

History progression 2023-2024

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Timelines:</i>		<ul style="list-style-type: none"> <li>*Begin to appreciate what a timeline is by looking at a timeline over the past 10 years</li> <li>*Know how to set out information on a timeline up to 50 years ago</li> </ul>	<ul style="list-style-type: none"> <li>*Know that a timeline can be used to help them understand the time period they are studying, e.g., Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>*Start using a timeline that identifies different centuries</li> <li>*Use timeline to show how Britain has changed over the years</li> </ul>	<ul style="list-style-type: none"> <li>*Accurately set out different events onto a timeline</li> <li>*Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart</li> </ul>	<ul style="list-style-type: none"> <li>*Have a secure understanding of a British timeline that extends from the Stone Age to the present day</li> <li>*Order an increasing number of significant events, movements and dates on a timeline using dates accurately</li> </ul>	<ul style="list-style-type: none"> <li>*Use timelines to demonstrate changes and developments in culture, technology, religion and society</li> <li>*Know date of any significant event studied from past and place it correctly on a timeline</li> </ul>
<i>Chronology:</i>		<ul style="list-style-type: none"> <li>*Recognise that familiar objects we have today would have been different in the past, i.e., telephone</li> <li>*Describe memories and changes that have happened in their own lives</li> </ul>	<ul style="list-style-type: none"> <li>*Order a few events and different artefacts from the recent past</li> <li>*Use the following words to show the passing of time: old, new, earliest, latest, past, present, future, new, newest, oldest, modern, before, after</li> </ul>	<ul style="list-style-type: none"> <li>*Put artefacts or information in chronological order from a long time ago</li> <li>*Use appropriate dates and chronological conventions, e.g., BC, BCE and AD</li> </ul>	<ul style="list-style-type: none"> <li>*Appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation</li> <li>*Use words and phrases: century, decade</li> </ul>	<ul style="list-style-type: none"> <li>*Show a chronologically secure knowledge and understanding of local, national and global history</li> <li>*Know and describe in some detail the main changes to an aspect in a period of history being studied</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world</li> <li>*Describe main changes in a period in history using words such as: social, religious, political, technological and cultural</li> </ul>
<i>Evidence base:</i>		<ul style="list-style-type: none"> <li>*Begin to understand that some evidence related to what happened in the past is more reliable than others</li> <li>*Observe and handle artefacts and ask simple questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to understand that some evidence, such as word of mouth may not always reflect accurately what happened in the past</li> <li>*Recognise what is a reliable piece of information and what is not, e.g., photograph vs word of mouth</li> </ul>	<ul style="list-style-type: none"> <li>*Know that much of what is presented as historical fact is based on limited information</li> <li>*Observe and use pictures, photographs and artefacts to find out about the past</li> <li>*Understand that there are different types of evidence and sources that can be used to help us find out about what happened in the past</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise the impact that bias has on historical events</li> <li>*Know that historical recounts are prone to exaggeration</li> </ul>	<ul style="list-style-type: none"> <li>*Show an awareness of the concept of propaganda and censorship</li> <li>*Know the difference between primary and secondary sources of evidence and the impact of this on reliability</li> </ul>	<ul style="list-style-type: none"> <li>*Understand that bias and politics may have played a part in providing a balanced evidence base when considering events in the distance past</li> <li>*Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> </ul>
<i>Interpreting history</i>		<ul style="list-style-type: none"> <li>*Understand that an invention from the past can lead to something we use today, e.g., television</li> <li>*Offer an opinion as to why something may have happened in the past and why they know</li> </ul>	<ul style="list-style-type: none"> <li>*Point out a few similarities and differences between ways of life at different times</li> <li>*Begin to reflect on the significance of what has been learnt from the past</li> </ul>	<ul style="list-style-type: none"> <li>*Understand that significant discoveries or inventions created much change to the lives of people, e.g., the wheel or iron ore</li> <li>*Start to compare two versions of a past event</li> <li>*Start to use stories or accounts to distinguish between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>*Look at more than one version of the same event or story in history and identify differences</li> <li>*Know about the impact of a past action on our lives today</li> </ul>	<ul style="list-style-type: none"> <li>*Consider different ways of checking the accuracy of interpretations of the past</li> <li>*Realise that there is often not a single answer to historical questions</li> </ul>	<ul style="list-style-type: none"> <li>*Appreciate that people in the past represent events or ideas in a way that may be to persuade others</li> <li>*Form own opinions about historical events from a range of sources</li> </ul>

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<b>Substantive knowledge (Term 1 - Term 2)</b>	<p><b>Past and Present</b></p> <p>Children will know they were a baby. Bring in baby photos to discuss the changes.</p>	<p><b>What was my grandparents' childhood like?</b></p> <p><u>Changes within living memory:</u></p> <ul style="list-style-type: none"> <li>• Know that past is different to the present and know we cannot go back to the past</li> <li>• Know that most things change over time, including school</li> <li>• Know about the significant personal events which have happened in my lifetime.</li> <li>• Know some events which have happened before my lifetime parents/grandparents) including changes to toys / technology/books, etc.</li> <li>• Know that some of the games my grandparents played with were different to my own</li> <li>• Know what a number of older objects (artefacts) were used for</li> </ul>	<p><b>What lessons have we learned from the Great Fire of London?</b></p> <p><u>Changes within living memory:</u></p> <ul style="list-style-type: none"> <li>• Know when the Great Fire of London happened 2/9/1666</li> <li>• Know why it was significant</li> <li>• Know what caused the Great Fire of London– how it started, how it progressed and how it was eventually put out 3 days later</li> <li>• Know the Impact of the fire on London – landmarks, homelessness, home building (materials)</li> <li>• Know how the Fire service was developed</li> </ul> <p><u>Lives of significant individuals:</u></p> <p>Know who Samul Pepys was and why he was significant (sources and evidence, historical significance)</p> <p><u>Significant historical events, people and places in their own locality</u></p> <ul style="list-style-type: none"> <li>• Know about the Ecclestone House fire (2022) (and link to Grenfell Tower)</li> </ul>	<p><b>How did Britain change between the beginning of the Stone Age and the end of the Iron Age?</b></p> <p><u>Changes in Britain from Stone Age to the Iron Age</u></p> <ul style="list-style-type: none"> <li>• Know when the stone age, iron age and bronze happened.</li> <li>• Know about the significance of the invention of the wheel and the discovery of iron ore</li> <li>• Locate the stone age, bronze age and iron age in a timeline of periods studied so far.</li> <li>• Explore Skara Brae and Stonehenge to understand how stone age life is different to modern life.</li> <li>• Know the main differences between the stone age, bronze age and iron age.</li> <li>• Know what is meant by 'hunter gatherer.'</li> <li>• Know how Britain changed between the beginning of the stone age and the iron age.</li> </ul>	<p><b>How did Britain change between the end of the Iron-age and the end of the Roman occupation?</b></p> <p><u>The Roman Empire and its impact on Britain</u></p> <ul style="list-style-type: none"> <li>• Know that Britain was part of the Roman Empire from AD 43 to AD 410</li> <li>• Know about how Britain joined the Roman empire (invasion)</li> <li>• Know why the Romans invaded Britain</li> <li>• Know some of the ways in which Britain changed during, and as a consequence of the Roman occupation.</li> <li>• Know why the Romans left Britain in AD 410</li> <li>• Know where there is evidence of the Roman occupation in the local area</li> </ul>	<p><b>How did Britain change between the end of the Roman occupation and 1066?</b></p> <p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p> <ul style="list-style-type: none"> <li>• Know the Anglo-Saxon period in Britain spans approximately the six centuries from 410-1066AD</li> <li>• Know about how the Anglo Saxons attempted to bring law and order to the country</li> <li>• Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>• Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> <li>• Know where the Vikings originated from and can show this on a map</li> <li>• Know that the Vikings and Anglo Saxons were often in conflict</li> <li>• Know why the Vikings frequently won battles against the Anglo Saxons</li> <li>• Know that in 1066, England was invaded twice.</li> <li>• Know that the Norman Conquest ended with the Battle of Hastings.</li> <li>• Know that when people invade, they often change an area through the things they leave behind</li> </ul>	<p><b>What did the Ancient Greeks bring to the world?</b></p> <p><u>Ancient Greece – a study in Greek life and achievements and their influence on the western world.</u></p> <ul style="list-style-type: none"> <li>• Know who/what/when and where the ancient Greeks were</li> <li>• Know the main characteristics of the Athenians and the Spartans</li> <li>• Know about and can talk about the struggle between the Athenians and the Spartans</li> <li>• Know about the influence the gods had on ancient Greece</li> <li>• Know about the rights of different parts of Greek society</li> <li>• Know about the power structures of ancient Greece</li> <li>• Understand the importance of 'debate' in Greek society</li> <li>• Know the legacy of democracy left by ancient Greece</li> <li>• Use a variety of different sources to compare and contrast ancient Greek society and life today.</li> <li>• Locate ancient Greece in a timeline of periods I have studied so far.</li> <li>• Know how to place ancient Greece in a timeline and in a chronological framework.</li> </ul>
<b>Vocabulary</b>		<p>Past Now Then Modern Old Same/different Parents Grandparents Memory Timeline</p>	<p>Great Fire of London: Stuarts, Pudding Lane, plague, flea, Samuel Pepys, bakery, Thames, drought, Thomas Farynor, drought</p>	<p>Hunter gatherers Settlement Iron Age Forts Skara Brae Stonehenge Archaeologists</p>	<p>Centurion Londinium Romanisation Invade Aqueduct Senate</p>	<p>Anglo-Saxon Kingdoms Shire reeve Churl Longship Longhouse Jorvik</p>	<p>Philosophy Athenians Spartans Democracy Zeus Olympics</p>

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<b>Substantive knowledge (Term 4 - Term 6)</b>	<p><b>What were/are the famous Bristol and UK people?</b></p> <p><u>Events beyond living memory:</u></p> <ul style="list-style-type: none"> <li>• Know who Queen Victoria (1837 - 1901) was</li> <li>• Know that the Victorian period was over 150 years ago during the reign of Queen Victoria</li> <li>• Know how life was much harder for most children during the Victorian period</li> <li>• Know the term 'industrial revolution' and its impact on Bristol</li> </ul> <p><u>Lives of significant individuals/Significant historical events, people and places in their own locality:</u></p> <ul style="list-style-type: none"> <li>• Know what the term 'significant' and 'famous' means and can name some significant people from the past and their achievements</li> <li>• Know who Isambard Kingdom Brunel was, that he lived in Bristol and why he was significant.</li> <li>• Know that 'legacy' means an important change that is the result of things/people that have happened in the past</li> <li>• Know that part of Brunel's legacy is the SS Great Britain, The Clifton Suspension Bridge and the Great Western Railway from Bristol to London</li> <li>• Know some of differences between Victorian and modern Bristol</li> <li>• Know how Brunel's achievements changed the lives of Victorians in Bristol and influenced modern Britain.</li> </ul>	<p><b>How has transport changed over time?</b></p> <p><u>Changes within living memory:</u></p> <ul style="list-style-type: none"> <li>• Know how transport has changed from our grandparents' life to now.</li> </ul> <p><u>Events beyond living memory:</u></p> <ul style="list-style-type: none"> <li>• Know some of the changes in transport over time</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Horses</li> <li><input type="checkbox"/> Boats</li> <li><input type="checkbox"/> The wheel</li> <li><input type="checkbox"/> Motor cars</li> <li><input type="checkbox"/> Flight</li> <li><input type="checkbox"/> space</li> </ul> <p>• Know that the present is a continuation from the past and ideas are often improvements from what has come before</p> <p><u>Lives of significant individuals:</u></p> <ul style="list-style-type: none"> <li>• Know who Henry Ford was and why he was significant (Model T Ford 1908)</li> </ul> <p><u>Significant historical events, people and places in their own locality:</u></p> <ul style="list-style-type: none"> <li>• Know that PJ Kerswell invented the motorcycle and side car in Bristol.</li> </ul>	<p><b>Why was the Ancient Egyptian Civilization ahead of its time?</b></p> <p><u>Ancient civilization from around 3000 years ago:</u></p> <ul style="list-style-type: none"> <li>• Know the names of some advanced ancient civilisations : Shang Dynasty, Ancient Sumer, <b>Ancient Egypt</b> , Indus Valley</li> <li>• Know that there were some advanced civilizations in the world 3,000 years ago and know that Britain was not one of them.</li> <li>• Know key inventions of some advanced ancient civilisations: built cities, invented forms of writing, pottery and metals, domesticated animals , created social structures with class systems</li> <li>• Know the civilisation of Ancient Egypt was from c. 3100 BCE– c. 330 BCE roughly 5,000 years ago .</li> <li>• Know why the Egyptians settled where they did , river access, farming</li> <li>• Know about some of the key features and achievements of Ancient Egypt and how these influenced the world</li> </ul>	<p><b>Why was the Islamic civilization known as the golden age?</b></p> <p><u>A non-European society that provides contrasts with British history -one study chosen from: Early Islamic Civilization, including a study of Baghdad c.AD 900</u></p> <ul style="list-style-type: none"> <li>• Know that Early Islamic period from about 600 CE until about 1200 CE</li> <li>• Know that the Early Islamic civilization was in different regions but had important cities like Baghdad (Middle East)</li> <li>• Know how early Islamic civilization began (Muhammed, Mecca, Medina).</li> <li>• Know about some of the significant achievements of Early Islamic Civilization</li> <li>• Know about the rise and fall of Baghdad</li> </ul>	<p><b>How has trade changed in Britain since the Tudor times?</b></p> <p><u>A local history study</u></p> <ul style="list-style-type: none"> <li>• Know about some of the changes within trade in Bristol</li> </ul> <p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <ul style="list-style-type: none"> <li>• Know that buying and selling things is called 'trade'</li> <li>• Know that goods being traded have changed over time</li> <li>• Know that trade is an important way for countries to make money and has been happening across the world for hundreds of years.</li> <li>• Know that trade routes have changed over time: Silk road (Early Islamic), spice route, transatlantic slave trade</li> <li>• Know about some of the changes within trade in Bristol: enslaved people, slave trade, exports: cloth, coal, lead, animal hides. Imports: wine, grain, slate, timber, and olive oil</li> </ul>	<p><b>What was the impact of WW2 on Britain?</b></p> <p><u>A local history study</u></p> <ul style="list-style-type: none"> <li>• Know how Bristol and Barton Hill changed as a result of World War 2</li> </ul> <p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <ul style="list-style-type: none"> <li>• Know that Britain went to war in 1939</li> <li>• Know who Hitlers, Chamberlain and Churchill were</li> <li>• Know why Germany invaded many European countries</li> <li>• Know what impact the war had on British and German children</li> <li>• Know how Bristol was affected by World War 2</li> <li>• Know how the war ended.</li> </ul>
<b>Vocabulary</b>	<p>Isambard Kingdom Brunel Clifton Suspension Bridge Great Western Railway Legacy Famous</p>	<p>Transport Travel Invention Penny farthing Charabanc Stage coaches Steam train George Stephenson Karl Benz PJ Kerswell</p>	<p>Pharoahs Pyramid Hieroglyphs Vizier Sarcophagus Papyrus</p>	<p>House of Wisdom Baghdad Prophet Muhammad Ramadan Manuscript Madrassa</p>		<p>Axis Allies Propaganda No man's land Armistice Day conscriptio</p>

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

