

King's Oak Primary School - History Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological knowledge/ understanding	<p>Use everyday language related to time Talk about what happened yesterday, this morning, after lunch. Discuss what might happen tomorrow.</p> <p>Order and sequence familiar Events What time do we start school? When do we have lunch? When do we go home? Order the seasons of the year.</p> <p>Describe main story settings, events and principal Characters. Who was in the story? What did they do first? Next? What happened at the end?</p> <p>Talk about past</p>	<p>Develop an awareness of the past Use common words and phrases relating to the passing of time (days of the week, key events in our lives, past, present, before, after, century [intro], 70 years) Know where all people/events studied fit into a chronological framework based on family history and the idea of now/then (e.g. GFOL happened long before living memory; toys past and present and related to family numbers; who comes after QE2 and who before) Identify similarities / differences between periods (e.g. London in GFOL, just after GFOL and</p>	<p>Develop an awareness of the past Use common words and phrases relating to the passing of time (e.g. century, order, ordering) Know where all people/events studied fit into a chronological framework e.g. with a focus between 1903 and 2023 and for explorers a grasp of the time span between CC and NA Identify similarities / differences between periods E.g. why exploration looked so different for NA to CC; before and after flight and other transport advances (impact)</p>	<p>Develop an awareness of the past Use common words and phrases relating to the passing of time (e.g. century) Begin to understand BC/BCE dates and relate these to a timeline. Know where all people/events studied fit into a chronological framework Show understanding that Stone Age to Iron Age dates are BCE and AS/ Viking dates are CE. Identify similarities / differences between periods How important was the switch to farming? How important was the change from stone tools to bronze then Iron?</p>	<p>Use everyday language related to time Order and sequence familiar Events (Become more adept at using CE/BCE dates, eg <i>the Romans arrived in Britain the 1st Century CE and finding differences in times, eg the Romans ruled Britain for about 360 years. Understand how BCE dates work on timeline of ancient Greece</i> Know where all people/events studied fit into a chronological framework Show understanding that Roman Britain follows the Iron Age and pre-dates the Anglo-saxon & Viking eras. Relate Ancient Greece to the</p>	<p>Use everyday language related to time Order and sequence familiar Events Begin to use decades- <i>the Tudors came to power in the 1480s.</i> Begin to use millennium in relation to BCE dates, eg <i>The Pyramids of Giza were built in the 3rd millennium BCE.</i> Know where all people/events studied fit into a chronological framework Be able to relate Tudor England to A/S Viking Britain and the Victorian age. Relate Ancient Egypt to Ancient Greece and Rome as well as other non-European civilisations (Inca/Mayans).</p>	<p>Use everyday language related to time Order and sequence familiar Events Be able to use months within years eg <i>Germany invaded Poland in September 1939</i> <i>The Battle of Britain took place in July and August 1940.</i> Know where all people/events studied fit into a chronological framework Place WW2 on a timeline starting with the Neolithic in Britain- relate it to more recent events, eg the reign of Queen Elizabeth II Add the Baghdad Caliphate to the same timeline- compare with previous learning- what was happening in Britain at the</p>

	<p>and present events in their own lives and in lives of family members. How old are you now? What did you look like when you were just born? How have you changed since you were a baby</p>	<p>London now; continuity of toys as well as how they've changed; comparison of 1952 and 2022-then and now)</p>		<p>What changed in England with the coming of the Saxons? (Language!) What changes did the Vikings cause?</p>	<p>Roman conquest of Britain</p> <p>Identify similarities / differences between periods</p> <p>Explain what changed with the arrival for the Romans - explore how far-reaching these changes were- did everyone live in villas? Did everyone speak Latin? How was ancient Greece similar to the Roman Empire? What were the key differences? (Greek colonisation vs Roman conquest; Democracy vs Personal autocracy) Make comparisons between Roman Britain and the British Empire under QV- why did people feel Empire was something to be proud of? Is this something we still believe?</p>	<p>Identify similarities / differences between periods</p> <p>What changed in England with the Tudor dynasty? How was England different in 1603 from 1485? How did beliefs change? How did the rule of Tudor Monarchs compare with that of the Pharaohs, although separated by 4000 years? What was the occupation of most ordinary people in both societies? Farming! Is this still the case today? What has changed? Why?</p>	<p>same time?</p> <p>Identify similarities / differences between periods</p> <p>How did WW2 change the lives of ordinary people? (eg evacuation ,rationing, air raids) How had warfare changed since the Angl-Saxon/Viking wars? How was the rule of the Baghdad Caliphs different from that of eg the Tudor Monarchs?</p>
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Vocabulary	Now, earlier, later morning , afternoon, evening. Today, yesterday, tomorrow.	Chronological order Eye-witness Century monarch Reign Similarity Difference	discovery explore exploration Invention Innovation Technology Biography Progress Change Impact significance	CE/BCE Hunter-gatherer Nomadic Flint Tools Bronze Iron Farming Domestication Migration Anglo-saxon Viking Raiding Invading Christian Pagan Monarch Aethelstan Coronation.	Empire/Imperial Conquest Collaboration Britons (avoid Celts!) Villa Mosaic Amphitheatre Page Christian Ancient City-State Citizen Slave Colony Democracy Olympics Philosophy Drama Mythology Victoria Monarchy Empire Urban/Rural Industry Migration Workhouse Poverty Philanthropy.	Monarchy Succession Dynasty Heir Protestant Catholic Church of England Tyrant Exploration River Nile Floodplain Civilization Pharaohs Hieroglyphics Mythology Pyramids Mummification Valley of the Kings Tutankhamen	Appeasement Nazi party Fascism Allies/Axis Invasion Blitzkrieg Evacuation Rationing Air raid Luftwaffe Propaganda Islam Mosque Arabic Baghdad Caliph/Caliphate Abbasid Mongols. Rashidun Umayyad River Tigris Civilization
Historical enquiry (Using evidence and communicating ideas)	Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to	Ask and answer questions (e.g which is older and how do we know? What happened first and last? How did QE2 become Queen?) Understand	Ask and answer questions (What was the impact...? Why is significant?) Understand some ways we find out about the past (e.g.	Ask and answer questions: What challenges did early people face? Why did people take up farming instead of hunting?	Ask and answer more complex questions: When and why did the Romans make Britain part of their Empire? When and Why did this end?	Ask and answer more complex questions, be prepared to engage in debate: Why are the Tudors the most	Ask and answer more complex questions, be prepared to engage in debate: How and why did the Nazi party come to power in

	<p>stories or events.</p> <p>Explain own knowledge and understanding, and ask appropriate questions. Talk about parents and grandparents, How old are they? How many years is this? What do they remember?</p> <p>Know that information can be retrieved from books and Computers. Read fiction and non-fiction books with a historical theme. How do we know it is about the past?</p> <p>Record, using marks they can interpret and explain Label a picture of someone important from the past, eg QEII</p>	<p>some ways we find out about the past (e.g. paintings, diary and artefacts from GFOL; artefacts for toys and oral history; video clips, photographs - QE2)</p> <p>Choose and use parts of stories and other sources to show understanding (of cause and effect; significance and similarity and difference) [e.g. how sources support understanding of cause of GFOL; similarity and difference in toys; significance of QE2's passing, influence, accession to the throne]</p>	<p>biography of individuals; photographs; different viewpoints; portraits, eyewitness accounts)</p> <p>Choose and use parts of stories and other sources to show understanding (of cause and effect, continuity and change, significance, similarity and difference) e.g. CC (c&e, significance); aviators (c&c, s&d and significance); local aviators (c&c, c&e, significance)</p>	<p>Why did the Anglo- Saxons come to Britain? What impact did the Viking wars have?</p> <p>Understand some ways we find out about the past: Emphasis on archeology and artefacts for the Stone to Iron Age- what can we learn from their artefacts and homes , eg Skara Brae. Compare written sources for the AS arrival</p> <p>Choose and use parts of stories and other sources to show understanding (of cause and effect, continuity and change, significance, similarity and difference) How did the adoption of farming change</p>	<p>When was the heyday of Greece? How was it different from the modern country of Greece?</p> <p>Why did so many children live in poverty in the Victorian age?</p> <p>Understand and compare different ways we find out about the past: Compare written and archeological sources from Roman Britain-eg The Vindolanda Tablets. Discuss the limitations of written sources.</p> <p>Compare different sources for Ancient Greece- how useful are the myths, eg the Odyssey? Which parts are helpful ? Which are less so and why? What standing structures help us</p>	<p>famous of our historical royal dynasties? What did they achieve? Were most people happy to live under Tudor rule?</p> <p>The Pyramids are famous as an example of Ancient technology and achievement- but why were they built? What do they tell us about the status of the Pharaohs in Ancient Egypt.</p> <p>Understand and compare different ways we find out about the past: Use original documentary evidence, painting s, artefacts and standing structures to find out about Tudor England.</p> <p>Compare different sources from ancient Egypt- why was the</p>	<p>Germany? What decisions did Hitler make that led to war in Europe. Why did the other European powers (mainly Britain and France) fail to stop him? How might things have been different if Britain had made peace in June 1940?</p> <p>Was ancient Baghdad's military strength the most important thing about it? What about its trading strength? Its cultural and scientific achievements?</p> <p>Understand and compare different ways we find out about the past: Evaluate the different sources for WW2: photographs, newsreels , posters, artefacts, diaries/memoirs- and what they can</p>
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Interpretations of history		<p>Start to identify different ways in which the past is represented (photos from around the world for QE2 coronation and her death)</p> <p>Distinguish between fact and fiction (GFOL) - how do we know that this was a historical event?</p>	<p>Identify different ways in which the past is represented (CC - intrepid explorer vs. current interpretation is more nuanced e.g. money, impact on those who lived here)</p>	<p>Identify different ways in which the past is Represented. Compare how ideas about the Stone to Iron ages have changed . Compare modern ideas about the Vikings as traders and explorers with how they were represented by contemporary chroniclers.</p>	<p>Identify and compare different ways in which the past is represented. Discuss how the Romans have often been represented as bringing “civilization” to Britain- is this still how we would look Roman Britain?</p> <p>Compare how much is known from Ancient Greece about temples and theatres- but relatively little about ordinary people and slaves.</p> <p>Compare images of the British Empire- maps, warships- with images of poverty and workhouses- which image is the “real” Victorian Britain?</p>	<p>Identify and compare different ways in which the past is represented. Compare portraits of the Tudor Monarchs, esp Henry VIII or Elizabeth II with the landscapes of Breugel- which is the better representation of the Tudor Era? Contrast Hampton Court palace with Rievaulx abbey- why has one survived better than the other?</p> <p>Compare the treasure of Tut’s tomb with the remains of the pyramid builder homes- who was more important in Ancient Egypt?</p>	<p>Identify and compare different ways in which the past is represented. Compare different examples of WW2 propaganda, especially posters and photographs. Discuss why we should be careful of taking these at face value.</p> <p>Discuss why the achievements of Ancient Baghdad are relatively little known in Europe, even today. What does this tell us about European attitudes toward Islamic civilizations?</p>

<p>Continuity and change</p>	<p>Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time: Observe what happens to fruit if left out over a period of weeks</p>	<p>Identify similarities / differences between ways of life at different times (e.g. GFOL and London; toys; 1952 - 2022(3) comparisons)</p>	<p>Identify similarities / differences between ways of life at different times (e.g. impact of bicycle and aeroplane on people's lives- commuting, foreign holidays,</p>	<p>Identify similarities / differences between ways of life at different times: Compare different ideas of Monarchy- Athelstan with King Charles III- how has the Monarch's role changed in 1100 years?</p>	<p>Identify similarities / differences between ways of life at different times How did the Romans and Victorians feel about their respective Empires? How do we feel about this as an idea now? What has changed? How did the Ancient Greeks - even Athens- regard slavery? How would we feel about this issue now?</p>	<p>Identify similarities / differences in more detail between ways of life at different times What was similar in the way that Henry VIII and Tutankhamen were venerated in life? What was different? Compare EG Hampton Court and the Great Pyramid- both architectural achievements of their day- what is the most important difference between them?</p>	<p>Identify similarities / differences in more detail between ways of life at different times. How was life in wartime different from what came immediately before and after? How was Europe changed by the war? Can we find any similarities between Baghdad and contemporary Anglo-Saxon England? Was there contact? Show map of Islamic coinage found in Britain.</p>
<p>Cause and effect</p>	<p>Question why things happen and give explanations. Eg Why can we see blossom on the trees now? Why have the leaves changed colour?</p>	<p>Recognise why people did things, why events happened and what happened as a Result (e.g. why the fire spread so fast; accession of QE2 to the throne)</p>	<p>Recognise why people did things, why events happened and what happened as a Result Explorers: Christopher Columbus and Mae Jemison and Wright brothers)</p>	<p>Recognise why people did things, why events happened and what happened as a Result: Evaluate reasons why the Vikings came to Britain and the resulting unification of Kingdoms under</p>	<p>Recognise why people did things, why events happened and what happened as a Result: Evaluate and compare different reasons why Claudius sent his army to Britain and why they</p>	<p>Recognise why people did things, why events happened and what happened as a Result: Evaluate the different reasons behind Henry's break with Rome. What was the result of this?</p>	<p>Recognise why people did things, why events happened and what happened as a Result: Churchill's decision to fight on in summer 1940 after the French surrender- in retrospect , very much the right one-</p>

				Wessex	were largely successful Discuss why Thomas Barabado felt compelled to act in the face of child homelessness and how his actions helped others.	Why did it matter so much at the time? Would it matter as much today? What ultimately happened to the AE civilization (absorbed into the Greco- Roman world)- why did this happen?	was it so obvious at the time? Evaluate the reasons why the Luftwaffe lost the Battle of Britain and why that was important in the longer term.
Similarity and difference	Know about similarities and differences between themselves and others, and among families, communities and traditions How does my family celebrate different festivals? Do my friends celebrate in the same way?	Make simple observations about different types of people, events, beliefs within a society Toys over time- how are modern toys different from our grandparents toys? Are modern toys better? Why?	Make simple observations about different types of people, events, beliefs within a society (e.g Amelia E and Bessie C's impact on societal expectations)	Make more complex observations about different types of people, events, beliefs within a society: Evaluate how the AS/Viking wars are often seen as Chritian vs Pagan, but that the reality was more complex.	Make more complex observations about different types of people, events, beliefs within a society: Discuss Roman attitudes toward race and religion- how Emperor Severus was himself and African and brought an army of largely African origin to Britain. Discuss how the Greek word "Barbarian"- mocking non-Greek speech- is still a byword for being "uncivilized"	Make more complex observations about different types of people, events, beliefs within a society: Why was the Reformation such a "big deal" at the time? What has changed? What was the attitude of Tudor (and later explorers toward the people they encountered in new lands? What was the attitude of the Egyptians toward neighbours such as the Nubians? What united them Geographically (Make more complex observations about different types of people, events, beliefs within a society: Why did the Nazi party persecute Jews and other minorities? How has this affected our ideas today? Is this important? What do the achievements Islamic Physicians of and the House of Wisdom tell us about the Caliphs of Baghdad?Were they mainly concerned with conquest?

					Discuss how Victorian ideas of Christianity and morality contrast with the realities of exploitation both in Britain and in the Empire.	The River Nile)	
Significance	<p>Recognise and describe special times or events for family or friends: What happens on your birthday? Who else has a birthday? Why do we celebrate? What other celebrations happen in your family?</p>	<p>Talk about who was important eg in a simple historical account The life of Queen Elizabeth !!- why was she important? Samuel Pepys- why is he important to us now?</p>	<p>Talk about who was important eg in a simple historical account (e.g. Wright brothers (first flight); Amelia Earheart and Bessie Coleman (diverse aviators): Thomas Sopwith (biggest producer of WW1 fighter aircraft & local); Harry Hawker (design of military aircraft & local); Christopher Columbus and Mae Jemison</p>	<p>Talk/write about who was important and why: Bede's History in forming our picture of how the AS came to Britain. Athelstan in forming a united England.</p>	<p>Evaluate in detail more the significance of individuals and events: What does the Ivory Bangle lady from York tell us about society in Roman Britain? Why does Ancient Greece matter today? What ideas from that era are still important to us? What was the legacy of Thomas Barnardo? Why is he still such an important figure from Victorian Britain.</p>	<p>Evaluate in detail more the significance of individuals and events: Henry VIII is famous for having six wives. Is this the most important thing about him? What was his lasting legacy? Tutankhamen is the most famous Pharaoh today- but he died when he was only 18 and his significance at the time is uncertain. Why should we be careful of putting too much emphasis on his tomb?</p>	<p>Evaluate in detail more the significance of individuals and events: Many people regard WC as Britain's greatest ever leader- why is this? How might things have been different without him? What is the cultural legacy of Islamic Baghdad for all of us? Should it be more widely known? Why?</p>