



SUBJECT PROGRESSION: HISTORY

AIMS: A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Areas of study from the NC across our school						
3 – 4-year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
<p>UTW: Begin to make sense of their own life-story and family's history and to show interest in different occupations</p>	<p>UTW: People & Communities (ELG) Children talk about past and present events in their own lives and in the lives of family members. UTW: The World (ELG) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</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. For example, the Great Fire of London, the first aeroplane flight, first man in space or events commemorated through festivals or anniversaries]</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. Neil Armstrong/ Christopher Columbus/ Kings and Queens</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.</p> <p>The Roman Empire and its impact on Britain.</p> <p>use historic terms related to the period of study (chronological understanding)</p> <p>Ancient Greece – A study of Greek life, achievements and their influence on the western world</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.</p> <p>The Roman Empire and its impact on Britain.</p> <p>use historic terms related to the period of study (chronological understanding)</p> <p>Ancient Greece – A study of Greek life, achievements and their influence on the western world</p>	<p>Britain's settlement by Anglo-Saxons and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 – World Wars 1 and 2 and the Victorians</p> <p>A non-European society that provides contrasts with British history – Mayan Civilisation c. AD 900</p> <p>A depth study linked to one of the British areas of study (post 1066) tracing how several aspects of national history are reflected in the locality – What role did Bury play in WW2? The legacy of war in Bury</p> <p>Ancient Greece – a study of Greek Olympic legacy and their influence on the western world – linking to sporting traditions of other periods of history, Romans, Tudors, to modern day</p>	<p>Britain's settlement by Anglo-Saxons and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 – World Wars 1 and 2 and the Victorians</p> <p>A non-European society that provides contrasts with British history – Mayan Civilisation c. AD 900</p> <p>A depth study linked to one of the British areas of study (post 1066) tracing how several aspects of national history are reflected in the locality – What role did Bury play in WW2? The legacy of war in Bury</p> <p>Ancient Greece – a study of Greek Olympic legacy and their influence on the western world – linking to sporting traditions of other periods of history, Romans, Tudors, to modern day</p>



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Chronological understanding							
3 – 4-year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about what they see, using a wide vocabulary, such as 'first' and 'last'.	Use time relative vocabulary such as; before, after, first, last, yesterday, when I was younger, a long time ago, a very long time ago, before I was born, in the past. Sequence everyday events to gain the concept of time passing Use a class timeline to place topics in historical order (chronology)	Order a set of events or objects or place significant people in order. Use a simple timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were Young		Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order as well as from the period studied. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.		Order significant events, movements and dates on a timeline Identify and compare changes within and across different periods	
Knowledge and understanding of events, people and changes in the past							
3 – 4-year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand 'why' questions. Be able to express their own points of view. Show interest in different occupation. Continue developing positive attitudes about the	Discuss some changes from the past to the present day; e.g. transport, toys, jobs etc. (ELG) Describe their immediate environment using	Recall some facts about people/events before living memory Say why people may have acted the way they did, using evidence (where appropriate). Use information to describe the past Describe the differences between then and now – sort artefacts into 'then' and 'now'		Describe the culture/leisure activities, way of life/places and/or actions of people in the past Describe the main changes in a period in history.		Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) Describe the main changes in a period in history	



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<p>differences between people.</p>	<p>knowledge from observation, discussion, stories, non fiction texts and maps.</p> <p>Know and explain some similarities and differences between religions and communities in this country and from around the world.</p>			
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	<p>Recount the main events from a significant event in history</p> <p>Describe where the people and events he/she studies fit within a chronological framework</p> <p>Identify similarities and differences between ways of life in different periods – how toys have changed</p>		<p>-Understand how our knowledge of the past is constructed from a range of sources</p>				
Historical enquiry							
3 – 4-year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use all their sense in hands on exploration of artefacts.</p>	<p>Look at images and artefacts from the past and discuss what we think they are/when they are from.</p> <p>Begin to formulate questions and hypothesis</p>	<p>Ask questions about the past</p> <p>Talk, draw and write about objects in the past</p> <p>Look at objects from the past – pose/answer questions. Organise them into 'then' and 'now'</p>		<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p>		<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Recognise that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	



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Historical interpretation and use of sources

3 – 4-year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Support with looking at books and pictures, real objects to find out about the past.</p> <p>Find out more about the past and present through visits and visitors.</p>	<p>Independently look at and use books and pictures, real objects to find out about the past</p> <p>Find out more about the past and present through visits and visitors.</p>	<p>Look at and use books and pictures, stories, eyes witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past</p> <p>e.g. Skipton Castle, Jodrell Bank</p>		<p>Know that people in the past represent events or ideas in different ways.</p> <p>use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)</p> <p>understand that sources can contradict each other (historical interpretations)</p> <p>(Build on prior year group) Bolton Egyptology Museum, Grosvenor Museum</p>		<p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms and know that people both in the past and present have a point of view and this can affect interpretation</p> <p>Use sources and visits to construct ideas, WW2 Evacuee Trip, Viking Visitor, Anglo Saxon Day</p> <p>(Build on prior year group.)</p>	

Organise/Communicate knowledge & understanding

3 – 4-year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sort objects between 'old' and 'new' or 'then' and 'now'.</p> <p>Use talk to organise themselves and their play.</p>	<p>Children talk about aspects of their own environment and how this might vary from the past. Children can discuss similarities and differences in relation to places, objects, and living things from the past to now.</p>	<p>Sort events or objects into groups (i.e. then and now.) and make comparisons</p> <p>Communicate ideas about people, objects or events from the past in different ways i.e. in speaking, writing, drawing, role-play, storytelling and using ICT.</p>		<p>Communicate ideas about the past using different media i.e. genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>		<p>Communicate ideas about from the past using different media i.e. genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period – present findings independently, e.g. double page spreads, that show a depth of knowledge</p>	



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Sticky Vocabulary							
3 – 4-year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Old New First Next Before After Past		Previous list + Yesterday Today Tomorrow Same Different Change Past Present Future Important Event Era Artefacts Time Order Castle King Queen Monarch		Previous list + Source Chronological Significant Power Peasantry Development Compare Contrast Influence BCE and AD, CE Ancient Emperor Archaeologist Civilisation Innovation Legacy Conquer Consequence Invasion Monarchy Social Structure Punishment and crime		Previous list +Exploration Hierarchy Bias Prejudice Oppression Empire Rebellion Retreat Continuity Ideologies (Political, Religious and cultural) Democracy Dictator Discriminate Government Interpretation Commemorate Primary Source Secondary Source Evacuation Morale Factual	