Inspire • Enrich • Enjoy • Succeed

History

Progression Document

"The more you know about the past, the better prepared you are for the future."
Theodore Roosevelt

Compassion ● Forgiveness ● Hope ● Justice ● Respect ● Honesty ● Love

Big Idea	Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind	Everyday Life	Enjoys joining in with family customs and routines. Talk about past events in their own lives. Talk about past events in the lives of family members. Talk about events in the present. Talk about events in the present in the lives of family members. Say how other traditions are the same or different to their own. Know the difference between past and	Describe an aspect of everyday life within or beyond living memory. Aspects of everyday life include houses, jobs, objects, transport and entertainment. .	Describe the everyday lives of people in a period within or beyond living memory. Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.	Describe the everyday lives of people from past historical periods. Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. (Can only be covered in 'I am Warrior') _____ Create an in-depth study of an aspect of British history beyond 1066. Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease;	Explain how everyday life changed for people after invasion. Societies are changed by an invasion in many ways, including the adoption of religion, culture and language; the structure and uses of settlements; opportunities for trade and the destruction of previous belief systems and ways of life.	Evaluate the human impact of war or conflict on the everyday life of a past or ancient society. War can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.

		present events in their own lives and some reasons why people's lives were different in the past. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends.			effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. _____	the lives of the rich and poor and changes in everyday life _____ Describe everyday life in a Roman town, including jobs, houses and schooling. Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort (Y3 objective) (Can only be covered in 'I am Warrior')		

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Humankind	Hierarchy and Power	Say how other traditions are the same or different to their own.	Describe the role of a monarch. A monarch is a king or queen who rules a country. covered .	Describe the hierarchy of a past society. Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.	Describe the roles of tribal communities and explain how this influenced everyday life. Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments	Describe the hierarchy and different roles in ancient civilisations. Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.	Describe the significance and impact of power struggles on Anglo-Saxon Britain. The Viking invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.	Describe and explain the significance of a leader or monarch. Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.

Big Idea	Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind	Civilisations		No POS for KS1	No POS for KS1	Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. _____ Describe the achievements and influence of the ancient Greeks on the wider world. The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including	Explain the cause and consequence of invasion and migration by the Romans into Britain. The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle. _____	Explain the cause, consequences and impact of invasion and settlement in Britain. Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia. _____	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today. _____ Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Common

					trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. _____ Describe ways in which human invention and ingenuity have changed how people live. Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.	Describe the significance and impact of power struggles on Britain. The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. Only covered in Traders and Raiders Cycle B _____ Construct a narrative of a past civilisation, focusing on their features and achievements. The features and achievements of the earliest civilisations	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. _____ Describe the achievements and influence of the ancient Greeks on the wider world. The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language;	traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. _____ Describe some of the greatest achievements of mankind and explain why they are important. A great achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights

						include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.	democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. _____ Study a feature of a past civilisation or society. The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.	wrongs and injustices or celebrates the highest attainments of humans.

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Creativity	Report and conclude	Develop storylines in their pretend play.	Create stories, pictures, independent writing and role play about historical events, people and periods. Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.	Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.	Make choices about the best ways to present historical accounts and information. Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.	Present a thoughtful selection of relevant information in a historical report or in-depth study. Relevant historical information can be presented as written texts, tables, diagrams, captions and lists	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).

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Creativity	Communication	Comment on images of familiar situations in the past.	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.	Use the historical terms year, decade and century. A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.	Use historical terms to describe different periods of time. Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.	Use more complex historical terms to explain and present historical information. Historical terms include abstract nouns, such as invasion and monarchy.	Articulate and organise important information and detailed historical accounts using topic related vocabulary. Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.	Use abstract terms to express historical ideas and information. Abstract terms include nouns, such as empire, civilisation, parliament , peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice

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Materials	Artefacts and sources	Compare and contrast characters from stories, including figures from the past.	Use a range of historical artefacts to find out about the past. Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Express an opinion about a historical source. Historical sources include artefacts, written accounts, photographs and paintings. .	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. Use historical sources to begin to identify viewpoint. A viewpoint is a person's own opinion or way of thinking about something.	Make deductions and draw conclusions about the reliability of a historical source or artefact. Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily	Use a range of historical sources or artefacts to build a picture of a historical event or person. Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. optional Find evidence from different sources, identify bias and form balanced arguments. Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced	Ask perceptive questions to evaluate an artefact or historical source. Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' Identify different types of bias in historical sources and explain the impact of that bias. Different types of bias include political, cultural or racial.

					Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source	available materials suggest the owner was poor and unimportant. Identify bias in primary and secondary sources. Bias is the act of supporting or opposing a person or thing in an unfair way.	argument is a response to a question or statement where you consider both viewpoints about a historical event or person.	

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Place and Space	Local history	Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background.	Describe important events in the school's history. Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.	Describe, in simple terms, the importance of local events, people and places. Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.	Analyse a range of historical information to explain how a national or international event has impacted the locality. National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.	Describe and explain the impact of a past society on a local settlement or community. A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.	Investigate evidence of invasion and settlement in the locality. Evidence of invasion and settlement can include buildings, earthworks and other forms of archaeological evidence; place names and family names; primary and secondary sources of information, including documents and artefacts, stories, myths and legends.	Present an in-depth study of a local town or city, suggesting how to source the required information. Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.

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Comparison	Compare and Contrast	Compare and contrast characters from stories, including figures from the past.	Identify similarities and differences between ways of life within or beyond living memory. Identifying similarities and differences helps us to make comparisons between life now and in the past.	Describe what it was like to live in a different period. A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.	Explain the similarities and differences between two periods of history. Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.	Compare and contrast two civilisations. Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations. .	Compare and contrast an aspect of history across two or more periods studied. Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. optional x 2	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.

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Significance	Significant events	Remembers and talks about significant events in their own experiences.	Identify some key features of a significant historical event beyond living memory. Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. covered .	Explain why an event from the past is significant. Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.	Explain the cause and effect of a significant historical event. The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion	Explain in detail the multiple causes and effects of a significant historical event. Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war,	Explain why an aspect of world history is significant. Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.	Present a detailed historical narrative about a significant global event. Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.

						improvements in quality of life or damage and destruction from a natural disaster.		

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Significance	Significant People	Remembers and talks about significant people in their own experiences.	Understand the term significant and explain why a significant individual is important. A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.	Use historical models to make judgements about significance and describe the impact of a significant historical individual. Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information	Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them. Historically valid questions relate to aspects such as time and chronology; continuity and change; comparing and contrasting or cause and consequence.	Construct a profile of a significant leader using a range of historical sources. A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may

								be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals

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Change	Changes over Time	Comment on images of familiar situations in the past.	Describe changes within or beyond living memory. Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. .	Describe how an aspect of life has changed over time. Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done	Summarise how an aspect of British or world history has changed over time. Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and	Frame historically valid questions about continuity and change and construct informed responses. Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects	Describe the causes and consequences of a significant event in history. The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of

						economic circumstances.	either progress and become bigger, better or more important, or decline and become smaller, worse or less important.	individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.

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Change	British History	Remembers and talks about significant events in their own experiences.	Describe a significant historical event in British history. Significant historical events include those that cause great change for large numbers of people. covered .	Describe and explain the importance of a significant individual's achievements on British history. Important individual achievements include great discoveries and actions that have helped many people.	Describe how a significant event or person in British history changed or influenced how people live today. Significant events or people in the past have caused great change over time. They have influenced how people live today because they have	Explain the cause, consequence and impact of invasion and settlement in Britain. Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and	Create an in-depth study of an aspect of British history beyond 1066. Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.	Debate the significance of a historical person, event, discovery or invention in British history. Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power;

					formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live	eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia. _____ Describe a series of significant events, linked by a common theme, that show changes over time in Britain. Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.		improvements in healthcare; advancements in technologies or exploration.

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Change	Chronology	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Order information on a timeline. Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.	Sequence significant information in chronological order. A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. covered	Sequence dates and information from several historical periods on a timeline. Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year 0 AD marks the birth of Christ in the Gregorian calendar.	Sequence significant dates about events within a historical time period on historical timelines. Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.	Sequence and make connections between periods of world history on a timeline. Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.	Articulate and present a clear, chronological world history narrative within and across historical periods studied. Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.