HISTORY

PROGRESSION FRAMEWORK

EYFS		
ELG- Understanding the World	Past and Present	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

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught about: - 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 airplane 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 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]; - Significant historical events, people and places in their own locality.	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; - A local history study – ***Thomas Johnson and Lidlington*** - Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – ***British Monarchy*** - 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 Egypt*** - 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 civilisation c. AD 900; Benin (West Africa) c. AD 900-1300 – ***Mayan Civilisation***

Disciplinary Knowledge: CHRONOLOGY						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Skill	Order changes in living memory on a timeline.	Sequence details about an event beyond living memory in chronological order.	Sequence dates using AD and BC.	Sequence significant dates about events within a historical time period on historical timelines.	Sequence, and make connections between, periods of world history on a timeline.	Articulate and present a clear, chronological world history narrative within and across historical periods studied.
Substantive Knowledge	Sequencing life events, such as birth, going to nursery, first day of school using first, next, finally, then and after that. Queen Victoria was alive before our grandparents were born. Dinosaurs were around millions of years before humans.	A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. Great explorers in chronological order include Christopher Colombus, Captain Robert Scott and Ann Bancroft.	BC means Before Christ and Anno Domino means AD. Prehistoric history goes in order of Stone Age, Bronze Age and Iron Age. Ancient Greece happened at the same time as the Iron Age.	Key changes and events of the Roman Empire include creation of Rome in 753BC, invasion of Britain in 43AD and fall of Roman Empire in 476AD. Key events include the Anglo-Saxon invasion of Britain in 410 AD, the first Viking raid in 787 AD and Edward the Confessor's death in 1066 AD marking the beginning of Normal rule.	Different world history civilisations existed before, after and alongside others including Ancient Greeks, Roman Empire and Egyptians. Key monarchs include King John, Henry VIII, King Charles I and Queen Victoria.	Key events during WWII include Germany invading Poland on September 1st 1939, London Blitz beginning September 7th 1940 and VE Day May 8th 1945.
Disciplinary Knowledge: CHANGE AND CONTINUITY						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Skill	Describe changes within living memory (approximately 100 years).	Describe how an aspect of life has changed over time.	Summarise how an aspect of British or world history has changed over time.	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them	Frame historically valid questions about continuity and change and construct informed responses.	Describe the change and continuity of life after significant event in history.
Substantive Knowledge	Transport has changed from horse and cart and penny-farthing bikes to cars and motorbikes. Toys have changed from wooden tops and teddies to electronic toys and tablets.	Life in Britain has changed over time due to changes of transport, shops, houses and jobs.	The Ancient Greeks caused change in Britain due to inventions such as democracy, theatre, alarm clocks and the Olympic Games.	The Romans caused rapid change in Britain by bringing advances in technology such as roads, central heating, architecture and numerical systems.	The legacy of Ancient Egypt includes burial rituals, the pyramids, technology such as making ships and using papyrus.	During WWII, life in Britain changed because of the Blitz, rations and evacuated children. The impact of WWII globally was millions of Jewish people being killed or

						displaced and the creation of the United Nations.
Disciplinary knowledge: CAUSE AND CONSEQUENCE						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Skill	Describe and explain the importance of an individual's achievements.	Describe the cause of a significant historical event in British history.	Describe how a significant event changed or influenced how people live today.	Explain the cause, consequence and impact of invasion and settlement in Britain.	Create an in-depth study of an aspect of British history beyond 1066.	Present a detailed historical narrative about a significant global event.
Substantive Knowledge	Mary Anning discovered a new type of dinosaur. Queen Elizabeth is significant as she is Britain's longest reigning monarch.	The Great Fire of London was caused by a fire in the bakery. Amelia Earhart was the first woman to fly solo across the Atlantic.	A marathon is 26 miles because of the Battle of Marathon.	Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. They wanted to make new homes and settlements and eventually settled in kingdoms. The Viking invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England.	The Magna Carta impacts our lives today due to outlining basic human rights and the right to a trial. Seven of Queen Victoria's grandchildren sat on European thrones and took sides in WWI.	The causes of WWII included aggressive expansion and conflicting ideologies and the impact of WWII included a change of boundaries and Russian occupation of Berlin. The impact of Darwin's theory of revolution was he transformed how people thought about the natural world and the creation of humankind. The arrival of Empire Windrush in Britain in June 1948 was a landmark event that marked the beginning of post-war mass migration.

	Disciplinary knowledge: SIGNIFICANCE (Events)					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Skill	Explain why an event in history is significant.	Explain why an event from British history is significant.	Explain why an event from world history is significant.	Explain in detail the significance of a historic event on another group of people.	Explain why an aspect of world history is significant for more than one country.	Debate the significance of an event, discovery or invention in British history.
Substantive Knowledge	Significant events in the school's history. Neil Armstrong was the first man to walk on the moon in 1969.	The Great Fire of London was significant as it destroyed 80% of the city and a new London emerged. The Gunpowder Plot was a failed attempt to kill King James and is remembered on 5th November.	The causes of the destruction of Pompeii was an earthquake and the eruption of Mount Vesuvius in 79AD. Pompeii was buried for over a thousand years and tells us about Romans way of life.	The English colonisation of America was significant as it brought new food and animals to Europe but resulted in 90% of Native Americans dying due to diseases. The Roman Road Watling Street is significant as it is still used today in Milton Keynes.	The moon landing in 1969 was significant as it boosted the U.S. in its global space race with the Soviet Union and opened up the possibilities of human spaceflight. The British Empire covered a quarter of the World's surface and ruled over India until 1947.	The cracking of Enigma at Bletchley Park was the single most important victory by the Allied powers during WWII and contributed to the end of the war. The significance of Windrush is that they brought an explosion of dance, art, writing and music which would transform British culture. The sinking of the Titanic occurred on 15th July 1912 and the wreckage was only discovered in 1985.
Disciplinary knowledge: SIGNIFICANCE (Individuals)						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Skill	Explain why a significant individual is important.	Describe the impact of a significant historical individual.	Describe how a significant individual impacts our lives today.	Explain the key achievements or failures which caused an individual to become significant.	Explore how the opinions of others about the significant individual can be both positive and negative.	Examine the decisions made by significant historical individuals, considering the context of the day and making a summative judgement about their choices.

Substantive Knowledge	Mary Anning is significant because she discovered a new type of dinosaur. Florence Nightingale was awarded the Royal Red Cross by Queen Victoria. Marcus Rashford received an award from the Queen because he made no child went hungry. Isambard Kingdom-Brunel was a Victorian engineer who designed many famous bridges, tunnels and railways.	The impact of Nelson Mandela was that he became the first black President of South Africa and gave everyone equal rights. Captain Cook and Christopher Colombus are significant because they discovered parts of the world. Christopher Wren was an architect who designed buildings such as St Paul's Cathedral after the Great Fire of London.	James Lind conducted the first clinical trial to treat scurvy. David Attenborough founded the World Wildlife Fund and encourages us to think about climate change.	Julius Caesar was significant as first landed in Britain on August 26th, 55 BC, but it was almost another hundred years before the Romans actually conquered Britain in AD 43. Boudicca is significant as she as the warrior queen led a revolt against Roman rule. Although her forces massacred some 70,000 Romans and their supporters, they were ultimately defeated. Edmund Hillary and Sherpa Tenzing Norgay were the first men to reach the summit of Mount Everest.	Henry VIII formed a powerful navy but he also destroyed monasteries and beheaded 2 wives. Howard Carter was the first to discover Tutankhamun's mummy in 1922. But his investigation was resented by many and resulted in great damage. Galileo was imprisoned because of his beliefs that the Earth revolves around the sun. Greta Thunberg is a Swedish environmental activist who is known for challenging world leaders to take immediate action for climate change mitigation Katherine Johnson was an American mathematician who was critical to the success of the first manned spaceflights.	Darwin's theory was not accepted when he was alive because it contradicted the creation story. The 'Unsinkable Molly Brown' was famous for taking control of lifeboat 6 when the crew refused to go back to look for survivors for fear of being pulled down. Alan Turing was a war hero who was largely unrecognized during his lifetime, as well as a man convicted of "gross indecency".
	Disciplinary knowledge: COMPARE AND CONTRAST					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Skill	Identify similarities and differences between life in schools.	Describe what it was like to live in a different period and compare to modern day.	Explain the similarities and differences between two periods of history.	Compare and contrast two civilisations.	Compare and contrast an aspect of history across two or more periods studied.	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
Substantive Knowledge	In Victorian schools, they had a blackboard and sat in rows. In modern schools we have	In 1666, jobs included blacksmith, spinner and chimney sweep and modern-day jobs include	Stone Age houses were made from animal skins, Bronze Age houses used wattle and daub and Iron	The Romans created an Empire that lasted 500 years whereas Greece was made up of city states. They	The Egyptians, Romans and Greeks all believed in many different Gods.	Key leaders of WWII include Churchill, Hitler and Stalin. They had common traits of strong beliefs but they had

	technology and sit in table groups. Queen Victoria has 9 children and Queen Elizabeth has 4 children.	builders, police man and teachers. Firefighters in 1666 did not have uniform and used leather buckets of water.	Age lived in roundhouses on hillforts. The city state Athens had a strong navy, democracy and no rights for women whereas Sparta had a strong army and women could join.	both had similar architecture and believed in Gods but had different names. Greek theatre was in an amphitheater where actors used masks whereas Shakespeare theatre performed in theatre like the Globe. Only men could perform in both.	Religion changed throughout the Tudor monarchy as Henry VIII's separation from the Catholic church and the creation of the Church of England caused conflict between Catholics and Protestants.	different ideologies and only Churchill was democratically voted. The Maya had a sophisticated culture and civilization in which they lived in city states. They built monuments stepped pyramids similar to Egyptians. They were also well-known for their advanced maths and calendars. Around 900CE, Maya cities became abandoned. No one knows for sure why this happened. The British social divide was reflected in the class system on the Titanic and impacted the survival rate.
	Disciplinary knowledge: HISTORICAL TERMINOLOGY					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Skill	Use common words and phrases relating to the passing of time to communicate ideas and observations.	Use the historical terms year, decade and century.	Use historical terms to describe different periods of time and aspects of live in prehistoric periods.	Use more complex historical terms to explain and present historical information.	Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Use abstract terms to express historical ideas and information.
Substantive Knowledge	Common words and phrases, such as here, **now, then, yesterday, last week, last year, years ago and a long time ago**, can be used to describe the passing of time.	**A year** is 365 days and a leap year is 366 days. A **decade** is 10 years. A **century** is 100 years. The Gunpowder Plot was **treason** as it was a plan to kill the King.	Historical terms to describe periods of time include **decade, century, millennia, era, AD and BC.** Stone Age people lived **hunter-gather** lifestyles using tools made from flint.	The Roman **Empire** spread to modern day countries of Greece, Turkey and Egypt. Native American tribes were **indigenous** people.	A **hierarchy** is a system of organizing people into different ranks or levels of importance and includes a line to the throne. Ancient Egypt was one of the earliest **civilisations**. It	**Ideology** is a set of beliefs held by a person or group of people, such as German Nazism and Russian Communism. **Sacrifice** was a religious activity in Maya culture,

	An **archaeologist** digs up objects to learn about the past. **A monarch** is a king or queen who rules a country.	Nelson Mandela ended **segregation** in South Africa.	Stonehenge was a **monument** used for religious ceremonies and a calendar. Tribal communities created permanent **settlements** where families lived, farmed and developed tools.	The Anglo-Saxons **invaded** in 410AD and came from Norther Europe. The Vikings raided Lindisfarne and destroyed its **monasteries**. A monastery is a religious building occupied by monks.	began along the River Nile and lasted nearly 3000 years. The English Civil War 1642-1651 was a **rebellion** of the Parliamentarians (Round Heads) against the Royalists (Cavaliers) which led to King Charles being beheaded.	involving the killing of humans or animals.

Disciplinary knowledge – HISTORICAL ENQUIRY (Using evidence and communicating ideas)					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Begin to ask and answer questions about the past.	Answer how and why questions to understand the past.	Make choices about the best ways to present historical accounts and information.	Present a thoughtful selection of relevant information in a historical report or in-depth study.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
Questions can be asked to help us know more about the dinosaurs. Pictures can be sorted into Victorian and modern times by asking "Which things are old and which are new?"	Historical information about significant people can be presented in a variety of ways such as non-chronological report. A wide range of information can help me answer questions such as "How did the fire spread?"	Historical information such as timelines, fact files and descriptions can tell me about the Olympics Games. I know how to ask my own historical question and conduct my own research about the past.	A range of sources (documents, printed sources, Internet, pictures, photographs, music, artefacts, visits to museums and galleries) can tell me about like in the Roman times.	Select relevant sections of information to address historically valid questions and begin to construct detailed, informed responses.	Sources of historical information should be read critically by knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).

Disciplinary Knowledge – HISTORICAL INTERPRETATION					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Use a range of historical artefacts to find out about the past.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.	There are different ways in which we can find out about the past including artefacts, eyewitness accounts, photographs and archaeological sites.	Make deductions and draw conclusions about the reliability of a historical source or material.	Identify bias in historical source materials.	Ask perceptive questions to evaluate an artefact or historical source. Identify different types of bias in historical sources and explain the impact of that bias.
Pictures, photographs and artefacts of life in the Victorian times can help us find out about the past.	Historic buildings, museums and photographs help us compare Stony Stratford then and now. Samuel Pepys' diary can tell us about the events of the Great Fire of London. Books, pictures, stories and artefacts can help us tell us about famous explorers and help to distinguish between fact and fiction.	Pliny the Younger was an eyewitness account of Vesuvius' eruption and is more reliable than a painting because he was there. Artefacts, statues and photographs tell us about life in Ancient Greek times.	Historical artefacts can be interpreted to find out more about a period in history, for example Sutton Hoo can tell us about life in Anglo-Saxon times. Two versions of the same event or story in history can have differences (was Edmund Hillary the first person to summit Mount Everest?)	Bias is when an author's viewpoint is so strong that the information they produce is unbalanced or prejudiced shown in Space Race sources such as speeches and newspapers. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	Questions can be used to evaluate the usefulness of a historical source from WWII including who and why was it created and does it match other sources? World War II propaganda show types of bias include political, cultural or racial. There are conflicting accounts of the sinking of the Titanic.