

Broughton Fields Primary School – Whole School History Progression

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of Study	<ul style="list-style-type: none"> - Lives of people around them and their role in society - Know 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 	<ul style="list-style-type: none"> - Events beyond living memory: <u>Gunpowder Plot</u> - Lives of Significant Individuals – <u>Queen Victoria</u> - Changes within living memory: <u>History of Toys</u> 	<ul style="list-style-type: none"> - Events beyond living memory: <u>The Great Fire of London</u> - Lives of Significant Individuals: <u>The History of Nursing</u> - Changes within Living Memory: <u>The History of Space Travel</u> 	<ul style="list-style-type: none"> - Changes in Britain: <u>Stone Age to the Iron Age - Survival</u> - The achievements of the earliest civilisations: <u>Shang Dynasty</u> - A study of an aspect or theme in British History beyond 1066: <u>Crime and Punishment from Anglo-Saxon to today.</u> 	<ul style="list-style-type: none"> - A Non-European society that contrasts with British History: <u>The Mayans</u> - <u>Ancient Greece</u>: a study of Greek life and their influence on the Western World - A study of an aspect or theme in British History beyond 1066: <u>The changing lives of women, from Anglo-Saxon to today</u> 	<ul style="list-style-type: none"> - <u>The Roman Empire</u> and its impact on Britain. - Britain's settlement by <u>Anglo-Saxons</u> - A study of an aspect or theme in British History beyond 1066: Racial History through the ages, from Anglo-Saxon to today. <u>Windrush</u> 	<ul style="list-style-type: none"> - <u>The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward of the Confessor</u> - Local History Study – <u>WW2</u> - A study of an aspect or theme in British History beyond 1066: <u>British Migration.</u>
Key Concepts and Vocabulary	Memory, passing of time, present, past, remembrance, now, then, birthdays, past tense, last, last year, at the weekend	Past, present, now, today, tomorrow, yesterday, last week, before I was born, a long time ago, when I was younger, years, old, new, important person / time, now, then. calendar	Change, a little while ago, a very long time ago, before, a long time ago, when I was younger, years, events, living memory, achievements.	Decade, century, period, before Christ (BC), during, artefact, sources, artefacts, historic buildings, rich, poor, compare, contrast, significant individual, civilisation, chronological, archaeologist, palaeontologists, contribution.	Invasion, settlement, influence, primary source, secondary source, Anno Domini (AD), empire, conquest, diversity, explorer, rebellion,	20th Century, 19th Century, commemoration, comparison, living memory, interpretation, agriculture,	Reliability, democracy, bias, objective, subjective, legacy.
Era Specific Vocabulary		Guy Fawkes: King / Queen, Parliament, treason, plotters, monarchy, King James, Protestants, Catholics	Neil Armstrong: astronaut, space race. Florence Nightingale: lady of the lamp, Queen Victoria, Crimean war, nurse, wounded. Great Fire of London: Samuel Pepys, Pudding Lane, architecture, crowding	Stone Age to Iron Age: hunter gatherer, Palaeolithic, stone age, bronze age, Mesolithic, Neolithic, Skara brae, druids Ancient Maya: Ancient Maya, Aztecs, Mayans, Spanish conquistadors, Mesoamerica, farm, King, Nobles, Priests, slaves, labourers, Gods, sacrifices	Ancient Maya: Ancient Maya, Aztecs, Mayans, Spanish conquistadors, Mesoamerica, farm, King, Nobles, Priests, slaves, labourers, Gods, sacrifices. Greece: Acropolis, democracy, government, empire, citizen, Parthenon, gymnasium.	Rosa Parks: Civil rights, equality, race, separate, segregate, boycott. Romans: Caesar, centurion, empire, aqueduct, bath house, mosaic, legion, peninsula, Gods and Goddesses. Anglo-Saxons and Scots: Sutton Hoo, runes, Mercia, East Anglia, lyre, Offa's Dyke, Bayeux Tapestry, Seven Kingdoms, peasantry World	War 2: Blitz, evacuee, Holocaust, axis, Nazi, rationing, concentration camps, invasion, allies, kinder transport. Vikings: Long ship, Danelaw, pagans, Danes, longhouse, longhorn, merchant, tribe, runes. Ancient

Chronological Understanding	<p>Use words such as first and then to describe a sequence of events from their own life, that of their families or from fictional examples.</p>	<p>Show some awareness of the distinction between present and past in their own and other people's lives. Sequence artefacts from distinctly different periods of time. Sequence basic events in their own lives. Use everyday terms about the passing of time.</p> <p>Begin to use a timeline to place events using language to describe basic chronological order.</p>	<p>Use information about the past to describe the differences between then and now. Use basic key information to describe the past (e.g. simple dates).</p> <p>Describe memories of key events in their life.</p> <p>Use a time line to place events using language to describe chronological order.</p>	<p>Understand that a time line can be divided into BC (Before Christ and AD Anno Domini).</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Use a time line to place key events / dates studied in approximately the right place.</p> <p>Begin to make comparisons between time periods studied.</p>	<p>Use terms related to the period and begin to date events including use of BC / AD.</p> <p>Begin to use centuries to describe the past.</p> <p>Name the date of several significant events from the past that have been studied and place them approximately in the right place on a time line.</p> <p>Make comparisons between time periods studied.</p>	<p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in the past, relating these to their learning.</p> <p>Use relevant dates and terms.</p> <p>Know and sequence up to 10 events on a timeline. (of periods studied)</p>	<p>Knowledge of any significant event from the past and place it in the right place on a time line (of periods studied) and its effects. Use a time line to place events, periods and cultural movements (linked to art, music and architecture) from around the world.</p>
Historical Knowledge and Understanding	<p>Compare and contrast characters from stories including those from the past.</p>	<p>Find out some facts about people long ago.</p> <p>Find some facts about events that happened long ago.</p> <p>Say why people may have acted as they did.</p> <p>Recognise the difference between past and present in their own and other's lives.</p>	<p>Use information to describe the past.</p> <p>Use information about the past to describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted as they did.</p> <p>Recount the main events from a significant event in history.</p>	<p>Uses evidence to find out about change during a time period.</p> <p>Describe similarities and differences between people, events and objects.</p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Can discuss the impact and causes of historical change in Britain.</p>	<p>Discuss the impact and causes of historical change in Britain. Identifying and contrasting changes and trends between different periods.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Describe the similarities and differences between some people, events and objects studied.</p> <p>Describe how some changes affect life today.</p>
Historical Interpretation	<p>Comment on images of familiar situations in the past.</p>	<p>Begin to identify and recount some details from the past from sources such as pictures and stories.</p>	<p>Identify different ways in which the past is represented; listen to stories and eye-witness accounts, look at pictures, photographs, artefacts, historic buildings, use the internet.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Look at and compare two versions of the same event in history and identify differences in the accounts.</p> <p>Begin to give reasons why there may be different accounts in history.</p> <p>Begin to recognise primary and secondary sources.</p>	<p>Give reasons why there may be different accounts in history.</p> <p>Recognise primary and secondary sources.</p>	<p>Look at different versions of the same event and identify how the accounts differ.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Begin to use primary and secondary sources.</p>	<p>Understand that the past has been represented in different ways and give clear reasons why.</p> <p>Understand that some pieces of evidence are propaganda, opinion and misinformation and how this can affect interpretations of history.</p> <p>Use range of primary and secondary sources.</p>

<p>Historical Enquiry</p>	<p>Begin to make sense of their own life story and those of their families.</p>	<p>Find answers to simple questions about the past from sources of information.</p>	<p>Answer questions about the past by making simple observations from historical sources.</p> <p>Asks and answers simple questions such as: 'what was it like for...?'</p>	<p>With help, 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>Ask questions such as, "How did people...?" 'What did people do for....?' Begin to suggest sources of evidence to help answer questions.</p>	<p>Begin to select and combine information from different sources.</p> <p>Begin to use a range of sources to collect evidence about the past.</p> <p>Ask questions such as 'what was it like for.....during....?'</p>	<p>Confidently use a range of sources to collect evidence about the past.</p> <p>Choose reliable sources of evidence to help answer questions.</p> <p>Realise that there is often not a single answer to historical questions.</p>	<p>Using their knowledge and understanding, children ask historical questions and evaluate historical sources and their reliability (secondary and primary).</p> <p>Identify sources that are useful to answer specific enquiries and evaluate the success of their strategies.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>
<p>Historical Organisation and Communication</p>	<p>Verbalise things that they know from their own past.</p> <p>Verbalise, in order, events from a text (fiction or non-fiction account).</p>	<p>Talk, draw or write about aspects of the past.</p> <p>Speak about how he/she has found out about the past.</p> <p>Begin to use vocabulary of everyday historical terms.</p> <p>Begin to record what he/she has learned by drawing and writing, drama, annotated diagrams, photos, ICT, display, timelines with objects etc</p>	<p>Use a wide vocabulary of everyday historical terms.</p> <p>Begin to record what he/she has learned by drawing and writing, drama, annotated diagrams, photos, ICT, display, timelines with objects etc</p>	<p>Begin to communicate his/her findings in an organised way and structured way, using appropriate terminology. Eg select data and organise into a fact file to answer historical questions or by displaying findings in a variety of ways eg discussion, pictures, writing, annotations, drama etc</p> <p>With guidance plan and carry out investigations on own and in groups.</p>	<p>Communicate his/her findings in an organised way and structured way, using appropriate terminology. Eg select data and organise into a fact file to answer historical questions or by displaying findings in a variety of ways eg discussion, pictures, writing, annotations, drama etc</p> <p>Plan and carry out investigations on own independently and in groups.</p>	<p>Begin to present findings and communicate knowledge and understanding in different ways eg detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> <p>Plan and carry out investigations on own and in groups, showing awareness of sources.</p>	<p>Present findings and communicate knowledge and understanding in different ways eg detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> <p>Plan and carry out investigations on own and in groups, showing awareness of sources and evaluating reliability.</p>