



PROGRESSION IN HISTORY: KNOWLEDGE MILESTONES - SKILLS MILESTONES (YEAR BY YEAR)				
	Our Coverage	Chronology	Events, People & Changes	Communication
EARLY YEARS	<p><u>AUT: Marvelous Me/ Let's Celebrate</u></p> <ul style="list-style-type: none"> ❖ Begin to make sense of their own life-story and family's history. ❖ Draw similarities and make comparisons between other families. ❖ Celebrate Diwali, Bonfire night, Christmas-make comparisons. ❖ Guy Fawkes: compare and contrast character from stories, including figures from the past: ❖ Talk about significant events in own experience <p><u>SPR: Winter weather/ Once upon a time</u></p> <ul style="list-style-type: none"> ❖ Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ❖ Understand the ways they have changed. ❖ Introduce children to a range of fictional characters from stories and begin to differentiate these characters from real people in their lives. ❖ Compare and contrast characters from stories, including figures from the past. <p><u>SUM: All creatures great and small/ Ticket to ride</u></p> <ul style="list-style-type: none"> ❖ Compare and contrast characters from stories, including figures from the past. ❖ Understand the past through settings, characters and events encountered in books read in class and storytelling. ❖ Listen to stories and place events in chronological order ❖ Make simple comparisons between transport now/in the past. <p>THE THEMES AND VEHICLES FOR THESE WILL BE RESPONSIVE TO THE INTERESTS AND NEEDS OF THE COHORT AT BASELINE AND THROUGHOUT THE YEAR. THIS MUST BE DYNAMIC AND ADAPTABLE.</p>	<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> ○ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; 	<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> ○ Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> ○ Talk about the lives of the people around them and their roles in society;
	<p>VOCABULARY</p> <p>today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now</p>			

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YEAR 1	<p>AUT: How have toys changed? Changes within living memory-specifically looking at continuity and change in teddy bears, games consoles and building blocks.</p> <p>SPR: How did Florence Nightingale, Edith Cavell and Mary Seacole help to improve hospitals? Study the lives of significant individuals in the past who have contributed to national and international achievements-children will begin to discover what makes a person significant, explore and compare the lives and work of these nurses and consider how they have influenced nursing today.</p> <p>SUM: How have seaside holidays changed over time? A local area study-children will discover why Blackpool became a popular seaside resort in Victorian times and make comparisons between features of holidays in Blackpool now and in the past.</p>	<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between past and present. Identifying some similarities and differences between their own present and aspects of the past. Place a few events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between present and past in their own and other people's lives. Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>). 	<ul style="list-style-type: none"> To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Use simple stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> Understand and use simple historical concepts such as now/then and same/different. To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Understand historical concepts and use them to make simple connections and draw contrasts.
YEAR 2	<p>AUT: How do we know what happened during the Great Fire of London? Events beyond living memory that are significant nationally or globally-children will learn what London was like before the fire, consider the factors which led to the fire spreading and learn about the consequences of the fire in relation to building design and firefighting.</p> <p>SPR: Why do we have a King or Queen in Britain? Study the lives of significant individuals in the past and compare aspects of life in different periods. Children will be introduced to Queen Elizabeth I, Queen Victoria and Queen Elizabeth II.</p> <p>SUM: Who was Amelia Earhart and why is she remembered? The lives of significant individuals in the past who have contributed to national and international achievements. Children will explore the early history of flight technology, learn about the pioneering life of Amelia Earhart and compare her story to that of Helen Sharman.</p>	<p>VOCABULARY</p> <p>Disciplinary Past, present, old, new, change, continuity, compare, after, before, similarity, difference, timeline, century, significant, beyond memory, chronological, historian, source, evidence, cause, consequence, object/artefact, archaeologist, document</p> <p>Substantive Y1-Toy, games console, blocks, Lego, advert, internet, entertainment Battlefield, Crimean War, First World War, hospital, nurse, patients, soldier Seaside, trip, transport, entertainment, carousel, Punch and Judy, bandstand, prom, pier, parasol, illuminations</p> <p>Y2-Capital city, settlement, flammable, diary/account, fire hook, fire squirt, architect, grid system Monarch, royal, succession, heir, inherit, power, rule, government Aviator, pioneer, adventure, pilot, solo, ocean, astronaut, spacecraft</p>		

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YEAR 3	<p>AUT: How did life in Britain change from the Stone Age to the Iron Age?</p> <p>Children will learn that prehistory is the earliest stage of human history. It is made up of the Palaeolithic, Mesolithic, Neolithic, Bronze and Iron Ages. Humans evolved across this period to look as we do now. There were many developments that changed the way people lived.</p> <p>SPR: Local History-Preesall and Knott-End</p> <p>A study which will form part of our new 'Morecambe Bay Curriculum'-looking at how and why Preesall and Knott-End have changed over time.</p> <p>SUM: How did the Roman Empire impact Britain?</p> <p>Children will look back at what Britain was like just prior to the Roman Invasion and what they would find upon arrival. Then, they move into a larger study of the Roman invasion and what they brought to Britain. Considering which elements significantly improved the quality of life at the time and had long lasting impact.</p>	<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. Identify where periods studied fit into a chronological framework. Noting links, connections, trends and changes over time. 	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> Understanding <i>some</i> of the ways in which people's lives have shaped this nation. Describing how, and when, Britain has influenced the wider world and vice versa. Understanding some significant aspects of history: nature of ancient civilisations – non-European societies; expansion of empires. Establishing a narrative showing connections and trends within and across periods of study. 	<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology.
YEAR 4	<p>AUT: What were the achievements of the Ancient Egyptians?</p> <p>A depth study of the achievements of one of the earliest civilisations, which began 5,000 years ago when people started building villages next to the River Nile in northeast Africa.</p> <p>SPR: How has crime and punishment changed over time in Britain?</p> <p>Children will develop their chronological knowledge beyond 1066 through studying this aspect of social history. They will explore how crimes and their punishments changed, as well as comparing modern day crime prevention and detection methods with those from the past.</p> <p>SUM: How hard was it to settle in Britain?</p> <p>Britain's settlement by Anglo-Saxons and Scots. A look back at Britain after the Romans had left, the reasons for invasion of England by the Angles, Saxons and Jutes. The formation of the Heptarchy and the rise of Christianity.</p>	<p>VOCABULARY</p> <p>Disciplinary Historical, old, time, period, timeline, chronological, years, past, decade, century, source, evidence, archaeologist, justify, evaluate, narrative, enquiry, artefact, continuity and change, interpretation, BC, AD, BCE, CE, legacy, significance, concurrence, duration, cause and consequence</p> <p>Substantive Y3</p> <ul style="list-style-type: none"> Palaeolithic, Mesolithic, Neolithic, Bronze Age, Iron Age, hand axe, flint, nomadic, hunter-gatherer, agriculture, settlement, burial, monument, belief, migration culture, henge, hillfort, tribe, conflict Roman, Celts, empire, emperor, invasion, tribute, monarchy, republic, citizen, legion, legionaries, auxiliaries, legend, trade, settlement, revolt, occupation, Julius Caesar, Claudius, Boudica, Iceni, Hadrian <p>Y4</p> <ul style="list-style-type: none"> Civilisation, longitude, latitude, Dynasty, Pharaoh, Scribe, Priest, social structure, River Nile, economic, trade, irrigation, agriculture, papyrus, hieroglyphics, cartouche, afterlife, religion, preserve, mummification, pyramid, tomb Crime, criminal, treason, guilty, innocent, victim, witness, deterrent, Bobbies/Peelers, trial, judge, jury Migration, invaders, settlement, tribes, Britons, Celts, Picts, Scots, Jutes, Angles, Saxons, Anglo-Saxons, kingdom, monarchy, heptarchy, Paganism, Christianity, convert, Sutton Hoo, Staffordshire hoard 		

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YEAR 5	<p><u>AUT: Were the Vikings raiders, traders or settlers?</u></p> <p>Following directly from the study of Anglo-Saxon Britain at the end of Year 4, the children consider the Viking and Anglo-Saxon struggle for power and the significance of Alfred the Great.</p> <p><u>SPR: How did the Maya compare to the Anglo-Saxons?</u></p> <p>In this study of a non-European society, children will explore the structure of Maya society and compare it to that of Anglo-Saxon Britain.</p> <p><u>SUM: Black and British</u></p> <p>In this study of a theme in British history that extends pupils' chronological knowledge beyond 1066, children will explore how far Black peoples' lives have improved in Britain. They will learn about the part Lancaster played in the Transatlantic slave trade and discover where immigrants on HMT Empire Windrush settled locally.</p>	<p><u>Show their chronologically secure knowledge by:</u></p> <ul style="list-style-type: none"> Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). Analyse connections, trends and contrasts over time. 	<p><u>Show their knowledge and understanding of local, national and international history by:</u></p> <ul style="list-style-type: none"> Understanding significant aspects of history- expansion and dissolution of empires; characteristic features of ancient European and non-European societies; achievements and follies of mankind. Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. Begin to recognise and describe change and continuity and suggest relationships between causes. Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. 	<ul style="list-style-type: none"> Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
YEAR 6	<p><u>AUT: What was the impact of WWII on the people of Britain?</u></p> <p>Children will study rationing, evacuation, air-raids and the changing role of women. Alongside a study of the most significant events i.e. the D-Day landings.</p> <p><u>SPR: What were the achievements of the Ancient Greeks?</u></p> <p>Through this study, children will develop their questioning skills and make comparisons; learn to use historical sources and help them to understand how past events have helped to shape the world that we know today.</p> <p><u>SUM: Where and when did the earliest civilisations begin?</u></p> <p>Children will study 4 civilisations which are believed to be the earliest: Ancient Egypt, Indus Valley, Sumer and the Shang Dynasty of Ancient China. They will consider their similarities and differences and how their achievements have impacted life today.</p>	<p>VOCABULARY</p> <p>Disciplinary Historical, ancient, chronological, old, time, period, timeline, years, past, decade, century, enquiry, source, evidence, compare, cause, consequence, interpretation, archaeology, archaeologist, conclusion, turning point, BC, AD, BCE, CE, legacy, duration, concurrence</p> <p>Substantive Y5</p> <ul style="list-style-type: none"> Kingdom, outlawed, Pagan, pillaged, raid, settlement, migration, Christian, heptarchy, priory, monastery, monk, Viking, Norse, longboat, conquer, invade, trade explore, Guthrum, Alfred the Great, Danelaw, peace treaty Civilisation, Mesoamerica, city-states, Tikal, Palenque, Copan, Chichen Itza, ruler, Pitz, Pakal the Great, maize, codices, scribes, drought, glyph, hieroglyph, jade Transatlantic slave trade, HMT Empire Windrush, commonwealth, abolition, discrimination, immigrant, prejudice, racism, segregation <p>Y6-</p> <ul style="list-style-type: none"> World War Two, WW2, The Blitz, Chamberlain, Churchill, Home Guard, Hitler, evacuee, rationing, allied, axis, Germany, United Kingdom, Nazi, conflict, invasion, Blitz, air raid shelter, black out, propaganda, peace Ancient Greece, civilisation, citizen, empire, trade, city state, polis, enslave, Athens, Sparta, Olympia, democracy, culture Ancient Egypt, Indus Valley, Sumer, Mesopotamia, Shang Dynasty, civilisation, settlement, culture, government, dynasty, emperor, river valley, irrigation, agriculture, trade, climate, cuneiform, hieroglyph, cylinder seal 		

Enquiry, Interpretation, Use of Sources	
EYFS	<ul style="list-style-type: none"> Can ask questions based around stories told, books that have been read to them and through images and discussion.
KS1	<ul style="list-style-type: none"> Use sources to answer <i>simple</i> questions about the past. Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. Identify some of the <i>basic</i> ways the past can be represented. To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).
LKS2	<ul style="list-style-type: none"> Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
5	<ul style="list-style-type: none"> Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish for particular enquiries.
6	<ul style="list-style-type: none"> Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Begin to recognise why some events, people and changes might be judged as more historically significant than others.