



Whole School History Progression

'The more you know about the past, the better prepared you will be for the future.'
 Theodore Roosevelt

Year Group	Chronology	Characteristic Features	Cause and consequence	Continuity and change	Similarity and difference	Significance	Interpretations	Enquiry	Vocabulary	Revisiting previous learning
N										
	Pupils are able to place events in sequence, discussing their own routine with understanding.	Remembers and talks about significant events in their own experience. Know that life must have been different in the past because the nursery rhymes show kettles without plugs, wells for water, etc			Can explain how they have changed since they were a baby.	Recognises and describes special times or events for family or friends.	Knows that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories.	Can explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories.	today, yesterday, tomorrow, days of the week, weekend, before, after, time, o'clock	
R										
	Use everyday language related to time. Know that events/ Celebrations take place at specific points of the year. Know that we need to change what we do/wear in response to the passage of time.	Talk about past and present events in their own lives and in the lives of family members.	Question why things happen and give explanations.	Develop understanding of growth, decay and changes over time.	Recognise similarities/differences between old/new games/toys. Know about similarities and differences between themselves and others, and among families, communities and traditions.		Children know that a video of a popular story may give a different version of events from the story they have just heard, simply by noting differences in how a character is shown.	Can identify artefacts (objects) associated with the events that they enjoy celebrating. Knows that information can be retrieved from books and computers.	old, new, this year, next year, younger, older, future, soon, later, next week	Changes over time e.g. growing plants, hatching eggs, looking at baby photos. (N)
Y1										
Sparks and Flames	Sequence events in chronological order. Know that we use dates to describe events in time, eg: 1666 for the Great Fire of London.	Sort artefacts in to 'then' and 'now'.	Explain why the Great Fire spread so quickly by referring to the hot dry summers and prevailing wind and use phrases such as 'another reason was' and 'also' which connect the various ideas.	Know how London changed as a result of the fire.	Spot significant differences between then and now eg. Guy Fawkes would not text or phone his conspirator friends.	Explain the significance of Samuel Pepy's diary.	Realises that not all sources of information answer the same questions, e.g: by comparing what Pepys' diary tells us about people escaping from the fire with a contemporary painting.	Are able to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly.	architect, artefact, bakery, capital city, diary, eye witness, fire brigade, London, monument, Pudding Lane, rebuild, River Thames, source, thatch, past, now, portrait	How life was different for them in the past .e.g as a toddler (EYFS) Lifecycle of a plant (R) The countries and capital cities of the UK (Y1)

The Seaside	Can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times.	Describe how features of life today, such as holidays, differ from those of Victorian times, referring to subject-specific detail, eg: in pictures, can describe and explain a mangle.	Can offer reasons why simple changes occur, eg: why holidays today might be considered more enjoyable than those 100 years ago and vice versa.	Know the main difference between their seaside holiday and the holidays of their grandparents.	Make comparisons between three periods of time.eg Victorian holidays and 60s holidays with the present day.	The name of a famous person from the past and the reason why they are significant.	Understands that grandparents' recollections of their childhood seaside holidays might vary.	Can explain how we know what the seaside was like over 100 years ago.	Queen Victoria, Victorian period, pier, promenade, Punch and Judy, railways, bathing machines, Sunday best clothes	Human and physical features (Y1) The names of the countries and capital cities of the UK and surrounding seas (Y1) The hottest and coldest season in the UK (Y1) Source of evidence (Y1)
Y2										
The Sinking of the Titanic	Use phrases such as 'over 300 years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time).	Not everyone in the past had the same experience, eg: the contrasting lifestyles of the 1 st and 3 rd class passengers aboard the Titanic.	Know the reasons why the Titanic sank in 1912. Explain the reasons why more people were not saved from the Titanic.	Know how passenger ships have now changed as a result of the disaster.	Confidently talk about similarities/ differences between ways of life in different periods.	Are able to give valid consequences of the disaster in terms of lessons learned.	Understands that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events e.g. the sinking of the Titanic.	Are able to deduce from clues what was so special about the ship.	Atlantic Ocean, boiler, bow, Captain Edward J Smith, distress, bow, emigrate, first class, hull, life boat, Morse code, New York, passengers, second class, Southampton, starboard, stern, third class, voyage, victims, stern	Causation E.g why the Great Fire of London spread so quickly(Y1) Event beyond living memory (Y1) Floating/sinking (R/Y1) 7 continents and the 5 ocean (Y2)
Castles	Identify the Norman period on a British timeline.	Know the differences between the rich and poor. Describe Norman knights fighting techniques.	Explain the strategic reasons why William was victorious in the battle. The reasons why the Normans built Motte and Bailey castles.		Make comparisons with forms of communication today and in the Norman period.	Know why the Bayeux tapestry is an important source of evidence. Know the significance of the battle- year that Britain was successfully invaded for the last time.		Make deductions from photographs when looking for advantages/ disadvantages of building a castle on a piece of land.	curtain, invade, heir, knight, page, ruin, tapestry, conquest, Battle of Hastings, coat of arms, squire, siege tower, lance, palisade, motte, moat, France, Normandy	The UK and three main seas that surround it. (Y1) Great Fire of London and the Sinking of the Titanic are both historical events beyond living memory. (Y1/2) Source of evidence - Samuel Pepys's diary. (Y1)
Y3										
Ancient Egypt	Know that Ancient means thousands of years ago. Introduced to BC/AD. Talk about three periods of time	Show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies/how Egypt	Grasp that much of our understanding of the Ancient Egyptian civilization came within the last 200 years as a result of archaeological findings.		Make simple comparisons with other ancient civilizations at that time.	The importance of the River Nile and the significance of annual floods.		Evaluate a range of sources to come to an independent conclusion as to who built the pyramids.	ancient, archaeologist, Canopic jar, hieroglyphics, mummy, papyrus, pharaoh, pyramid, River Nile, sarcophagus, scribe, sphinx,	African countries (Y2) Deserts (Y2) Canals (Y3) Judaism- Moses freeing the Israelites (Y3)

	.e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s.	was a hierarchical society.							vizier, Howard Carter,	
The Stone Age to the Iron Age	Understand why a timeline is divided into BC (Before Christ) and AD (Anno Domini). Use precise language to describe periods of time e.g. Neolithic Period.	Know the meaning of hunter-gatherers. Make deductions about lifestyle of Stone Age man from images.		How Britain changed between the Stone, Bronze and Iron Ages. Grasp that huntergatherers were living alongside early farmers about 5,000 years ago.	Note connections with Ancient Egyptian beliefs when discussing Iron Age burials.	Talk about relative significance of changes (e.g taming wild animals) as well as continuities and can use precise language to describe periods of time e.g. Neolithic.		Begin to weigh up the strengths and weaknesses of theories. E.g Why was Stonehenge built?	agriculture, archaeologist, artefact, chronology, civilization, hillfort, hunter-gatherers, flint, hillfort, monument, Neolithic, period, prehistoric, settlement, shelter, summer solstice, winter solstice, tribe	Flint is a sedimentary rock. (Y3) Settlements (Y3) BC/AC (Y3) Egyptian burial beliefs/rituals (Y3)
Y4										
Ancient Greece	Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted.	Know that Ancient Greece consisted of city states such as Athens and Sparta who were rivals. Grasp the diversity of life style depending on position within society and know the influence of the large slave population. The influence the gods had on Ancient Greece.	Know the reasons why Athens defeated Persia at the battle of Marathon.	Know what happened to the Ancient Greek civilization.	Make comparisons between the first Olympics and the modern day games.	The achievements of the Ancient Greeks and their influence on the western world.	Learn that sometimes books disagree, eg: on whether women did the shopping and that it is often difficult to be certain so we have to use tentative language, eg: perhaps.	Draw inferences from evidence on pots going beyond the literal.	Acropolis, amphitheatre, architecture, Athens, assembly, column, democracy, festival, gladiator, myth, legend, Olympic Games, philosophy, stadium, Spartans, Zeus, myths and legends	Ancient Egypt (Y3) Bronze Age (Y3) Olympic Games
Roman Britain	Use key dates as important markers of events. e.g Caesar's landing, Claudius' invasion.	Know how the Romans were able to keep control over such a vast empire.	How there was resistance to the Roman army (causes of Boudicca's revolt) To express explanation in term of relative importance backed	Know how Britain changed from the Iron age to the end of Roman occupation.	Make comparisons between Ancient Greece and Ancient Rome.	How the Roman occupation of Britain helped to advance British society.	Explain that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. e.g. We have no	Combine information from a range of sources (primary and secondary).	aqueduct, barbarian, Celts, centurion, conquer, emperor, empire, gladiator, governor, invade, rebel, Londinium, Roman baths, Romanisation,	European countries (Y4) Roman Empire (Y4) Iron Age (Y3) Celts were good fighters and farmers (Y3)

			up by the reasoned argument. E.g the main reason why Claudius invaded was so that he could prove that he was not weak.				pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.		senate, slave, century	
Y5										
Invaders and Settlers/ Islamic Civilization	Accurately differentiate within a longer period e.g Roman, Saxon and Viking	How the Anglo-Saxons attempted to bring about law and order into the country. Britain was divided into many Kingdoms during the Anglo-Saxon period.	Know the reasons why the Saxons and Vikings invaded Britain.	How Britain changed between the end of Roman occupation and 1066.	Differences in reasons for migration between Saxons and Vikings and between these societies and today. Understand how advanced Baghdad was in comparison to Saxon/Viking Britain.	The impact that the Islamic Civilization had on the rest of the world. That the way that the kingdoms were divided led to the creation of some of our county boundaries today.	Understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge. e.g This version us not accurate because it shows the Vikings to be just raiders. We know that from evidence that they were also traders.	Start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders.	Black-smith, Danelaw, dark ages, fertile, long ship, Mercia, monastery, Norman, Norse, Odin, pagan, Picts, raid, Scandinavia, settler, Wessex	Battle of Hastings (Y2) The end of the Roman Empire (Y4) Interpretations of Boudicca (Y4)
The Tudors	Use more sophisticated time markers within, as well as between periods. e.g at the start of Elizabeth's reign, this was in the last ten years of Henry's life.	Understand the historical terms 'Reformation' and 'Counter-Reformation' and how these related to the Elizabethan Settlement.	Explain the reasons why Elizabeth was able to defeat the Spanish Armada. Know that some causes are connected. e.g. why the Armada sailed linking religion and exploration.	Know how religion changed during the Tudor reign and understand the impact that it had on the people who were living in Britain.	Compare some of the problems that Henry VIII and Elizabeth I had in choosing marriage partners.	Know the reasons why Tudor exploration flourished more under Elizabeth I than previous monarchs.		Can consider the worthiness of a source by reference to what is known about the topic. e.g. This portrait of Elizabeth makes her seem far younger than she would have looked age 67.	annul, Armada, Church of England, dissolution, divorce, execution, heir, monarch, monastery, reign, reformation, treason, Tower of London	Christianity (Y1/Y4) By the end of the 7 th Century Christianity had become established in most parts of Britain. (Y5)
Y6										
WW2	Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz.	They key features of resistance to German invasion e.g. The Blitz rationing, air raid shelters etc. Grasp that people's experience of being evacuated in World War Two often depended on their prior experience.	The reasons why Britain went to war in 1939, expressing explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think...	How the role of women changed during the war years.	Explain why depictions of VE Day parties might vary.	Significance of Winston Churchill as a leader. The significance of Anne Frank's diary. How the war heightened awareness of gender inequality.	Realise that children's experience of evacuation varied and can give reasons why the government's portrayal was so positive.	Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Evaluate a piece of wartime footage of the Blitz explaining	appeasement, allies, axis, Blitz, Coventry, evacuee, evacuation, Holocaust, homeguard, kindertransport, Lutwaffe, Nazi, Neville Chamberlian, propaganda, RAF, refugees, Spitfire	Judaism (Y3) The Holocaust (Y6) European countries. (Y4)

								how they know it was staged.		
								Use the school log books to investigate how the war impacted the pupils who attended our school.		