



# History Progression

Within Living Memory		Beyond Living Memory	Lives of Significant People	Local History
<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p>		<p><i>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i></p>	<p><i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</i></p>	<p><i>Significant historical events, people and places in their own locality.</i></p>
<b>Early Years</b>	<ul style="list-style-type: none"> <li>• Can talk about past and present events in their own lives- times spent with family</li> <li>• Can sort toys into old and new and discuss similarities and differences between them</li> <li>• <b>ELG:</b> Talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul>	<ul style="list-style-type: none"> <li>• Explore significant events- Remembrance Day, Guy Fawkes Night</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the narrative behind the celebrations of Diwali and Chinese New Year</li> <li>• <b>ELG:</b> Recall some important narratives, characters and figures from the past encountered in books read in class</li> </ul>	

<b>Year 1</b>	<ul style="list-style-type: none"> <li>Organise a number of artefacts by age</li> <li>Know what a number of older objects were used for</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the past</li> <li>Know some of the ways we can find out about the past</li> <li>Discuss significant events within and beyond their living memory in Britain and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>Name a famous person from the past and explain why they are famous</li> </ul>	<ul style="list-style-type: none"> <li>Know the name of a famous person, or a famous place, close to where they live</li> <li>Discuss some significant historical events, people and places in own locality</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Use a wide vocabulary of everyday historical terms</li> <li>Know the main differences between their school days and that of their grandparents</li> <li>Know that the toys their grandparents played with were different to their own</li> </ul>	<ul style="list-style-type: none"> <li>Know about an event or events that happened long ago, even before their grandparents were born</li> <li>Know what we use today instead of a number of older given artefacts</li> <li>Know that children's lives today are different to those of children a long time ago</li> <li>Use pictures and role play to tell stories from the past</li> <li>Answer questions about the past using given sources</li> <li>Place events and objects in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>Know about a famous person from outside the UK and explain why they are famous</li> </ul>	<ul style="list-style-type: none"> <li>Know how the local area is different to the way it used to be a long time ago</li> <li>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.</li> </ul>

<b>Chronology (Stone age to 1066)</b>	<b>Beyond 1066</b>	<b>Local Study</b>
To include: <ul style="list-style-type: none"> <li>Stone age to Iron age</li> <li>Romans</li> <li>Anglo-Saxons</li> <li>Vikings</li> </ul>	<ul style="list-style-type: none"> <li>An aspect of theme that takes pupils beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>A local study linked to one of the periods of time studied under chronology; or</li> <li>A local study that could extend beyond 1066</li> </ul>

<b>Year 3</b>	<p><b>Stone Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>• Know how Britain changed between the beginning of the stone age and the iron age</li> <li>• Know the main differences between the stone, bronze and iron ages</li> <li>• Know what is meant by 'hunter-gatherers'</li> <li>• Know the importance of the change from hunter-gatherers to farmers</li> <li>• Know what type of homes early people lived in and what materials they were made from.</li> <li>• Know the significance of site and archaeological discoveries</li> </ul>	<p><b>World War Two – Evacuees</b></p> <ul style="list-style-type: none"> <li>• Know when and why the war started and which countries were involved</li> <li>• Know the significant of the Blitz</li> <li>• Know the impact bombing had upon the lives of children and young people</li> <li>• Know what children felt when they were evacuated and the impact it had upon their lives.</li> <li>• Know how children felt about rationing</li> </ul>	
<b>Year 4</b>	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>• Know the time period for Ancient Egypt and understand its location in relation to the modern day</li> <li>• Know the importance of the River Nile to the Ancient Egyptians.</li> <li>• Know why farming was vital to the Ancient Egyptians</li> <li>• Know that archaeology helps us to find out about the past.</li> <li>• Know what hieroglyphics can tell us about life in Ancient Egypt.</li> <li>• Know about Howard Carter and his discoveries</li> <li>• Know that Pharaohs were Ancient Egyptian rulers.</li> <li>• Know what Ancient Egyptian believed about life after death</li> </ul>		<p><b>Roman Sandy</b></p> <ul style="list-style-type: none"> <li>• Know how Britain changed from the iron age to the end of the Roman occupation</li> <li>• Know how the Roman occupation of Britain helped to advance British society</li> </ul> <p><b>Local Study</b></p> <ul style="list-style-type: none"> <li>• Know what evidence there is in Sandy that Romans settled here</li> <li>• Know what archaeologists have discovered about the settlement of Sandy in Roman times</li> <li>• Know what trades, work and everyday life was like for Romans living in Sandy</li> </ul>
<b>Historical Skills</b>			
<ul style="list-style-type: none"> <li>• Create historically valid questions about similarities and differences</li> <li>• Discuss that the same time in history may be presented in different ways</li> <li>• Choose appropriate sources to answer questions</li> <li>• Examine and compare artefacts</li> <li>• Give simple reasons as to why key events happened in history</li> <li>• Explain the achievements of ancient civilizations and their impact on the world in the past and today</li> </ul>		<ul style="list-style-type: none"> <li>• Identify and describe changes between specific time periods</li> <li>• Use dates and vocabulary relating to the passing of time</li> <li>• Know that the past can be divided into different periods of time</li> <li>• Discuss the impact of significant historical events, people and places in their locality</li> <li>• Discuss historical changes in Britain, what caused them and the impact on life in Britain</li> <li>• Create historically valid questions about cause and significance</li> </ul>	
<b>Chronology (Stone age to 1066)</b>		<b>Civilizations from 1000 years ago</b>	<b>Ancient Greece</b>
<ul style="list-style-type: none"> <li>• To include:</li> <li>• Stone age to Iron age</li> <li>• Romans</li> <li>• Anglo-Saxons</li> <li>• Vikings</li> </ul>		<ul style="list-style-type: none"> <li>• Choose one of:</li> <li>• Mayans</li> <li>• Islamic Civilizations</li> <li>• Benin Civilization</li> </ul>	<ul style="list-style-type: none"> <li>• Greek life and influence on the Western world</li> </ul>

<b>Year 5</b>	<p><b>Anglo-Saxons</b></p> <ul style="list-style-type: none"> <li>• Know how Britain changed between the end of the Roman occupation and 1066</li> <li>• Know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>• Know about life in Anglo-Saxon Britain and if life was better during Anglo-Saxon or Roman times</li> <li>• Know why the Anglo-Saxons moved away from their home land</li> <li>• Know what challenges the Anglo-Saxons had when they settled in Britain</li> <li>• Know the importance of religion to the Anglo-Saxons</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> </ul>		<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>• Know what a city state was in Ancient Greek times</li> <li>• Know some of the main characteristics of the Athenians and the Spartans</li> <li>• Know about</li> <li>• Know about the influence the gods had on Ancient Greece</li> <li>• Know why the Ancient Greek Olympics was so important</li> <li>• Know what democracy is and how Athens was governed</li> <li>• Know how Athens won the Battle of Marathon</li> <li>• Know and retell Ancient Greek Myths and Legends and write own versions.</li> </ul>
<b>Year 6</b>	<p><b>Vikings</b></p> <ul style="list-style-type: none"> <li>• Know where the Vikings originated from and show this on a map</li> <li>• Know about Viking exploration and travel</li> <li>• Know how longboats were designed and why the Vikings were such good sailors</li> <li>• Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>• Know why the Vikings frequently won battles with the Anglo-Saxons</li> <li>• Know what domestic life was like for the Vikings</li> <li>• Know the importance of storytelling for the Vikings</li> </ul>	<p><b>Mayans</b></p> <ul style="list-style-type: none"> <li>• Know what impact the Mayan society had on the world</li> <li>• Know why the Mayans were considered an advanced society in relation to that period of time in Europe</li> <li>• Know what daily life for a Mayan</li> <li>• Know what the Mayans invented and how they affect our lives today</li> <li>• Know why their Gods were important to them</li> </ul>	
<b>Historical Skills</b>			
<ul style="list-style-type: none"> <li>• Suggest reasons for conflicting historical accounts</li> <li>• Analyse sources of information for accuracy, usefulness and relevance</li> <li>• Examine artefacts and explain what they show us about that time in history</li> <li>• Make links between events and changes, giving reasons for them and explaining the result</li> <li>• Discuss the impact and causes of historical changes in Britain</li> <li>• Choose appropriate sources to answer questions</li> <li>• Examine and compare artefacts</li> </ul>		<ul style="list-style-type: none"> <li>• Identify and describe changes within and between different periods in history</li> <li>• Use and understand abstract terms such as: Empire, civilisation, parliament and peasantry</li> <li>• Place events, people and changes into correct periods of time and in chronological order</li> <li>• Create historically valid questions about cause and significance</li> <li>• Examine periods in world history and influences on British society at the time</li> </ul>	