

History Progression Document

Nursery- Year 6

<p>Early Learning Goals</p>	<p>Understanding the World: Past and Present ELG</p> <ul style="list-style-type: none"> -talk about the lives of people around them and their roles in society. -know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. -understand the past through settings, characters and events encountered in books read in class and storytelling.
<p>KS1 National Curriculum</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> -changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. -events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. -the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. -significant historical events, people and places in their own locality.
<p>KS2 National Curriculum</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> -changes in Britain from the Stone Age to the Iron Age. -the Roman Empire and its impact on Britain. -Britain’s settlement by Anglo-Saxons and Scots. -the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor -a local history study. -a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. -the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world. -a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

History Progression Map

Knowledge and Understanding of Events, People and Changes in the Past			
EYFS	KS1	LKS2	UKS2
<p>Can talk about some similarities and difference between past and the present with support from an adult.</p> <p>Can talk about significant people in their lives.</p>	<p>Know some similarities and differences between the past and the present (Cycle A- toys- Autumn term Cycle B- GFOL, Nurses, Local histoy unit).</p> <p>Know some similarities and differences between ways of life in different periods (Cycle A- Monarchs- spring, Cycle B- Nurses, Local History)</p> <p>Know and recount episodes from stories and significant events in history (The Great Fire of London- autumn)</p> <p>Understand that there are reasons why people in the past acted as they did (Cycle A- Monarchs- Spring, Cycle B- Nurses).</p> <p>Know some significant individuals from the past: Samuel Pepys (Autumn)</p> <p>Florence Nightingale (spring)</p> <p>Guy Fawkes (autumn- taught as one off)</p> <p>Elizabeth I and Queen Victoria (Monarchs, spring)</p> <p>Ibn Battuta, Matthew Henson and Felicity Aston (Explorers-summer)</p>	<p>Understand changes over a period of time and be able to give reasons for those changes.</p> <p>Riotous Royals</p> <p>We are learning to question how the Normans came to rule Britain in 1066. L1</p> <p>WWII (Spring 1)</p> <p>We are learning to describe how the home front contributed to the war effort. L2</p> <p>We are learning to describe events from the Battle of Britain and explain why it was a turning point in the war. L4</p> <p>Anglo-Saxons and Scots (Summer 1)</p> <p>We are learning to describe why, where and when the Scots and Anglo-Saxons invaded Britain. (L1)</p> <p>We are learning to explain the work of some of the saints who were influenced in converting the Anglo-Saxons to Christianity. (L4)</p> <p>Know about the everyday lives of people in time studied compared with our life today. Vikings L4</p>	<p>Know connections, contrasts and trends over time in the everyday lives of people.</p> <p>Understand historical terms such as culture, religious, social, economic and political when describing the past.</p> <p>Understand the causes and results of great events and the impact these had on people. WW2 Spring 24/ A.C Su 24</p> <p>Know the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. A.C SU24</p>

History Progression Map

		<p>Ancient Egypt (Aut 1) We are learning to understand what was important to people during ancient Egyptian times. L2</p> <p>WWII (Spring 1) We are learning to describe how the home front contributed to the war effort. L2</p> <p>We are learning to describe what people did for entertainment during wartime Britain. L5</p> <p>Anglo-Saxons and Scots (Summer 1) We are learning to describe a typical Anglo-Saxon village and explain what everyday life was like for the people who lived there. (2)</p> <p>We are learning to analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. (3)</p> <p>Can discuss how people and events in the past have influenced life today.</p> <p>Riotous Royals We are learning to understand why Queen Anne was important in creating the country of Great Britain. L3 (Summer 1- Cycle B)</p> <p>We are learning to understand what the British Empire meant in Victorian Britain. L4</p> <p>Vikings L4 Anglo-Saxons and Scots (Summer 1) We are learning to explain the work of</p>	
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History Progression Map

		<p>some of the saints who were influenced in converting the Anglo-Saxons to Christianity. (L4)</p> <p>Know key features, aspects and events of the time studied;</p> <p>Riotous Royals</p> <p>We are learning to understand why King John is an important king in English history. L2</p> <p>We are learning to understand what the British Empire meant in Victorian Britain. L4</p> <p>Ancient Egypt (Aut 1)</p> <p>We are learning to find out about Egyptian life by looking at artefacts.</p> <p>We are learning to understand what was important to people during ancient Egyptian times.</p> <p>We are learning to understand and explain the ancient Egyptian ritual of mummification.</p> <p>We are learning to understand how evidence can give us different answers about the past.</p> <p>We are learning to compare and contrast the Egyptian writing with my own.</p> <p>We are learning to compare and contrast the powers of different Egyptian gods.</p> <p>Lessons 1-6</p> <p>WWII Spring</p> <p>We are learning to about the key events of WWII. L1</p>	
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History Progression Map

		<p><i>We are learning to describe the roles and responsibilities of the armed forces during World War II. L3</i></p> <p><i>We are learning to describe events from the Battle of Britain and explain why it was a turning point in the war. L4</i></p> <p><i>We are learning to describe what people did for entertainment during wartime Britain. L5</i></p> <p><i>We are learning to describe how and why World War II events are commemorated. L6</i></p> <p>Anglo-Saxons and Scots (Summer 1)</p> <p><i>We are learning to describe why, where and when the Scots and Anglo-Saxons invaded Britain. (L1)</i></p> <p><i>We are learning to describe a typical Anglo-Saxon village and explain what everyday life was like for the people who lived there. (L2)</i></p> <p><i>We are learning to analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. (L3)</i></p> <p><i>We are learning to explain the work of some of the saints who were influenced in converting the Anglo-Saxons to Christianity. (L4)</i></p> <p>Understand connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Riotous Royals</p>	
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History Progression Map

		<p><i>We are learning to understand why Queen Anne was important in creating the country of Great Britain. L3</i></p> <p><i>We are learning to understand what the British Empire meant in Victorian Britain. L4</i></p> <p>WWII (Spring 1)</p> <p><i>We are learning to describe what people did for entertainment during wartime Britain. L5</i></p> <p><i>We are learning to describe how and why World War II events are commemorated. L6</i></p> <p>Anglo-Saxons and Scots (Summer 1)</p> <p><i>We are learning to describe why, where and when the Scots and Anglo-Saxons invaded Britain. (L1)</i></p> <p><i>We are learning to analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. (L3)</i></p>	
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History Progression Map

Historical Interpretations			
EYFS	KS1	LKS2	UKS2
<p>Know and compare thing in the past and now, drawing on their own experiences and what has been read in class.</p> <p>Can talk about events which have happened in their lives and their families.</p> <p>Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?</p> <p>Can make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Can look closely at similarities, differences, patterns and change.</p>	<p>Know and compare two versions of a past event (Explorers- Summer).</p> <p>Can answer questions about past events using a range of artefacts/ photographs/pictures provided. (Cycle A- Monarchs-spring, Cycle B- Local History).</p> <p>Can talk about the different ways that the past is represented (Explorers- summer).</p> <p>Understand the difference between fact and fiction when reading stories or accounts (Autumn, through history and English looking at Vlad and the Great Fire of London).</p> <p>Know that there are different types of evidence and sources that can be used to help represent the past. (Cycle A Toys- autumn, Monarchs- spring, Explorers-summer, Cycle B- GFOL, Nurses and Local History).</p> <p>Understand and use vocabulary such as: find out, explain, facts, reasons, events (Cycle A- Summer- explorers, Cycle B- GFOL, Local History).</p>	<p>Know and compare more than two versions of the same event or story in history and identify differences</p> <p><i>Ancient Egypt (Aut 1)</i> <i>We are learning to understand how evidence can give us different answers about the past. L4</i></p> <p>Know and understand different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Can find out about everyday lives of people in time studied compared with our life today. Viking L5 (Crime/Punishment)</p> <p><i>Ancient Egypt (Aut 1)</i> <i>We are learning to understand what was important to people during ancient Egyptian times. L2</i> <i>WWII (Spring 1)</i> <i>We are learning to describe how the home front contributed to the war effort. L2</i> Anglo-Saxons and Scots (Summer 1) <i>We are learning to describe a typical Anglo-Saxon village and explain what everyday life was like for the people who lived there. (L2)</i></p>	<p>Understand there is a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Understand the difference between primary and secondary evidence and the impact of this on reliability. A.C Su 24</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Can evaluate the usefulness of different sources. A.C SU24</p>

History Progression Map

		<p>Understand and discuss different types of evidence and sources that can be used to help represent the past.</p> <p>Riotous Royals</p> <p><i>We are learning to question how the Normans came to rule Britain in 1066. L1</i></p> <p>Ancient Egypt (Aut 1)</p> <p><i>We are learning to find out about Egyptian life by looking at artefacts. L1</i></p> <p><i>We are learning to understand what was important to people during ancient Egyptian times. L2</i></p> <p>WWII (Spring 1)</p> <p><i>We are learning to describe how the home front contributed to the war effort. L2</i></p> <p>Anglo-Saxons and Scots (Summer 1)</p> <p><i>We are learning to analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. (L3)</i></p>	
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History Progression Map

Historical Enquiry			
EYFS	KS1	LKS2	UKS2
<p>Can sort artefacts and pictures into 'then/past' and 'now/present'.</p> <p>Can use a range of speaking and listening skills to make historical enquirers: <i>Ask questions about people in their community.</i> <i>Discuss with others about their lives and families.</i> <i>Listen to stories about different communities and lives.</i></p> <p>Can observe or handle evidence to ask simple questions about the past.</p>	<p>Can sequence a collection of artefacts (summer- explorers).</p> <p>Can use and discuss a time line (Cycle A- spring- monarchs, summer- explorers), (Cycle B- Great Fire of London- Autumn, Local history- summer)</p> <p>Understand and discuss the effectiveness of sources and objects (Cycle A- Spring- Monarchs), (Cycle B- autumn- GFOL, Local History summer)</p> <p>Can ask and answer questions related to different sources and objects (Cycle A- Aut-Toys, Spring- Monarchs, Summer- explorers), (Cycle B- autumn- GFOL, summer Local History).</p> <p>Can observe or handle evidence to find answers to simple questions about the past on the basis of simple observations (spring- Monarchs), (Autumn- GFOL)</p> <p>Can choose and select evidence and say how it can be used to find out about the past (Cycle A- summer- Explorers), (Cycle B autumn GFOL, summer Local history)</p>	<p>Can use the library and other resources/ artefacts to research past events.</p> <p>Anglo-Saxons and Scots (Summer 1) <i>We are learning to analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. (L3)</i></p> <p>Can use a range of sources to find out about a period in time.</p> <p>Ancient Egypt (Aut 1) <i>We are learning to find out about Egyptian life by looking at artefacts. L1</i> <i>We are learning to understand what was important to people during ancient Egyptian times. L2</i></p> <p>Anglo-Saxons and Scots (Summer 1) <i>We are learning to analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. (L3)</i></p> <p>Can choose relevant material to present a picture of an aspect in time.</p> <p>WWII (Spring 1) <i>We are learning to describe events from the Battle of Britain and explain why it was a turning point in the war. L4</i></p> <p>Anglo-Saxons and Scots (Summer 1) <i>We are learning to explain the work of some of the saints who were influenced in converting the Anglo-Saxons to</i></p>	<p>Can confidently use the library and other resources/artefacts to research past events.</p> <p>Can use a wide range of different evidence to collect evidence about the past, such as , pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Can select relevant sections of information to address historically valid questions and construct detailed, informed responses. (WW2 Spring 24/A.G Su24)</p> <p>Can recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>Know how to identify primary and secondary sources. A.C SU24</p> <p>Can use evidence to build up a picture of life in time studied.</p> <p>Can select relevant sections of information.</p>

History Progression Map

		<p>Christianity. (L4)</p> <p>Can use a range of primary and secondary sources to find out about the past.</p> <p>Ancient Egypt (Aut 1)</p> <p>We are learning to find out about Egyptian life by looking at artefacts. L1</p> <p>We are learning to understand what was important to people during ancient Egyptian times. L2</p> <p>Can gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>WWII (Spring 1)</p> <p>We are learning about the key events of WWII. L1</p> <p>Anglo-Saxons and Scots (Summer 1)</p> <p>We are learning to describe why, where and when the Scots and Anglo-Saxons invaded Britain. (L1)</p> <p>Can begin to undertake their own research</p>	
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History Progression Map

Chronology			
EYFS	KS1	LKS2	UKS2
<p>Can sequence pictures to show chronological order (Example: baby, toddler and child).</p> <p>Can use simple words to talk about the passing of time (past, present, now and next).</p>	<p>Can begin to order dates from earliest to latest on a simple timeline (spring- Monarchs), (GFOL- AUT)</p> <p>Can sequence pictures from different periods (past to present) (toys- autumn, Summer- explorers).</p> <p>Can sequence artefacts (toys) and events that are close together in time (toys- Autumn), (Aut- GFOL)</p> <p>Know the differences between ways of life in the past and the present (GFOL- Aut)</p> <p>Can describe memories and changes that have happened in their own lives (cycle B- Local History)</p> <p>Can use words and phrases to talk about the passing of time (old, new, earliest, latest, past, present, future, oldest, modern, before, after) (all terms).</p>	<p>Can use a timeline to order specific time periods using dates including those which are further apart (events, people, artefacts).</p> <p><i>WWII Spring</i> <i>We are learning to about the key events of WWII. L1</i></p> <p><i>We are learning to describe events from the Battle of Britain and explain why it was a turning point in the war. L4</i></p> <p>Know that the past can be divided into different periods of time; BC (Before Christ) and AD (Anno Domini).</p> <p>Can explain memories and changes that have happened in their own lives and other peoples (WW2).</p> <p><i>WWII Spring</i> <i>We are learning to describe the roles and responsibilities of the armed forces during World War II. L3</i> <i>We are learning to describe how and why World War II events are commemorated. L6</i></p> <p><i>Anglo-Saxons and Scots (Summer 1)</i> <i>We are learning to describe why, where and when the Scots and Anglo-Saxons invaded Britain. (L1)</i></p>	<p>Can use a timeline to order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Know some significant dates.</p> <p>Can accurately use dates and terms to describe historical events.</p>

History Progression Map

		<p>Can discuss similarities and different between different periods of time.</p> <p>Anglo-Saxons and Scots (Summer 1)</p> <p><i>We are learning to describe why, where and when the Scots and Anglo-Saxons invaded Britain. (L1)</i></p> <p>Know some significant dates in history.</p> <p>WWII Spring</p> <p><i>We are learning to about the key events of WWII. L1</i></p> <p><i>We are learning to describe events from the Battle of Britain and explain why it was a turning point in the war. L4</i></p> <p>Anglo-Saxons and Scots (Summer 1)</p> <p><i>We are learning to describe why, where and when the Scots and Anglo-Saxons invaded Britain. (L1)</i></p>	
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