

**History Progression Pathway**

| History Cycle A                              | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                     | Year 2                                                                                                                                                                                                                                                                                                                                                                                         | Year 3                                                                                                                                                                                                                                                                                                                       | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 5                                                                                                                                                                                                                                                                                                                                                                 | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Chronological Awareness</b>               | <p>Begin to organise events using basic terminology recognising that things happened before they were born</p> <p>Retell stories that help children develop an understanding of the past and present</p> <p>Develop and understand the concept of past, present and future.</p> <p>Talk about changes over time – seasons, lifecycles, the chronology of a grown person (baby to elderly adult.)</p> <p>Use common words and correct tenses relating to the past when recalling information or talking about past experiences and events. (E.g: before, yesterday, etc.)</p> | <p>Recount changes in their own life over time</p> <p>Sequence pictures from different periods</p> <p>Order and sequence objects into old and new</p> <p>Identify whether stories are set in the past or the present</p> <p>Recognise the distinction between past and present</p> <p>Use words and phrases such as recently, before, after, now, later.</p> <p>Order the life experiences of a significant individual</p> | <p>Sequence artefacts and events that are close together in time</p> <p>Place events in order from earliest to latest on simple timelines</p> <p>Describe memories and changes that have happened in their own life times</p> <p>Talk about how the life of someone beyond living memory was different to our lives</p> <p>Use common words and phrases concerned with the passing of time</p> | <p>Read and understand timelines</p> <p>Understand that the past can be divided into periods</p> <p>Place the periods studied on a timeline beginning to use dates and historical terms</p> <p>Sequence historical periods on a timeline, including those studied previously</p> <p>Use terms such as ancient and modern</p> | <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Place significant events from the period studied correctly on a timeline</p> <p>Sequence historical periods and events on a timeline using dates and compare to previously studied periods</p> <p>Use dates and terms such as BC, AD, CE, BCE, Decade, Century, and Millennium and apply them correctly to the periods studied</p> | <p>Use timelines to sequence local, national and international events for all periods studied</p> <p>Identify changes within the historical periods studied</p> <p>Use conceptual vocabulary such as change, continuity, sequence, duration, period, chronology</p> <p>Explain the features of different periods</p>                                                   | <p>Use timelines to sequence events studied across their learning journey</p> <p>Demonstrate chronologically secure knowledge of the periods of time studied and significant events</p> <p>Use timelines to demonstrate changes and developments in aspects such as culture, trade, technology, religion and society</p> <p>Analyse connections, contrasts and trends within and across different periods of time</p> <p>Establish clear narratives within and across the periods studied</p> |
| <b>Historical Interpretation and Enquiry</b> | <p>Name different ways that the past can be represented, e.g. through the use of pictures, stories and memories from those around us.</p> <p>Ask questions and listen to answers about questions regarding events e.g. When? What happened? When will it happen? What was it like? Why? Who was involved?</p> <p>Share memories of own past experiences with others.</p> <p>Understand some ways we find out about the past. E.g., pictures, stories and memories from those around us.</p> <p>Begin to share own knowledge and understanding of the past.</p>               | <p>Use sources to ask and answer simple questions about the past</p> <p>Choose parts of stories and other sources to show what they know about the past</p>                                                                                                                                                                                                                                                                | <p>Ask and answer questions about the past through observing and handling a range of sources</p> <p>Choose parts of stories and other sources to show what they know about significant people and events</p>                                                                                                                                                                                   | <p>Use sources to address historically valid questions</p> <p>Recognise that our knowledge of the past is constructed from different sources of evidence</p>                                                                                                                                                                 | <p>Use sources to address historically valid questions and hypotheses</p> <p>Recognise how sources of evidence are used to make historical claims</p> <p>Identify how sources of evidence can show bias of events depending on their origin</p> <p>Identify the difference between primary and secondary resources</p>                                                                                                              | <p>Use a wider range of sources as a basis for research to answer questions and test hypotheses</p> <p>Recognise how our knowledge of the past is constructed by cross referencing a range of resources</p> <p>Evaluate primary and secondary sources and make simple inferences</p> <p>Choose relevant sources of evidence to support particular lines of enquiry</p> | <p>Address and devise historically valid questions and hypotheses<br/>Eg – Were the Vikings vicious?</p> <p>Use primary and secondary sources to give reasons, contrasting arguments and interpretations of the past</p> <p>Bring knowledge gathered from several sources and periods of history together in a coherent account to answer big questions about the impact on today's society<br/>Eg What can we learn from the past?<br/>Do our choices really matter?</p>                     |
| <b>Historical Concepts</b>                   | <b>Continuity and Change</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Describe some changes within their living memory (including aspects of national life where appropriate).</p>                                                                                                                                                                                                                                                                                                            | <p>Through the periods of history studied explain what is different and what is similar</p>                                                                                                                                                                                                                                                                                                    | <p>For the periods studied identify elements of change and elements that have stayed the same.</p>                                                                                                                                                                                                                           | <p>Make links between main events and situations and changes within and across different periods/societies</p>                                                                                                                                                                                                                                                                                                                      | <p>Identify and explain trends over time</p>                                                                                                                                                                                                                                                                                                                           | <p>Reflect on the significance of change and continuity over the periods of history studied</p>                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                  | the past made from wood, dull colours and wind-up toys,                                                                                                                                       | Develop and understanding of changes over time                                                                                                                                                                                                          |                                                                                                                                                        | Describe reasons why changes have happened                                                                                                                                                                                                                                                                                                                                                                                                                                         | Explain reasons why changes have happened linking to cause and effect                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                   |
| <b>Cause and Consequence</b>     | Know that toys, transport and school are different as time has progressed and things have changed                                                                                             | Know why people did things<br>Why events happened<br>What happened as a result                                                                                                                                                                          | Explain how the actions of a significant individual or how a major event had an impact on the world or key people<br><br>Use simple causation diagrams | Describe the impact of a major event referencing the cause<br><br>Identify the cause if change eg developments in technology                                                                                                                                                                                                                                                                                                                                                       | Use causation diagrams to explain relationships between cause and consequence<br><br>Summarise consequences of an event      | Explain how different causes interrelate to cause an event or situation<br><br>Classify the causes of events into types<br>e.g economic, cultural, military, political, religious, social<br><br>Describe the possible reasons that led to a particular event<br><br>Of the different reasons that lead to an event or situation, identify which is the most significant                                                                                                                                                                                                                     | Select and combine information that might be deemed a cause and shape it into a coherent causal explanation<br><br>Analyse the reasons for, and results of, historical events, situations and changes.<br><br>Analyse contrasting judgements about the impact of particular event |
| <b>Similarity and Difference</b> | How are we the same/ different? – Comparing similarities and differences between themselves and others and among families, communities and traditions                                         | Identify some similarities and differences between ways of life at different times<br><br>Make observations about different types of people, events and beliefs within a period of history                                                              | From observations of people, events and beliefs, identify which are similar and which are different                                                    | Identify similarities and differences between ways of life at different times                                                                                                                                                                                                                                                                                                                                                                                                      | Describe social, cultural, religious and ethnic diversity in Britain and the wider world                                     | Explain the similarities and differences between the diverse experiences, ideas, attitudes and beliefs of men, women and children in the periods studied                                                                                                                                                                                                                                                                                                                                                                                                                                     | Analyse the reasons for the diverse experiences of people in different societies and produce a historical account                                                                                                                                                                 |
| <b>Significance</b>              | Who was I before, who am I now and who will I become? - Recalling our history using our memories and the memories of others<br><br>Recognise special times and events within our own lifetime | Talk about why someone is important<br><br>Identify the most important events in the period of history studied                                                                                                                                          | Write a simple historical account making reference to why someone or a particular event was important                                                  | Identify key features, aspects and events of the time studied                                                                                                                                                                                                                                                                                                                                                                                                                      | Identify significant people, features, aspects and events from a period of time and explain these have influenced life today | Form opinions about the extent of the significance of actions and events<br><br>Explain why similar events differ in social memories and some gain greater prominence<br><br>Justify opinions with evidence                                                                                                                                                                                                                                                                                                                                                                                  | Construct informed response that involve thoughtful selection and organisation of relevant historical information<br><br>Analyse the significance of past achievements in terms of their impact on today's society                                                                |
| <b>Enquiry Question Cycle A</b>  | What is special about me?                                                                                                                                                                     | Where is the past in the present?                                                                                                                                                                                                                       |                                                                                                                                                        | How do we learn about the past?                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                              | How can we learn from the past?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                   |
| <b>Unit</b>                      | Understanding the World                                                                                                                                                                       | Events beyond living memory 1605 - 1866                                                                                                                                                                                                                 |                                                                                                                                                        | The Ancient Egyptians                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                              | The Mayans/Ancient Greece                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                   |
| <b>Vocabulary</b>                | Special, Same, Different, Past, Present                                                                                                                                                       | recently, before, after, now, later, past, present, sources, time, chronology, settlement, trade, sources<br>Gunpowder, Houses of Parliament, Gunpowder<br>Cure, infect, symptom<br>Embers, Diary, Rebuild, Bakery, Fire Squirt, Fire Hook              |                                                                                                                                                        | BC, Chronology, Settlement, trade, sources, BC, AD, CE, BCE, Decade, Century, and Millennium<br><br>Amulet, Archaeologist, Artefact, Canopic Jar, Hieroglyphics, Mummification, Neolithic, Pharaoh, Pyramid, Sarcophagus, Scarab, Sphinx                                                                                                                                                                                                                                           |                                                                                                                              | change, continuity, sequence, duration, period, chronology, civilisation<br><br>Drought, Ritual, Jaguar, Scribe, Codices, Maize, Cacao Beans                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                   |
| <b>End Points Knowledge</b>      | Who is in my family?<br><br>What do I like to do?<br><br>What am I good at?<br><br>What are my friends good at?                                                                               | 1605 – The Gunpowder Plot – Guy Fawkes is thwarted when he tried to blow up Parliament and King James I. We remember this on 5 <sup>th</sup> November<br><br>1606 The Union Flag adopted as the National Flag<br><br>1660 Samuel Pepys starts his diary |                                                                                                                                                        | Both the Ancient Egyptians and people from Neolithic (late stone age) times lived around 3500 years ago.<br><i>During the Neolithic Age, humans formed settled communities in Britain. They domesticated animals and began farming for the first time in history</i><br>In the Neolithic period people used pictures as a way of communicating. In some areas of Europe, certain symbols have appeared again and again and scientist think this could be the first form of writing |                                                                                                                              | Religion<br>The Maya believed in and worshipped a number of different gods. They believed that the gods had a good side and a bad side and that the gods could help or hurt them. They would perform different rituals during festivals or special ceremonies in order to appeal to the gods. The Maya people believed that the earth, which they called the Middleworld, was large and flat and resting on the back of a creature, such as a turtle or crocodile. On the Middleworld grew a tree whose branches reached up into the heavens (the Upperworld) and whose roots grew down into |                                                                                                                                                                                                                                                                                   |

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|                                 | What makes me the same/different to other people?                                                                                                                               | <p>1665 The Great Plague spreads across Europe</p> <p>1666 Great Fire of London raged from 2 – 5 September destroying two thirds of the city</p> <p>1668 New fire prevention regulations for London were approved by Parliament</p> <p>1866 The first proper London Fire Brigade was created 200 years after the Great Fire</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Stonehenge is one of the world's most famous prehistoric monuments. The stone circle was built in the late Neolithic period, about 2500 years ago.</p> <p>Howard Carter and his team discovered the tomb of Tutankhamun in 1922.</p> <p>Most people in ancient Egyptian times lived along the River Nile (and still do today). The River Nile was good for water, trade and fishing. The soil around the River Nile was rich in nutrients and a good place to grow crops.</p> <p>Ancient Egyptians used symbols called Hieroglyphs. These symbols were written on tombs and statues by scribes. They were also used for counting crops and animals so taxes could be taken. The scribes who wrote the hieroglyphs were mainly men and they had to go to a special school to learn how to write them.</p> | <p>Xibalba (the Underworld), which was guarded by gods of death who looked like jaguars.</p> <p>Food<br/>Maize was a very important crop that formed up to 80% of the Maya people's diets. They believed that the first humans were made from maize dough by the gods. The Maya made a bitter chocolatey drink from cacao beans that was enjoyed by the rich and used for medicines and in ceremonies. The beans were highly valued and even used as a form of money.</p> <p>Writing<br/>The Maya writing system, used to write several different Maya languages, was made up of over 800 symbols called glyphs. The Maya developed a complex number and counting system that was advanced for their time. They were one of only two cultures in the world to develop the concept of zero. The Maya people used just three symbols in their number system. These are thought to represent items that the Maya people might have first used to count with, such as pebbles, sticks and shells.</p>                                                                                                                                                                  |
| <b>Enquiry Question Cycle B</b> | What is special about me?                                                                                                                                                       | Towers, Tunnels and Turrets<br>What was life like a 1000 years ago?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Raiders, Traders or Invaders?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Do our choices really matter?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Unit                            | Understanding the World                                                                                                                                                         | What was life like in Britain hundreds of years ago and how it compares to today.<br>Castles/ Battle of Hastings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Romans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Vikings<br>Crime and Punishment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Vocabulary</b>               | Special, Same, Different, Past, Present                                                                                                                                         | Medieval, Norman, Anglo-Saxon, castle, battle, invade, conquer, turret, moat, drawbridge, archer, keep, crenelations, battlement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Empire, Kingdom, invade, legion, Celts, Emperor, Iceni, Caledonia, Picts, raid                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Kingdom, Danelaw, Danegeld, exile, invade, longship, outlawed, pagans, pillaged, raid, wergild<br>Crime, Punishment, legal, illegal, Metropolitan, provincial, reformatory, penalty, Jury, Judge, Trial, Lawyer, Magistrate, Transportation, prison                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>End Points Knowledge</b>     | <p>Who is in my family?</p> <p>What do I like to do?</p> <p>What am I good at?</p> <p>What are my friends good at?</p> <p>What makes me the same/different to other people?</p> | <p>Castles were built for powerful people to live in safety. Rich, powerful people lived very differently from the people who lived in the towns and farms around castles.</p> <p><i>The Battle of Hastings took place on the 14<sup>th</sup> October 1066.</i></p> <p>The battle is part of our local history.</p> <p><i>The Battle of Hastings was the battle for the English throne between the Norman invaders, led by William of Normandy (also known as William the Conqueror) and the Anglo-Saxon king of England, Harold Godwinson.</i></p> <p>The Bayeaux Tapestry is a piece of embroidery that tells the story of the Battle of Hastings.</p> <p><i>The Battle of Hastings was extremely important for the history of England as it completely changed who was in charge.</i></p> <p>The Anglo-Saxons had ruled the land for over 600 years since the Roman times. Now, the Normans had taken over, which meant big changes.</p> | <p>55BC: First Raid. Julius Caesar raided Britain for the first time but the Celts fought back and Caesar retreated to France.</p> <p>54 BC: Second Raid. Julius Caesar tried again. This time he had some success but it didn't last for long.</p> <p>43 AD: Final Raid. Emperor Claudius started a successful invasion and the Celts realised how powerful the Romans were and agreed to obey Roman law and pay taxes.</p> <p>AD 60: Queen Boudicca started a rebellion against the Roman army. Thousands of people died but the Romans eventually won.</p> <p>Romans were famous for building long straight roads.</p> <p>Romans built Roman baths where people could go to relax. Some of these buildings remain today.</p>                                                                             | <p>Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden</p> <p>Travelled in boats called longships</p> <p>First arrived in Britain around AD 787</p> <p>Raided places such as monasteries and pillaged expensive items to trade</p> <p>Wanted to claim land and tried to take over much of Britain</p> <p>Invaded and settled in Scotland before heading south to places such as York</p> <p>By AD 878 the Vikings had settled permanently in Britain</p> <p>In 1066 Duke William of Normandy become King and ended Anglo-Saxon and Viking rule.</p> <p><i>1200 Trail by Ordeal ended</i></p> <p><i>1833 Illegal for children under 9 to work in cotton mills</i></p> <p><i>1870 crime not to send your child to school</i></p> <p><i>1829 – Sir Robert Peel passed the Metropolitan Police Act and set up the first police force in London</i></p> <p><i>1839 – Provincial Police Act passed so that police forces could be set up all around the country</i></p> <p><i>1854 Reformatory Schools were set up</i></p> <p><i>1899 illegal for a child to be sent to an adult prison</i></p> <p><i>1965 Death Penalty abolished</i></p> |