



History Progression Document

Aims:

The national curriculum for history aims to ensure that all pupils:

- 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.
- 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.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- 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 History – key stages 1 and 2.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

National Curriculum Objective

Key Vocabulary

This list is not exhaustive and may be edited to reflect the age of the pupils

Progression of component skills

This relates to the history skills which pupils should have developed and practised

Nursery

End points

- To talk about significant times and events.
- To talk about the lives of people in their family.
- To talk about their community and the lives of people within the community.

- Birthday,
- religious celebration,
- birth,
- marriage,
- family
- topic vocabulary

See Developing Curriculum Nursery for component skills.

Reception

End points

- To talk about member of their family and community and describe people who are familiar.
- To be able to compare and contrast images, characters and figures from the past.

Past and Present ELG

- 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.

- Past, present future
- Memories
- Life-story
- Artefacts
- Chronology
- Culture

See Developing Curriculum Reception for component skills.

Working historically at Key Stage 1 **History skills at Key Stage 1**

Pupils should be developing the skills to be able to:

- begin to place historical events and significant historical figures on a chronological timeline
- begin to be able to place significant historical events and times on a chronological timeline
- begin to acquire, use and understand key historical language and terms
- begin to be able to find and identify key information in historical sources
- begin to make connections between different historical events and times
- begin to make contrasts between different historical events and times
- begin to frame historical questions and suggest possible answers
- create simple structured accounts and simple narratives of historical events and/or about significant historical figures
- begin to compare and contrast primary and secondary sources of evidence
- begin to draw conclusions from and make evaluations of primary and secondary sources of evidence
- begin to gather and interpret historical evidence
- begin to use historical evidence to draw conclusions and make comparisons between different historical figures, events and times

National Curriculum Objective	Key Vocabulary This list is not exhaustive and may be edited to reflect the age of the pupils. Historical terms and language should be taught throughout all topics	Topic and Key Questions The answers to these key questions relate to the essential knowledge which pupils should have acquired by the end of a topic	Working historically This relates to the activities which can help pupils practise and achieve their historical skills
Year 1			
To understand the lives of significant individuals in the past who have contributed to national and international achievements.	Florence Nightingale, Nurse, Doctors, Medicine, Old, New, Past, Present, Clean, Dirty, Surgery, Mary Seacole, Health service, hygiene	<u>Historical People:</u> Florence Nightingale and Mary Seacole - Who was Florence Nightingale? - Who was Mary Seacole and what impact did she have? - What did Florence Nightingale and Mary Seacole do that changed the way we live today?	- Recognise the difference between past and present in their own and others' lives. - Find answers to simple questions about the past from sources of information e.g. photographs, videos and non-fiction - Place significant figures on a timeline
To learn about events beyond living memory that are significant nationally or globally	- Past, Technology, Time, Passing of time, old, new - Computer, mobile phone, gaming console - Iron, toys ,gas lamps, candles. Kipper uppers, alarm clocks, electricity, washing machines, television, lighting	<u>Events Beyond Living Memory and Changes within Living Memory</u> <u>Electricity and Toys</u> - How has electricity changed our homes? - What would life be like without electricity? - How have toys changed in the last 100 years? - What is a yo-yo and how has it developed over years? (Pedro Flores)	- Sequence and compare 3 or 4 artefacts from distinctly different periods of time. - Recognise the difference between past and present in their own and others' lives. - Match objects from different times to different people - Listen to adults talking about the past – how reliable are their memories? - Find answers to simple questions about the past from sources of information
- To learn about significant historical people in their own locality. - To understand the lives of significant individuals in the past who have	1800s, Police, old, new, past, present, Robert Peel, Bury	<u>Local History: Sir Robert Peel and the Police Force</u> - Who was Sir Robert Peel? - How has he changed the way we live? - What is the importance of the police force?	- Place significant figures on a timeline - Recognise the difference between past and present in their own and others' lives. - Know and recount episodes and facts from information about the past.

contributed to national and international achievements		- What would life be like without the police force? - Should women be police officers? - Who is Edith Smith?	- Find answers to simple questions about the past from sources of information - Make comparisons between events and times - Draw conclusions after discussion
Year 2			
- To understand the lives of significant individuals in the past who have contributed to national and international achievements. - To learn about events beyond living memory that are significant nationally or globally	- Fire of London, past, present, long ago, old, diary, primary source, secondary source parliament, government - Samuel Pepys	<u>Historical People: Samuel Pepys and The Great Fire of London</u> - Who was Samuel Pepys and why is he remembered? - What was the Great Fire of London? - How did it change London and other cities?	- Sequence photographs, drawings and other historical evidence from different periods - Place events and people on a chronological timeline - Create simple accounts and narratives of an historical even - Describe memories of key events in lives. - Recognise why people did things, why events happened and what happened as a result. - Discuss reliability of photos/ accounts/stories. - Use a source – observe or handle sources to answer questions about the past on the basis of simple observations
To learn about significant historical events, people and places in their own locality.	Bury, town, town centre, history, local, community - Football, research, information, Gigg Lane, Shakers, footballers, fans, support, favourite, hobby, historical - Walter Tull	<u>Local History and Changes within Living Memory: Bury FC</u> - The history of football, Walter Tull and Viv Anderson - When and how did the game of football begin? - How and why has the game changed over the years - Who was Walter Tull and why is he remarkable?	- Frame and find answers to simple questions about the past from sources of information - Recognise why people did things, why events happened and what happened as a result. - Identify differences between ways of life at different times. - Compare pictures or photographs of people or events in the past. - Discuss reliability of photos/ accounts/stories.

		- Who was Viv Anderson and why is he remarkable? - Who were Bury FC? - What were Bury FC famous for?	- Describe memories of key events in people's lives - Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
- To learn about events beyond living memory that are significant nationally or globally - To learn about changes in national life	- Christopher Columbus, discovery, globe, round, flat, ship, captain, America, captain's log, explorer - Amelia Earhart, pilot, adventure, explorer, map,, Pacific Ocean, Atlantic Ocean, aeroplane, journey,	<u>Events Beyond Living Memory and Changes within Living Memory: Explorers</u> - Who was Christopher Columbus and what did he discover? - Why were his discoveries so important? - Who is Amelia Earhart and why is she famous? - Why are her achievements important today? - What are the similarities and differences between the explorers' machinery?	- Sequence artefacts closer together in time, using reference books/ reliable sources. - Sequence photographs etc. from different periods of their life. - Place significant events on a chronological time line - Describe memories of key events in lives - Make connections and contrasts between different historical events and times . - Recognise why people did things, why events happened and what happened as a result. - Compare pictures or photographs of people or events in the past. - Compare two versions of a past event - Discuss reliability of photos/ accounts/stories.

Working historically at Key Stage 2

History skills will continue to build on the skills developed at KS1 and in addition at Key Stage 2 will increasingly be able to:

- place historical events and significant historical figures on a chronological timeline
- place significant historical events and times on a chronological timeline
- acquire, use and understand key historical language and terms
- find and identify key information in historical sources
- make connections between different historical figures, events and times
- make contrasts between different historical figures, events and times
- frame historical questions and suggest possible answers

- create structured accounts and narratives of historical events
- compare and contrast primary and secondary sources of evidence
- draw conclusions from and make evaluations of primary and secondary sources of evidence
- gather and interpret historical evidence

National Curriculum Objective	Key Vocabulary This list is not exhaustive and may be edited to reflect the age of the pupils. Historical terms and language should be taught throughout all topics	Topic and Key Questions The answers to these key questions relate to the essential knowledge which pupils should have acquired by the end of a topic	Working as a historian This relates to the activities which can help pupils practise and achieve their historical skills
Year 3			
• To learn about changes in Britain from the Stone Age to the Iron Age.	• Prehistoric, appropriate, million, archaeology, monuments, Stone Age, Iron Age, Britain, contrast	<u>Changes in Britain from the Stone Age to the Iron Age</u> <u>Stone Age</u> • What is prehistoric Britain? • What animals lived in prehistoric Britain? • What was life like in Stone Age Britain? • What was life like in a Stone Age settlement? • What was the impact of farming in the Stone Age? • How did the Bronze Age change life for humans? • What was life like in Iron Age Britain, including The Celts?	• Place the time studied on a time line. • Use dates and terms related to the study unit and passing of time. • Sequence several events or artefacts. • Find out about everyday lives of people in time studied and compare with our lives today. • Identify key information in historical sources • Identify and give reasons for different ways in which the past is represented. • Make connections between different historical times • Gather and interpret representations of the period – museums, cartoons etc. • Draw conclusions and make evaluations from different sources
• To learn about Ancient Greece – a study of Greek life and achievements and their	• Timeline, Ancient Greece, Alexander the Great, empire, government, Olympics,	<u>The Ancient Greeks and their influence on the Western World</u> • Why did the ancient Greeks hold Olympic Games?	• Place the time and significant figures studied on a time line. • Frame historical questions and suggest possible answers

influence on the western world	democracy, democratic system , gods, apartheid system, examples, archaeology , Paralympics	• How have the ancient Greek's Olympic Games impacted on our society today? • How have the Olympics enabled the likes of Jesse Owens and other famous athletes to become so significant? • What is democracy? • Why is it so significant that the Greeks created a democratic system?	• Use dates and terms related to the study unit and passing of time. • Find out about everyday lives of people in time studied and make comparisons with our life today. • Understand why people may have wanted to do something. • Gather and evaluate a range of representations and sources of the period • Select and record information relevant to the study and draw conclusions from primary and secondary sources. • Observe small details – artefacts and pictures
• To learn about the Roman Empire and its impact on Britain.	• Romans, invasion, invade, Emperor, Empire BC, AD, invasion, conquer, Hadrian's Wall, Roman, roads, Julius Caesar, Hadrian, • Boudicca, Black centurions, Roman army, Equality	<u>The Roman Empire and its Impact on Britain</u> • Who were the Romans and when were they in Britain? • What evidence is there of the Roman invasion? • How did the Britons react to the Roman invasion? • What was life in Roman Britain like for women? How is it different for women today? • How did the Roman invasion change and influence Britain? (settlement of diversity) • Who is Boudicca and why is she famous?	• Place the time studied on a time line. • Use dates and terms related to the study unit and passing of time. • Frame and find answers to questions about the past • Find out about everyday lives of people in time studied and explain how they have influenced our lives today • Identify reasons for and results of people's actions. • Distinguish between different sources – compare different versions of the same story. • Use a range of primary and secondary sources to find out key information about a period. • Begin to use the library and internet for research

			Select and record information relevant to the study and create structured accounts of historical events
Year 4			
- To learn about Britain's settlement by Anglo-Saxons - To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	- Anglo Saxon, Vikings, timeline, AD, BC, Romans, raiders, Northumbria - Essex, Wessex, Sussex, Mercia, Kent, East Anglia, 1066, Battle of Hastings, kingdoms, monarchy, conqueror, legacy, invade/invasion, Icelandic explorer	<u>The Viking and Anglo-Saxon struggle for the Kingdom of England: A focus on the Vikings</u> - What happened to Britain when the Romans left? - Who were the Vikings and what impact did they have on Britain? - What happened in 1066 that changed Britain? - Who was Gudrid Thorbjarnardottir and why are her achievements significant?	- Place events from a period studied on a time line. - Use terms related to the period and begin to date events. - Gather and use evidence to reconstruct life in time studied. - Identify key features and events of time studied. - Look for links and effects in the time being studied between life then and life today - Begin to evaluate the usefulness of different sources. - Use evidence to build up a picture of a past event. - Choose relevant material to present a picture or write a narrative of one aspect of life in time past. - Use the library and internet for research.
To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Tudors, Henry, Margaret, Mary, Arthur, Elizabeth, heir, Tudor Rose, Church of England, spouse, Rome, crown, battle, Pope, protestant, catholic, divorce, marriage, religion, monarchy, invasion, Democratic Equality	<u>Study of History during the Reign of The Tudors and Henry VIII</u> - What was life like in Tudor England? - Who was Henry VIII and what is he remembered for? - How have the actions that Henry VIII took impacted on religion in the UK today? - What was society like in Tudor times?	- Place events from a period studied on a time line. - Use terms related to the period and begin to date events. - Use evidence to reconstruct life in time studied and identify key features of the time studied - Gather, interpret and evaluate the evidence available from a range of primary and secondary sources. - Begin to evaluate the usefulness

		Is it better to be a woman in the 21st Century or the 16th century? Why or why not?	of different sources. - Choose relevant material to present a picture or write a narrative or story of aspects of life in time past. - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
To learn about the achievements of the ancient civilisation of Egypt and look at the history of slavery	Pyramid, slaves Egyptians, mummification, Coptic vase, Pharaoh, Tutankhamun, Cleopatra, pyramids slavery, archaeology, prehistoric, hierarchy, Gods, Goddesses, after life, mummification, Canopic jar	<u>The Achievements of the Early Civilisation of Ancient Egypt and the impact of slavery</u> - Who were the Ancient Egyptians and why do we know so much about them? - Who built the pyramids and why and how were they built? (slavery) - What did the Ancient Egyptians believe in? - What was the afterlife and mummification? - Who were Tutankhamun and Cleopatra and why were they significant?	- Understand more complex terms such as BC and AD - Place events from a period studied on a time line. - Use primary and secondary sources of evidence to reconstruct and evaluate life in time studied. - Identify key features and events of time studied. - Offer a reasonable explanation for some events and activities. - Begin to evaluate the usefulness of different sources. - Frame and find answers to a variety of questions about the time studied - Ask a variety of questions
Year 5			
To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Queen Victoria, British Empire, child labour, factory, rural, urban, education, Monarch, sovereign, industrial change, royal, Golden era, middle class,	<u>The Study of the 19th Century and Life in Victorian Times for children</u> - When were Victorian times and why are they called Victorian? - What difference did Queen Victoria and her husband Prince Albert make to the lives of ordinary people?	- Know and sequence key events of time studied. - Use relevant terms and period labels. - Make comparisons between different times in the past and life today.

	working class, mills, factories, property, change, medicine, literature, mathematics, impact, Houses of Commons, Houses of Parliament, Government London, Women's Right Movement, Democratic Equality	• What was life like for children in Victorian times? • How is life better for children today? • Why did people immigrate to England in Victorian times? • Who was Iqbal Masih and what impact has he had on society today?	• Compare life in early and 'late' times studied. • Examine causes and results of significant events and the impact on people. • Compare an aspect of life with the same aspect in another period. • Compare accounts of events from different primary and secondary sources – fact or fiction. • Draw conclusions from and make judgements about the primary and secondary sources of information. • Use evidence to build up a picture of a past event.
• To study a a non-European society that provides contrasts with British history: To learn about the early Islamic civilisation	• Fatima Al-Fihri, mathematician, philosopher, silk road, astronomy, Golden Age, Islam, Baghdad, success, civilisation, Han Dynasty, Mediterranean Sea, trade route, Asia, Iraq cargo, expansion, merchants, descendent, successor, Marco Polo, ivory, The House of Wisdom, Caliph Al-Mansur, Government,	<u>The achievements of a Non-European society: The Early-Islamic Civilisation</u> • When and where was the Early-Islamic civilisation? • What were the factors that were key to the success of the Golden Age of Islam. • What impact did Baghdad c. AD 900 have on the Silk Road and global trade links? • How did Baghdad become the historical successor to the scientific advances of the Greeks and Romans and how this has influenced modern society? • Who was Fatima Al-Fihri and what impact has she had on society today?	• Know and sequence key events of time studied. • Find and identify key information in historical sources • Make comparisons between different times in the past. • Compare accounts of events from different primary and secondary sources • Offer some reasons for different versions of events. • Use evidence to build up a picture of a past event. And use the evidence to create narratives or stories • Begin to identify primary and secondary sources. • Select relevant sections of information. • Use the library and internet for research with increasing confidence.

		How was life in Baghdad similar or different to life in London in the ninth century? https://www.history.org.uk/publications/resource/8215/early-islamic-civilisation	
To study an aspect of history dating from a period beyond 1066 that is significant in the locality.	Cotton Mill, Lancashire, Industrial Revolution, handloom, Briton's exports, 1874 factory act, imported, enslaved, American Civil War, legislation, Abraham Lincon, Government, Parliament,	<u>Study of a Significant Theme and Turning point in British history: Textile Mills</u> - What was the Industrial Revolution and how did it impact Britain in 1760? - Why was cotton so significant to Lancashire in the 1790s? - What were the conditions like working in a cotton mill? - What was life like for a child working in a cotton mill? - What was the 'Factory Act' and why was it important? - How did the American Civil War affect the cotton industry? - What was the Lancashire Cotton Famine and what impact did it have on society? - What caused the decline of The Lancashire Cotton Industry?	- Know and sequence key events of time studied. - Use relevant terms and period labels. - Make comparisons and contrasts between different historical times - Study different aspects of different people - differences between men and women. - Examine causes and results of great events and the impact on people. - Offer some reasons for different versions and interpretations of events - Create narratives about of historical events and times - Debate different points of view.
Year 6			
To study an aspect or theme in British history that extends pupils' chronological	Suffragette, Emmeline Pankhurst, democracy, vote, trial, movement, prosecution, activist,	<u>A Study of a significant event in British history: The Suffragette Movement</u>	- Place current study on time line in relation to other studies - Sequence up to ten events on a time line

knowledge beyond 1066.	campaign, parliament, government, emancipation, Franchise, lobbying, Democratic Equality, election, Suffrage, Suffragists, curator, Millicent Fawcett, Sophia Duleep Singh	- Who were The Suffragettes and who was involved in the campaign? - What were they fighting for and what methods did they use? - Who was Emmeline Pankhurst and why was her death so significant? - Who was Sophia Duleep Singh and how has she helped change democracy for women? - How did The Suffragette movement change the lives of women democracy? - Who else fought for equality for women? (explore the likes of Amanda Gorman, Malala Yousafzai, Nanaia Mahuta, Olive Morris)	- Compare beliefs and behaviour with another time studied - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation - Know key dates, characters and events of time studied - Link sources and work out how conclusions were arrived at - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion - Be aware that different evidence will lead to different conclusions - Confidently use the library and - Use a range of sources to find out about an aspect of time past - Select and organise information to produce structured work, making appropriate use of dates and terms.
To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Evacuee, billeting, Kinder transport, Albert Schindler, Holocaust, Anne Frank, Jewish, Germany, Nazi, Allies, Axis, Adolf Hitler, Neville Chamberlain, Winston Churchill, Star of David, Annex, persecute, refugee, Kristallnacht, synagogue, Holocaust, Nicola Winton, Oskar Schindler, Battle, evacuation, invasion, Government, Parliament, laws	<u>A Study of a significant event in British history: Life for children in World War 2</u> - When was World War 2? - Why did the war start? - Which countries were involved in the war? - What was life like for children in World War 2? - What was the kinder transport why was it needed? - Who was Oskar Schindler and Nicholas Winton? - Who was Anne Frank and why is she remembered today?	- Place current study on time line in relation to other studies - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation - Know key dates, characters and events of time studied - Link sources and work out how conclusions were arrived at - Consider ways of checking the accuracy of interpretations –

			fact or fiction and opinion - Bring knowledge gathered from several sources together in a fluent account - Select and organise information to produce structured work, making appropriate use of dates and terms. - Confidently use the library and internet for research
To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Health service, system, treatment, medicine, operation, Doctor, Nurse, paramedic, Labour government, Aneurin Bevan, wealth, taxes, pharmacist, prescription, fee, charge, vaccination, The Hospital Plan, life expectancy, mortality, hospital, Victorian hygiene, , cleaning, Lady of the lamp, Crimean war, injured, charity, - Red Cross, insurance, contributions, principles, expense, well to do, running cost, taxes, National insurance, prescription charge, pandemic, contact tracing, consultations, charity, funding, Windrush	<u>Study of an aspect or theme in British history</u> <u>The History of medicine</u> - What is medicine and how has medical treatment changed over the years? - How have the views of medicine changed since the Victorian era? - What role have people played in the development of life-changing discoveries? (William Harvey, Louis Pasteur, Marie Curie.) - What is the NHS and when and why was it founded? - How has emigration impacted on the NHS? - What was The Wind Rush and what impact did it have on society?	- Place current study on time line in relation to other studies - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - Compare beliefs and behaviour with another time studied - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation - Know key dates, characters and events of time studied - Link sources and work out how - Bring knowledge gathered from several sources together in a fluent account - Select and organise information to produce structured work, making appropriate use of dates and terms. - Recognise primary and secondary sources. - Suggest omissions and the means of finding out.

	Marie Curie, William Harvey, Louis Pasteur, Wind Rush Scandal, National wind rush day, Benjamin Zephaniah		
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