

History Progression Document 2023-24



GILES BROOK SCHOOL

Early Years		
Nursery	Understanding the World (Eager Explorer)	<ul style="list-style-type: none"> • Remembering and talking about significant events in their own experience; • Recognising and describing special times or events for family or friends; • Showing interest in the lives of people who are familiar to them; • Remembering and talking about significant events in their own experience; • Recognising and describing special times or events for family or friends;
Reception	Understanding the World (Exceptional Explorer)	<ul style="list-style-type: none"> • Beginning to have an understanding for terms like, yesterday, last week and last year; • Appreciating that they may have siblings that are older than them and that they may be older than a younger sibling; • Appreciating that certain artefacts and resources are old and have been used before. • Remembering and talking about significant events in their own experiences, e.g. birthday; • Knowing and understanding that their grandparents are older than their parents; • Beginning to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago'; • Beginning to understand that some familiar stories were set in a time before they were born. • Recognising and describing special times or events for family or friends, e.g. Eid, christening, Christmas; using some of the taught phrases such as in the past • Beginning to compare and contrast characters in stories about the past; • Understanding that people celebrated events like Eid and Christmas before they were born; • Using appropriate language to describe the past, such as, 'in the past'. • Recall some of the historical figures/events we have learnt about
ELG	Understanding the World	Past and Present <ul style="list-style-type: none"> • 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.

Working Historically

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History Content	<p>Pupils should be taught about:</p> <p>Changes within living memory.</p> <p>Events beyond living memory that are significant in their own lives</p> <p>The lives of significant individuals in the past <i>e.g. Picasso, Queen Elizabeth II, Queen Victoria,</i></p>	<p>Pupils should be taught about:</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>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 <i>-Florence Nightingale Mary Seacole, Edith Cavell, Mary Anning, Guy Fawkes</i></p>	<p>Pupils should be taught about:</p> <p>Changes in Britain from the <i>Stone Age to the Iron Age</i></p> <p>The <i>Roman Empire</i> and its impact on Britain (Verulamium)</p>	<p>Pupils should be taught about:</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared <i>-Ancient Egypt</i></p> <p>Britain’s settlement by Anglo-Saxons and Scots <i>*7 kingdoms in England</i></p>	<p>Pupils should be taught about:</p> <p>A non-European society that provides contrast with British history <i>- Mayan civilization</i></p> <p>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <i>-The Victorians</i></p> <p>- a local history study <i>Bletchley Park (including Trip)</i></p>	<p>Pupils should be taught about:</p> <p>A study of an aspect or theme in history that extends pupils’ chronological knowledge beyond 1066 - a significant turning point in British history -British Empire and links to: <i>-USA -India</i></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>

<p>Chronology</p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time -today, tomorrow, yesterday, days, weeks, months, years</p> <p>Show where places, people and events fit into a broad chronological framework -growth over time -significant adults in lives -family trees</p> <p>Begin to use dates -birthdays -special dates of the year e.g. Christmas, Easter</p> <p>Begin to attach dates to famous people studied e.g. Picasso, Queen Elizabeth II, Queen Victoria,</p>	<p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time -years, decades, centuries</p> <p>Show where places, people and events fit into a broad chronological framework</p> <p>Begin to use dates -specific to famous people/places studied e.g. Mary Anning, Great Fire of London, Samuel Pepys, Florence Nightingale, Mary Seacole, Guy Fawkes</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local and British</p> <p>Put events, people, places and artefacts on a timeline -Romans compared to Stone Age and Iron Age and today</p> <p>Use correct terminology to describe events in the past such as invasion</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, British and world</p> <p>Put events, people, places and artefacts on a timeline *Egyptians</p> <p>Use correct terminology to describe events in the past</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a timeline Key people associated with WWII and Bletchley Park</p> <p>Use correct terminology to describe events in the past</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a timeline Charles Darwin - evolution.</p> <p>Use correct terminology to describe events in the past</p>
<p>Historical Terms</p>	<p>Develop, the use a wide vocabulary of historical terms e.g. a long time ago, recently, when my ... were younger, in the past..., The Queen as a monarch</p>	<p>Develop, the use a wide vocabulary of historical terms e.g. years, decades, centuries</p>	<p>Develop use of appropriate subject terminology, such as: empire, civilisation</p>	<p>Develop use of appropriate subject terminology, such as: society and hierarchy; civilisation and Invasion</p>	<p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately e.g. fact files, non chronological report, timelines</p>	<p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p>

<p>Enquiry</p>	<p>Ask and begin to answer questions about events e.g. When? What happened? What was it like....?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p> <p>Choose and use parts of stories to show understanding of events</p> <p>Communicate understanding of the past through pictures, talk and simple written captions</p>	<p>Ask and begin to answer questions about events e.g. When? What happened? What was it like....? Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites (with greater independence)</p> <p>Choose and use parts of stories and other sources to show understanding of events</p> <p>Communicate understanding of the past in a variety of ways <i>e.g. drawing, acting, explanations, pictures</i></p>	<p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference</p> <p>Suggest where we might find answers to questions</p> <p>Understand that knowledge about the past is constructed from a variety of sources</p>	<p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Suggest where we might find answers to questions considering a range of sources *primary/secondary sources</p> <p>Understand that knowledge about the past is constructed from a variety of sources *Egyptian workshop day *Chiltern Open Air Museum (Anglo-Saxons)</p> <p>To use relevant historical data to answer questions about the past</p>	<p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Select sources independently and give reasons for choices</p> <p>Analyse a range of source material to promote evidence about the past</p> <p>Construct and organise response by selecting and organising relevant historical data</p>	<p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Select sources independently and give reasons for choices</p> <p>Analyse a range of source material to promote evidence about the past</p> <p>Construct and organise response by selecting and organising relevant historical data</p>
<p>Interpreting History</p>	<p>Identify different ways that the past is represented e.g. illustrations, song, museum displays, stories Milton Keynes Museum</p>	<p>Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, song, museum displays, Claydon House visit</p>	<p>Be aware that different versions of the past may exist and begin to suggest reasons for this</p>	<p>Be aware that different versions of the past may exist and begin to suggest reasons for this</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this</p>
<p>Continuity and Change</p>	<p>Discuss change and continuity in an aspect of life e.g. holidays, own life experience</p>	<p>Discuss change and continuity in an aspect of life e.g. differences from dinosaur age, 1666 -</p>	<p>Describe and begin to make links between main events, situations and changes within and across different periods (Stone Age to Iron Age)</p>	<p>Describe and begin to make links between main events, situations and changes within and across different periods and societies</p>	<p>Use a greater depth of historical knowledge when describing and making links between main events, situations and changes within and</p>	<p>Use a greater depth of historical knowledge when describing and making links between main events, situations and changes within and</p>

		Great Fire - what is the same, what is different?		(Ancient Egypt)	across different periods and societies	across different periods and societies
Causes and Consequences	Recognise why people did things Recognise why some events happened	Recognise why people did things Recognise why some events happened Recognise what happened as a result of people's actions or events	Identify and give reasons for historical events, situations and changes Identify some of the results of historical events	Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes *Rosetta Stone - Egyptians	Begin to offer explanations about why people in the past acted as they did (Winston Churchill)	Begin to offer explanations about why people in the past acted as they did Autumn 1 and 2 - USA and India: -British Empire -Slave Trade -Indus Valley
Similarities and differences	Identify similarities and differences in their own lives and that of their peers or family members	Identify similarities and differences between ways of life in different periods, including their own lives	Describe some of the similarities and differences between different periods e.g. local	Describe some of the similarities and differences between different periods, e.g. social, belief *Continuous links to modern day - comparisons between studied periods (reflection)	Show understanding of some of the similarities and differences between different periods, e.g. social, belief	Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
Significance	Recognise and make simple observations an historical event, e.g. talk about important places and who was important	Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why	Identify and begin to describe historically significant people and events - Boudica Julius Caesar	Identify and begin to describe historically significant people and events in situations *Howard Carter (Egyptians) Tutankamun Cleopatra	Give reasons why some events, people or developments are seen as more significant than others (Winston Churchill, Queen Victoria, Dr Banardo, Lord Shaftesbury Alan Turing) Victorian inventors such as Thomas Edison,	Give reasons why some events, people or developments are seen as more significant than others (Discovery of the Americas - Christopher Columbus) Abraham Lincoln, Sir Francis Drake, Martin Luther King, Charles Darwin, Alfred Wallace

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