

# History progression document



## HISTORY

### Overview KS1 (Milestone 1)

HISTORY	Each Year (Special Days)	Year A	Year B
AUTUMN	GUNPOWDER PLOT	GOODRICH CASTLE/ GILPIN WYE TOUR QUEEN ELIZABETH II	THE PLAGUE THE GREAT FIRE OF LONDON SAMUEL PEPYS
SPRING		THE PRINTING PRESS INDUSTRIAL REVOLUTION THE STEAM ENGINE	THE FIRST FLIGHT MOON LANDING NEIL ARMSTRONG
SUMMER		MARIE CURIE FLORENCE NIGHTINGALE MARY SEACOLE	TIM BERNERS-LEE ROSA PARKS EMILY DAVIDSON

### Overview WOODPECKERS & OWLS KS2- Years 3&4 (Milestone 2)

HISTORY	Each Year (Special Days)	Year A	Year B
AUTUMN	REMEMBRANCE	ANCIENT EGYPT	ANGLO SAXONS
SPRING		THE ROMAN EMPIRE	BRONZE & IRON AGE
SUMMER		STONE AGE	THE VIKINGS

# History progression document



## Overview OWLS KS2- Years 4&5 (Milestone 2/3)

HISTORY	Each Year (Special Days)	Year A	Year B
AUTUMN	REMEMBRANCE	ANCIENT EGYPT	ANGLO SAXONS
SPRING		THE ROMAN EMPIRE	BRONZE & IRON AGE
SUMMER		STONE AGE	THE VIKINGS

## Overview PEREGRINES KS2- Years 5&6 (Milestone 3)

HISTORY	Each Year (Special Days)	Year A	Year B
AUTUMN	REMEMBRANCE	THE VICTORIAN ERA	THE SECOND WORLD WAR <b>OR</b> THE TUDORS
SPRING		THE MAYA	EARLY ISLAMIC CIVILISATION
SUMMER		THE ANCIENT GREEKS & LOCAL STUDY COMPARISON	THE ANCIENT GREEKS & LOCAL STUDY COMPARISON

Our curriculum sets out progression in the form of three 'Milestones'. The children work towards each Milestone for two years. During the first-year pupils attain an understanding of the skills set out in the Milestone and during the second year they develop an advanced or deeper understanding. Each Milestone contains a range of descriptors which provide details of the skills to be covered. Over a two-year period, students become more and more familiar with these details by exploring them in a breadth of contexts. This helps pupils to "know more" and "remember more."

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<p><b>Links to learning in EYFS</b></p>	<p><b>Communication and language</b> - Express themselves effectively, showing awareness of listeners' needs. - Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p><b>Understanding the World</b> - Remember and talk about significant events in their own experience. - Talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><b>Links to other subjects and curriculum areas</b></p>	<p>Art - exploring art from the period of history being studied / famous artists from this time and using this to inspire own work –</p> <p>RE - the history of major religions, the link between their spread / change and global events (eg. the spread of Christianity in the Roman Empire), religious beliefs of ancient peoples (eg. Egyptians &amp; Mayans).</p> <p>DT - constructing models and replicas of buildings, vehicles or armour from the past.</p> <p>Science - the lives and impact of famous scientists.</p> <p>English - reading for research, particularly original documents &amp; writing to present and share findings.</p> <p>Understanding the history of countries will almost always link to their human and physical geography - eg. rivers topic links to learning about Ancient Egypt when considering the importance of the Nile</p>
<p><b>Substantive knowledge</b> – the historical facts we teach that form the narratives of the curriculum. Substantive knowledge In history, this is the knowledge and understanding of the key concepts taught within historical contexts including the key vocabulary. The substantive knowledge is progressive through conceptual development from Reception to year 6.</p> <p><b>Disciplinary knowledge</b> – this is how we make use of the facts that are learned. In history, the disciplinary knowledge is also the interpretation of some of the key concepts.</p>			

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Year Group/Milestone	Year 1 and 2 milestone 1	Year 3 and 4 milestone 2	Year 5 and 6 milestone 3
<p><b>Investigate and interpret the past</b></p>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>
<p><b>Build an overview of world history</b></p>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic</li> </ul>

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		ideas, beliefs, attitudes and experiences of men, women and children.	features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
<b>Understanding chronology</b>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a timeline.</li> <li>Label timelines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a timeline using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> <li>Use dates and terms accurately in describing events.</li> </ul>
<b>Communicate historically</b>	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:                             <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:                             <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>Use original ways to present information and ideas.</li> </ul>