. -Know the Vikings spoke Norse and had an alphabet made of runes -Know why the most important Viking city was Jorvik -Know where and in which battle King Alfred defeated the Vikings - To know how The Vikings lived.	-Know why Hadrian's wall was built -Know when the first successful invasion of Britain took place and which Emperor ordered it -Name 3 things the Romans brought to Britain and describe the impact they had on today. Interpret how the Roman punishments were harsh and infer why. -Know that the Victorians built the first prisons and why. Know that Robert Peel introduced the Police force in the Victorian era -Know that Anglo Saxons had a court system and know the significant changes between today and the past.	-Name Margaret Thatcher and Arthur Scargill as the main figures involved in the miner's strike ...and use primary sources to understand the role they played	-Know the reasons for the outbreak of war - To understand the changing roles of civilians in war time Britain. - Use information from primary and secondary sources to discuss propaganda.
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