

PROGRESSION DOCUMENT

HISTORY

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Marvellous me	A Toy Story Into the Unknown Up, Up and Away	Tales of Nottingham Fire, Fire!	Anglo Saxons & the Scots Jewel in the Nile Revolution (Local History)	I am a Warrior! The Roman Empire Tribal Tales	Ancient Greece Crime and punishment Through the Decades	The Ship of Dreams Magnificent Maya World at War
Substantive Concepts	<ul style="list-style-type: none"> - Know past events from their life such as when they were a baby. - Compare families to understand similarities and differences. - The different cultural backgrounds of the children in the class. - Different celebrations that are important to us. - Use vocabulary related to time e.g. when I was a baby, now I am older. 	<ul style="list-style-type: none"> - Popular toys through the 20th century and the early 21st century - Similarities and differences between toys from the past and toys today. - The materials used to make toys and how they have changed through time. - Identify some events and changes that have happened in the development of toys. - What it means to be an explorer. - What an explorer does both in the past and in modern times. - The achievements of Christopher Columbus. - The impact of Columbus's voyages and what he brought back to Europe. - Neil Armstrong exploration of Space. - Compare the lives and achievements of Columbus and Armstrong. - The significance of the Wright Brothers. - Compare the Wright Brothers to Amelia Earhart? 	<ul style="list-style-type: none"> - Life in medieval Britain. - Who was Robin Hood – fact or fiction? A hero or villain? - The legacy of Robin Hood. - Understand peasantry and the feudal system. - What London was like in 1666. - The significance of Samuel Pepys and Sir Christopher Wren. - The key events leading to the Great Fire of London. - How London changed because of the Great Fire of London. 	<ul style="list-style-type: none"> - Comparison of modern Britain and Ancient Egypt. - The use of hieroglyphics Ancient Egypt. - Ancient Egyptian creation story - The social hierarchy in Ancient Egypt - The role of the Pharaoh in Ancient Egypt. - The discovery of Tutankhamun. - Religion and gods of Ancient Egypt. - Death and burial rituals. - The invasion of the Anglo-Saxons and their purpose. - Anglo Saxon kingdoms. - Art and culture in the Anglo-Saxon period. - The impact of the Anglo-Saxon settlers. - The Christian conversion from Paganism. - The Scots invasions from Ireland to north Britain. - The reason for the Industrial revolution 	<ul style="list-style-type: none"> - Viking raids and invasions (including Danegeld and Jorvik). - Vikings came from Scandinavia and landed at Lindisfarne for purpose of finding farmland and treasures to make them rich. - The stealing of treasures from Monasteries by the Vikings. - The key people of Viking times. - Britain was once part of the Roman Empire. - Britain was invaded by Claudius and Julius Caesar. - British resistance to the Roman occupation (Boudica). - Life of a Roman soldier. - Roman influences found in Modern day Britain, including roads, beliefs and culture. - Neolithic 'hunter-gatherers' and early farmers. - Advancements from Stone Age to Bronze Age (weapons, tools, clothing and jewellery). - The main differences between the Stone 	<ul style="list-style-type: none"> - The origin of the Greek Empire. - Importance of gods, goddesses, and religious beliefs in ancient Greece. - Make comparisons of the city states of Sparta and Athens. - The three main types of government in ancient Greece: monarchy, oligarchy and democracy. - Key aspects of daily life in ancient Greece. - How modern life has been influenced by the Ancient Greeks. - How crimes have differed throughout time. - The different types of punishment used over the years. - What leads people to commit crimes? - Has the way we catch and punish criminals improved in the last 100 years? - Key events of each decade. - Who was involved in the 'Race to Space' and the importance of animals. - Fashion on the 1950s. 	<ul style="list-style-type: none"> - Importance of Maya gods, beliefs and sacrifices. - Know about some Maya temples and buildings. - The Maya number and writing systems. - Maya society and how they lived. - The impact of the Spanish invasion. - Using sources to find out what happened to the Titanic. - Class and social attitudes on-board the Titanic. - The timeline of the events of the Titanic disaster. - Key figures associated with the Titanic. - Why so many people died on the Titanic. - How the Titanic changed history. - Expansion of the British colonies. - Reasons for different wars around the world and the countries involved. - Influence of world leaders. - Evacuation, rationing, Blitz and the Holocaust.

			<ul style="list-style-type: none"> - Consider why people had been trying to fly. - How would life have been different before aeroplanes? - Explore the spread of flight around the world. - Plot key first flights in Britain, across the Channel, across the Atlantic. 		<ul style="list-style-type: none"> - What changed during the industrial revolution? - Significant events in the history of Nottingham's industry. - Development of Nottingham Lace, Raleigh bikes and Boots the Pharmacy. 	Age, Bronze Age and Iron Age. - Stonehenge is the world's most famous prehistoric monument.	<ul style="list-style-type: none"> - The effects of segregation in the 1950s. - Impact of Martin Luther King. - Music and holidays in the 1970s. - Famine and miners' strike in the 1980s. 	<ul style="list-style-type: none"> - Different weaponry and warfare methods. - The effects of the war on the lives of everyday people.
Disciplinary Knowledge	Historical Enquiry	<ul style="list-style-type: none"> - Ask simple questions about images/stories from the past 	<ul style="list-style-type: none"> - Find answers to simple questions about the history of toys from simple sources of information such as photos, pictures, models. 	<ul style="list-style-type: none"> - Ask simple questions about artefacts and sources related to Robin Hood. - Understand some of the ways in which we find out about the past. - Identify different ways in which the past is represented (songs, fables, pictures, film about Robin Hood). 	<ul style="list-style-type: none"> - Use sources of information in ways that go beyond simple observations to answer relevant questions about the Anglo Saxons and Scots. - Use a variety of resources to find out about aspects of life in the Egyptian period. 	<ul style="list-style-type: none"> - Know how to ask questions about artefacts / sources of information about the Stone Age to the Iron Age and to question the validity and reliability of these. 	<ul style="list-style-type: none"> - Compare sources of information for the study of the different decades in the past. - Understand that there is often not a single answer to historical questions. - Investigate own lines of enquiry by posing questions to answer. 	<ul style="list-style-type: none"> - Devise historically valid questions about the different wars, suggesting where answers might be found, - Confidently use a variety of sources for independent research about the Titanic. - Construct informed responses that involve thoughtful selection of relevant historical information.
	Historical Interpretation	Understand that items can tell us about someone or something – a piece of uniform, an object from a certain place or event	<ul style="list-style-type: none"> - Know how to distinguish between fact and fiction. - Look at books, videos, photographs, pictures and artefacts to find out about the past. - Write their account of a key historical event from their own life. 	<ul style="list-style-type: none"> - Use sources including eyewitness accounts and Pepys' diary to find out about the past (Fire of London). - Relate own account of an event and understand that others may give a different version (visit to Sherwood forest). 	Explore the idea that there are different accounts of history and what the reasons for this might be (Invasion).	<ul style="list-style-type: none"> - Look at different versions of the same event (British resistance to the Roman occupation) and identify differences. - Know that people in the past represent events or ideas in a way that persuades others. - Understand that sources about the Stone, Bronze and Iron Age can contradict each other. 	<ul style="list-style-type: none"> - Understand that some evidence from the past is opinion, propaganda, or misinformation and that this affects interpretations of history (link to decades eg segregation, famine). - Give reasons why there may be different accounts of history (C and P). - Understand that the information available depends on the period studied. 	<ul style="list-style-type: none"> - Evaluate evidence to choose the most reliable form. - Know that people in the past have a point of view and that this can affect interpretation. - Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

Disciplinary Knowledge	Cause and Consequence	Question why things happen and give explanations.	Know that a consequence is something that happens as a result of something else (women became inspirational figures, AE fought for equal rights, development of air travel).	Recognise that significant events happened because of a cause (Great fire of London including the burning model).	Understand that historical events in our local history have consequences that sometimes last long after the event is over.	Know a series of directly related events, for example the Viking raids, that happened in the lead up to an historical event and the subsequent consequence/s of this.	Know and understand why some historians may not agree on the causes of historical events, for example the Miner's strike or the 'race to space'.	Know and understand that the consequences of one historical event can sometimes become the cause of another. For example the sinking of the Belgrano, or the end of WW1.
	Continuity and Change	Identify new and old things from different periods of time, commenting on changes.	Understand that some things change, and some things stay nearly the same over different periods – toys.	Know and explain how a key historical event created change which can still be seen today (fire service).	Identify things that have changed and stayed nearly the same between different periods of time (compare industrial revolution to now).	Understand and describe in detail the main changes to an aspect within a period in history e.g. empire, society, technology, religion (link to Revolution).	Know and identify reasons for continuity across different periods of time – decades.	Understand that there are times in history when change happens suddenly and describe the impact of this.
	Chronological Understanding	<ul style="list-style-type: none"> - Understand the difference between things that happened in the past and the present. - Use words and phrases such as: old, new, now, yesterday, last week, a long time ago 	<ul style="list-style-type: none"> - Describe things that happened to themselves and other people in the past. - Place up to three objects or known events in chronological order on a timeline and label with pictures, words or phrases (link to explorers). 	<ul style="list-style-type: none"> - Use dates to talk about people or events from the past (GFL) - Recount changes in their own life over time. - Identify similarities and differences between ways of life in different periods (RH). 	<ul style="list-style-type: none"> - Understand that a timeline can be divided into BCE and BC. - Use dates and historical terms to describe events from the Egyptian period. - Describe memories of key events in their life using historical vocabulary. - Recognise the different time periods that exist between different groups that invaded Britain. 	<ul style="list-style-type: none"> - Place some historical periods in a chronological framework. - Use a timeline to set out the order things may have happened within the Roman times. - Understand the concept of change over time, representing this, along with evidence, on a timeline (link to Revolution). 	<ul style="list-style-type: none"> - Use dates and historical terms accurately when describing events that happened in Ancient Greece. - Create timelines which outline the development of specific features in Ancient Greece, such as medicine; weaponry. - Explain the chronology of different time periods and how they relate to one another on a timeline. 	<ul style="list-style-type: none"> - Make connections and contrasts between different time periods studied and talk about trends over time. - Understand how some historical events occurred concurrently in different locations - Describe the main changes in a period of history, using terms such as: social, religious, political, technological, and cultural.
	Vocabulary	now next old new ago past	when I was little a long time ago before I was born event explain source sequence recent remember same/different	past/present chronological order earlier later research timeline historical event artefact evidence similarities differences	BCE/CE decade ancient century period settlers/settlement conquer archaeologists historian historical	version historical argument point of view invaders/invasion	comparison hypothesis influence	societies summarise major influence changes/ continuity persuade viewpoint propaganda significant interpretations

<p>Specific Vocabulary</p>	<p>Mother, father, auntie, uncle, grandma, grandad, old, young,</p>	<p>Toys Diablo, whip and top Croquet, skipping rope, skittles, Jacob's ladder, marble, hopscotch, wooden, plastic, metal, mechanical, electronic, model</p> <p>Into the Unknown exploration, survival, challenge, explorer, discover, journey, navigate, voyage, expedition, astronaut, polar, mission</p> <p>Up, Up and Away glider, aeroplane, helicopter, aircraft, aviation, mechanic, Invent, inventor, aviator</p>	<p>Tales of Nottingham medieval, peasant, peasantry, archer, outlaw, Sherwood Forest, artefact, legend, bow and arrow,</p> <p>The Great Fire of London London, capital city, Pudding Lane, bakery, River Thames, Rebuilt, Tower of London, architect, 17th Century, St Pauls Cathedral, diary</p>	<p>The Anglo-Saxons Celts, Britons, Angles, Kingdom, Pagan, Augustine, Picts, Rebellion, Scots, Christianity</p> <p>Egyptians Pharaoh, tomb, pyramid, hieroglyphs, scribe, sarcophagus, papyrus, scarab, amulet, canopic jar, Sphinx, Egyptologist, Ankh, Rosetta Stone</p> <p>Revolution Industry, revolution, mill, factory, distribution, economy, manufacture, locomotive, technology, innovation</p>	<p>Vikings longboat, trader, raider, Scandinavia, Lindisfarne, Athelstan, Danegeld, longhouse, pillage, Valhalla Danelaw, monastery</p> <p>Romans empire, civilisation, legionaries, Hadrian's wall, rebellion, centurion, gladiator, emperor Londinium, Britannia</p> <p>Stone Age Neolithic, nomad Palaeolithic, Mesolithic, tribal hunter-gatherers Skara Brae, prehistory Stonehenge, Bronze Age, roundhouse, Homosapiens</p>	<p>Ancient Greece philosophy, Athenian, Spartan, democracy, Olympics, oligarchy, city state, polis, Parthenon, hoplite, acropolis</p> <p>Decades boycott, segregation discrimination, protest, racism, strike, civil rights, Jim Crow laws, liberty, austerity, emigration, immigration.</p> <p>Crime and Punishment Suffragette, ordeal, deterrent, execution, treason, justice, jury, barrister, prosecution, tithing, wergild, witchcraft, fraud, hacking</p>	<p>World at War conflict, Axis, Allies Nazi, evacuation evacuee, blitz Holocaust, Luftwaffe, persecution, Kindertransport, air raid, Treaty of Versailles</p> <p>Maya Codice, Chichen Itza Cacao, Kukulán, pok-ta-pok, dynasty, codex, conquistador, glyphs, Día de los Muertos</p> <p>Titanic Titanic, R.M.S, Carpathia, maiden voyage, en-route transatlantic, lookout iceberg, disaster, lifeboat, unsinkable, survivor, bow, stern</p>
<p>Influential People</p>		<p>Neil Armstrong Christopher Columbus The Wright Brothers Amelia Earhart</p>	<p>Sir Christopher Wren Samuel Pepys Robin Hood Sherrif of Nottingham</p>	<p>Howard Carter King Vortigern Jesse Boot Sir Frank Bowden Richard Arkwright</p>	<p>Julius Caesar Emperor Claudius Boudica Alfred the Great Edward the Confessor</p>	<p>Sir Robert Peel Margaret Thatcher Martin Luther King Steve Jobs Emmeline Pankhurst</p>	<p>Thomas Andrews World leaders Anne Frank</p>