



# History Progression Overview

## Reception Progression Overview

### Early Learning Goal

#### Understanding the world

#### Past and present

- Talk about the lives of people around them and their roles in society
- Know some similarities and differences 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.

### Key Stage 1 History National Curriculum

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

#### Pupils should be taught :

- 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

### • Key Stage 2 History National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

#### Pupils should be taught :

- 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

<p>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]</p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality.</li> </ul>	
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<b>Key Stage 1 Progression of skills</b>			
We aim to develop the following concepts through the progressive teaching of historical knowledge, skills and understanding. These skills are based on the requirements of the National Curriculum programme of study for Key Stage 1.			
	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Chronological understanding</b>	<p>Talk about past and present events in my own life and in the lives of family members.</p> <p>Use vocabulary such as: yesterday, last week, at the weekend, this morning, last night.</p>	<p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Learn about 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.</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p>
<b>Historical Enquiry</b>	<p>Answer how and why questions about experiences and in response to stories or events.</p>	<p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some</p>

	Use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?	Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	should be used to compare aspects of life in different periods. Learn about events beyond living memory that are significant nationally or globally. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
<b>Knowledge and Interpretation</b>	Can I make observations of animals and plants and explain why some things occur, and talk about change? Use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain?	Learn about significant historical events, people and places in their own locality. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Learn about events beyond living memory that are significant nationally or globally.	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Learn about events beyond living memory that are significant nationally or globally.

## Key Stage 2 Progression of skills

We aim to develop the following concepts through the progressive teaching of historical knowledge, skills and understanding. These skills are based on the requirements of the National Curriculum programme of study for Key Stage 2.

	Year 3/4	Year 4/5	Year 5/6
<b>Chronological understanding</b>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>
<b>Historical Enquiry</b>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Learn about the Roman Empire and its impact on Britain.</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic</p>

	<p>Learn about the achievements of the earliest civilizations.</p> <p>Learn about 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. Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Learn about the achievements of the earliest civilizations.</p> <p>Learn about 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. Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>features of past non-European societies; achievements and follies of humankind.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national &amp; international history; between cultural, economic, military, political, religious and social history; and between short and long term timescales.</p> <p>Learn about 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. Maafa Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>
<p><b>Knowledge and Interpretation</b></p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Conduct a local history study-History day</p>	<p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Conduct a local history study-History day</p>

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<b>History Progression 2021-2022 Cornerstones Curriculum</b>						
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>EYFS</b>	Aut 1: <b>Me and my community</b> Understanding the World (ELG)	Aut 2: <b>Me and my community</b> Understanding the World (ELG)	Spring 1: <b>Starry night, Winter Wonderland</b> Understanding the World (ELG)	Spring 2: Dangerous Dinosaurs Signs of Spring Understanding the World (ELG)	Summer 1:	Summer 2:
<b>Year 1</b>	Aut 1: <b>Childhood</b>	Aut 2: <b>Childhood</b>	Spring 1: Bright Lights, Big City	Spring 2: Bright Lights, Big City	Summer 1: <b>School Days</b>	Summer 2: <b>School Days</b>
<b>Year 2</b>	Aut 1: <b>Movers and shakers</b>	Aut 2: <b>Movers and shakers</b>	Spring 1: Coastline	Spring 2: Coastline	Summer 1: <b>Magnificent Monarchs</b>	Summer 2: <b>Magnificent Monarchs</b>
<b>Year 3 / 4</b>	Aut 1: <b>Invasion</b>	Aut 2: <b>Invasion</b>	Spring 1: Misty Mountains	Spring 2: Misty Mountains	Summer 1: <b>Ancient Civilisations</b>	Summer 2: <b>Ancient Civilisations</b>
<b>Year 4 / 5</b>	Aut 1: <b>Invasion</b>	Aut 2: <b>Invasion</b>	Spring 1: Misty Mountains	Spring 2: Misty Mountains	Summer 1: <b>Ancient Civilisations</b>	Summer 2: <b>Ancient Civilisations</b>
<b>Year 5/6</b>	Aut 1: <b>Maafa</b>	Aut 2: <b>Maafa</b>	Spring 1: Sow and Grow	Spring 2: Sow and grow	Summer 1: <b>Ground breaking Greeks</b>	Summer 2: <b>Ground breaking Greeks</b>

