

Primary Phase Progression Map: History

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS Framework and National Curriculum Objectives	<p><u>Understanding the World</u> ELG: Past and Present</p> <p>Children at the expected level of development will: Talk about the lives of the 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.</p>	<p>Pupils should: Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events that they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils will be taught about: Changes within living memory. Events beyond living memory that are significant nationally and internationally. The lives of significant individuals in the past who have contributed to national and international achievements, comparing aspects of life in different periods. Significant historical events, people and places in their own locality.</p>		<p>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. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: 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. 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.</p> <p>Pupils should carry out: A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>			
Chronology	<p>Know the routine of the school day; put familiar events in order; sequence daily meals (e.g. breakfast, morning snack, lunch, dinner).</p> <p>Talk about past and present events in their own lives or in the lives of their family members.</p>	<p>Sequence two or three artefacts or pictures they are shown (e.g. nurses from Mary Seacole's time until now).</p> <p>Sequence at least two events in chronological order (e.g. 'old' and 'new').</p> <p>Talk about three or four events in their own life</p>	<p>Sequence several artefacts (e.g. lifejackets and toys from the past to the present day).</p> <p>Sequence several events in chronological order (e.g. sequence images depicting the SS Forfarshire Disaster, sequence key events from the Great Fire of London).</p> <p>Recount changes that have taken place over time in their own life and sequence the events accurately.</p>	<p>Understand that timelines can go a long way back into the past (e.g. The Stone Age).</p> <p>Use a short timeline to place significant events in order (e.g. key events during the school year, the events of Holy Week).</p> <p>Sequence time periods studied so far (e.g. The Stone Age → The Bronze Age → The Iron Age → The Victorians → the present day).</p>	<p>Place events within a period studied on a timeline with dates (e.g. key events from within the rise of the Roman Empire).</p> <p>Understand that a timeline can be divided into BC and AD and add the periods/events studied so far more accurately by using dates (e.g. The Stone Age → The Bronze Age → The Iron Age → The Roman Empire → The Tudors → The Great Fire of London → The Victorian Age, including the SS Forfarshire disaster → the present day).</p>	<p>Compare places in different parts of the world on a timeline of events (e.g. Russia & USA, Anglo-Saxons & Vikings).</p> <p>Start to understand that we can use key periods as reference points (e.g. The Stone Age, Ancient Egypt, the Romans, the Vikings and Anglo-Saxons, the Tudors, the Victorians).</p> <p>Identify changes within historical periods studied (e.g. during the Cold War, Ancient Egypt, throughout the Viking and Anglo-Saxon struggle for England).</p>	<p>Chronologically sequence the causes of historically significant events (e.g. what led to the outbreak of the second world war?).</p> <p>Use timelines to place and sequence events nationally and internationally (e.g. during the war, throughout the development of flight).</p> <p>Identify changes within and across historical periods studied (e.g. changes in the ownership and use of Corfe castle through the ages).</p>

<p>Evidence and Enquiry</p>	<p>Understand that photographs are a way of showing what happened in the past.</p> <p>Recognise that some stories can give us an idea of life in the past.</p>	<p>Use visitors, photographs, pictures, artefacts, stories and visits to find out about the past (e.g. visit from a retired nurse and a current nurse, visit to Kimmeridge Bay, pictures and stories of Mary Anning and her discoveries)</p> <p>Ask and answer simple questions about the past using visitors, photographs, pictures, artefacts, stories and visits</p>	<p>Use visitors, photographs, pictures, artefacts, stories and visits to ask a range of questions about the past and begin to find simple answers (e.g. visit from the RNLI, visit to the Charles Rolls memorial site and photographs of the flight/wreckage, pictures and stories from the SS Forfarshire disaster and the Great Fire of London, artefacts such as Samuel Pepys' diary).</p> <p>Compare two sources for the same event and identify the differences; Say which source they think is the most useful.</p>	<p>Ask a range of questions about the past and find relevant information to answer them.</p> <p>Use a range of sources to find out about the past, including information books, ICT and artefacts; identify which is the most useful (e.g. through their study of the Stone Age and Victorian Britain).</p> <p>Describe how different sources of evidence tell us different things (e.g. the archaeological site of Skara Brae versus cave paintings).</p>	<p>Ask increasingly more complex questions about the past and independently research the answers.</p> <p>Suggest sources of evidence that might be useful in answering questions about the past.</p> <p>Compare accounts of the same person from two different sources and say why they might be different, considering fact or possible fiction (e.g. consider different sources of evidence about Henry VIII as a young man; how reliable is a painting?); Understand that people (now and in the past) can represent events or ideas in ways that persuade others.</p> <p>Begin to consider the differences between primary and secondary sources of evidence.</p>	<p>Understand the differences between primary and secondary sources of evidence.</p> <p>Choose appropriate sources of evidence to answer questions, considering likely accuracy</p> <p>Suggest plausible reasons for evidence of the same event being represented and interpreted in different ways, including partial knowledge, opinion and misinformation (e.g. through their study of The Cold War as well as the push and pull factors at play in 'The Great Arrival' and 'The Gold Rush').</p> <p>Combine information from different sources (e.g. in order to answer <i>Who won the Space Race?</i>); Understand that there is often not a single answer to historical questions.</p>	<p>Evaluate the usefulness and accuracy of different sources of evidence about an event (e.g. consider the usefulness and accuracy of sources of evidence about the Blitz: photographs of London, a Winston Churchill speech, the transcript of a Nazi radio broadcast, and the diary of a London Air Raid Warden; learn about conditions in the trenches from a range of sources).</p> <p>Form own opinions about historical events from a range of sources (e.g. What information do these sources about the Blitz give us? Do they suggest things were going well or badly for Britain? Consider the armada of 'Little Ships' that sailed across the English Channel to rescue the allied troops – heroic rescue mission or military disaster?).</p>
<p>Interpreting and Connecting</p>	<p>Say one thing that is the same in a story about the past compared to now.</p> <p>Say one thing that is different in a story about the past compared to now.</p>	<p>Identify similarities and differences between the past and the present day (e.g. nurses and astronauts in the past and present day – their uniforms and equipment).</p> <p>Identify changes in their own lives (e.g. starting school, moving to Year 1, new siblings).</p> <p>Recognise that some things repeat and some things change (e.g. new</p>	<p>Suggest why an individual acted as they did, and say why they think that (e.g. why did Grace run to the coble?)</p> <p>Understand basic cause and effect (e.g. how the Great Fire of London started and the reasons why it spread so rapidly).</p> <p>Compare aspects of life in different times (e.g. sea rescues then and now, London houses pre and</p>	<p>Identify things in the past that have altered the landscape locally (e.g. the iron age hill fort at Castle Hill in Burley, the impact of the Victorian era on the arrival and growth of Bournemouth!)</p> <p>Compare their own life to children living in past times (e.g. life in the stone age, Victorian schools and workhouses).</p>	<p>Identify similarities and difference between two periods of History (e.g. Romans and Tudors).</p> <p>Summarise evidence about why an individual in the past acted the way they did, drawing on different sources (e.g. Julius Caesar, Constantine, Henry VIII, Elizabeth I).</p> <p>Evaluate the impact of a civilisation on Britain by identifying positives and</p>	<p>Identify several causes for or results of an event (e.g. the Cold War, the Space Race, The Great Arrival, and The Gold Rush).</p> <p>Compare attitudes in different periods and peoples from the past (e.g. Ancient Egyptian beliefs, Anglo-Saxon and Viking religion, values and social structure)</p>	<p>Identify several causes for or results of an event (e.g. the four main causes of World War 1: militarism, alliances, imperialism and nationalism).</p> <p>Understand the importance of learning from historical mistakes in shaping the future (e.g. the terms and impact of the Treaty of Versailles, and how this contributed to the outbreak of World War II).</p>

		school year but different year group/class). Start to make guesses as to why some people in the past acted as they did (e.g. why Mary Anning and her Dad went digging for "curiosities")	post the Great Fire of London, children's toys and leisure activities from 1930s to the present day).		negatives (e.g. the legacy of the Romans/ the 'Romanisation' of Britain). Start to compare views on issues such as war and invasion between historical periods (e.g. Roman views and views today – Ukraine)		Compare a range of features of past societies and suggest reasons for them, e.g. ideas, beliefs, attitudes, social structures, ethnic diversity (e.g. Mayan civilisation, the Ancient Greeks).
				Start to present information about the past in different ways (e.g. a Stone Age museum, 'A Day in the Life of a Victorian School Child,' information texts, labelled artefacts).	Choose the most appropriate way to present information to an audience (e.g. timelines, pictures, speaking, ICT, descriptions).	Present structured and organised findings about the past using a range of methods.	Research and present information in the most appropriate way, explaining reasons for their choices (e.g. present the findings from their local History study of Corfe Castle).
Vocabulary	first, then, yesterday, before, when today, now, soon	old, new, young before, after, now days, months, years, past, present day artefact, discovery astronaut, palaeontologist,	recently, now, later artefact, source sequence disaster, rescue, lighthouse bakery, thatched change, because	timeline, era, ancient civilisation, changes Stone Age, Bronze Age, Iron Age, hunter-gatherer fort, settlement, archaeological site, archaeologist,	century, decade, BC, AD, empire, military, army, invasion, battle formation, conquest, democracy, Christianity, Church of England, primary source, secondary source	ancient, civilisation, hieroglyphics, mummification, invader, settler, technological, political warfare	mythology, religious, cultural prejudice, dictator, fascism, evacuation, dog-fight, Luftwaffe
Project Overview	<i>section under development</i>	Superheroes Autumn 1 The children will think about some real-life super heroes – our NHS! This will lead on to a study of nurses through time, with a visit from a current nurse and a retired nurse to explore changes within living memory. They will also focus on the contributions and achievements of Florence Nightingale and Mary Seacole.	All at Sea Autumn 1 During this topic, the children learn about the SS Forfarshire disaster and Grace Darling's achievement in her brave rescue mission. They will identify the developments of the RNLI that resulted. The children will go on to find out about an air disaster that happened in our own locality and visit the Charles Rolls memorial on our Southbourne site.	The Savage Stone Age Spring 1 The children will learn about changes in Britain from the Stone Age to the Iron Age, including: Late Neolithic hunter-gathers and early farmers (e.g. Skara Brae); Bronze Age religion, technology and travel (e.g. Stonehenge); Iron Age hill forts – tribal kingdoms, farming, art and culture.	The Rotten Romans Autumn 2 The children will learn about the Roman Empire and its impact on Britain, including: Julius Caesar's attempted invasion in 55-54 _{BC} ; The Roman Empire by AD42 and the power of its army; The successful invasion by Claudius and the conquest, including Hadrian's Wall; The British resistance (e.g. Boudicca); The 'Romanisation' of Britain, including early Christianity.	Ancient Egypt Autumn 1 The children will learn about when and where the earliest civilizations appeared and then go on to complete an in-depth study of the achievements of the Ancient Egyptians.	The World at War Autumn 1 The children will study an aspect of British history that extends their chronological knowledge beyond 1066. In their focus on the World Wars, the children will learn about: The Treaty of Versailles; The Evacuation of children; Dunkirk; The Battle of Britain (a significant turning point in British history); The Blitz.
		Space Spring 2 The children will learn about Neil Armstrong's	Mini-Masterchefs Spring 1 Linked to their focus on healthy eating and healthy	The Vile Victorians Summer 1 The children will study an aspect of British history	Robots Summer 1 The children will look at how technology has	Invaders and Settlers Spring 1 The children will learn about:	Chocolate Autumn 2 The children will learn about when and where the



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		moon landing – that he was the first human to walk on the moon and that he did this over 50 years ago. They will find out about Tim Peake’s mission to the International Space Station in more recent history.	lifestyle choices, the children will explore changes in the activity levels and nutrition habits of children over recent decades; they will look at children’s leisure and entertainment/games from the 1930s to the present day.	that extends their chronological knowledge beyond 1066. In their focus on the Victorian Era, the children will learn about: The changing power of monarchs; The significance of our railways; Changes in social history, including work houses, education, and entertainment.	developed in recent history. They will learn about key figures in the progress and achievements made within this field (including Tim Berners-Lee). The children will create a chronology of significant inventions and consider how these have impacted on life today.	<ol style="list-style-type: none"> 1. Britain’s settlement by Anglo-Saxons and Scots 2. The Viking and Anglo-Saxon struggle for England, leading up to the time of Edward the Confessor. 	earliest civilizations appeared and then go on to complete an in-depth study of the achievements of the Mayan Civilization.
		<p>Dinosaurs Summer 1</p> <p>A study of Mary Anning – a significant person in our locality. The children will learn about Mary’s life, the fossils that she uncovered, and the contributions that her discoveries made to our understanding of the history of the world.</p>	<p>Fire! Fire! Summer 2</p> <p>The children will learn about The Great Fire of London – what started the fire, the conditions that caused the fire to spread so far and so rapidly, and Samuel Pepys’ Diary as a first-hand account. The children will also find out about the subsequent changes to the national fire service and London’s architecture.</p>	<p>We are Explorers Summer 2</p> <p>The children will be considering the question ‘Who discovered America?’ and will look at all the evidence to decide, learning about the life, work and contributions of Christopher Columbus and Leif Eriksson. They will then go on to find out about some great British explorers, including Sir Francis Drake, Sir Walter Raleigh and Sir Edmund Hillary.</p>	<p>The Terrible Tudors Summer 2</p> <p>The children will study an aspect of British history that extends their chronological knowledge beyond 1066. In their focus on the Tudor period, the children will learn about: The changing power of monarchs; The establishment of the Church of England; Changes in social history, including crime and punishment!</p>	<p>The Space Race Summer 1</p> <p>The children will find out about the Cold War, in which the world’s great powers (the democratic, capitalist US and the communist, Soviet Union) competed to prove the superiority of their technology, military fire-power, and political-economic system – the Space race being one arena for this fierce competition. The children will look at the role of propaganda in the Cold war tensions before establishing a chronology of space missions. With events culminating in Apollo 11 reaching the moon, the children will consider all the evidence to answer ‘Who won the Space Race?’</p>	<p>Ancient Greece Summer 1</p> <p>A study of Greek life and achievements and their influence in the western world, including the legacy of Greek culture.</p> <hr/> <p>Will-i-am Shakespeare Summer 2</p> <p>The children will learn about the life and work of William Shakespeare – a prolific writer from during the Elizabethan age. Linked to this, they will carry out a local history study of Corfe Castle. They will learn of Queen Elizabeth I’s decision to sell Corfe Castle (ceasing its time as a royal residence), before building a chronology of significant events in the history of Corfe Castle and from across the historical periods the children have studied to date.</p>