

History Progression Document						
Early Years and Key Stage 1						
	First Steps Understanding the World	Nursery Understanding the World	Reception Understanding the World	Year 1	Year 2	End of Key Stage Expectations
				-Changes in living memory linking to aspects of change in national life - Toys. - Lives of significant individuals – Neil Armstrong/Christopher Columbus -Significant historical events, people and places in their locality – Temple Newsam, Lord Darnley (husband of Mary Queen of Scots, father of James 1)	-Events beyond living memory that are significant nationally or globally - Railways - Lives of significant individuals – Florence Nightingale, Mary Seacole -Events beyond living memory significant nationally or globally – The Great Fire of London	
Chronological understanding	As a historian: Am I beginning to understand that I have a birthday to celebrate? Can I understand that I celebrate Christmas (or other religious festivals)?	As a historian: Can I retell a simple past event in correct order (e.g. went downslide, hurt finger).(Speaking 30-50m) Can I remember and talk about significant events in my own experience? (P&C 30-50m) Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?	As a historian: Can I talk about past and present events in my own life and in the lives of family members? (P&C ELG) Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?	As a historian: Can I put up to three objects in chronological order (recent history) on a time line? Can I label timelines with pictures, words or phrases? Can I tell others about changes that have happened in my own life since I was born? Can I talk about how things have changed since my parents or grandparents were children? Use dates to talk about people or events from the past? (when appropriate) Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times?	As a historian: Can I place events or artefacts in order on a timeline? Can I label timelines with pictures, words or phrases and give reasons for their order? Can I make connections between long and short term time scales? Use dates to talk about people or events from the past? (when appropriate) Can I connect my new learning of historical people or events to others that I have learnt about before? Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times?	Pupils should be taught about: changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 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] the

Historical Enquiry	<p>As a historian: Can I understand that I was once a baby? Can I understand who belongs in my family?</p>	<p>As a historian: Can I question why things happen? (CAL 30-50m) Am I beginning to understand why and how questions? (CAL 30-50m) Can I understand and use vocabulary such as: how, why, because?</p>	<p>As a historian: Can I answer how and why questions about experiences and in response to stories or events? (CAL – ELG) Can I understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?</p>	<p>As a historian: Can I show some understanding of how people find out about the past? Can I show some understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for people? What happened? How long ago? Can I answer questions by using different sources, such as an information book or pictures? Can I understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate?</p>	<p>As a historian: Can I understand and talk about how people find out about the past? Can I show understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for people? What happened? How long ago? Can I answer questions by using a specific source, such as an information book? Can I research the life of someone who used to live in my area using the Internet and other sources to find out about them? Can I research the life of a famous Briton from the past using different resources to help me? Can I understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate?</p>	<p>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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole]</p>
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Knowledge and Interpretation		<p>As a historian: Am I developing an understanding of growth, decay and changes over time? (The World 30-50m) Can I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world? (The World 30-50m) Can I understand and use vocabulary such as: I can see, I saw, same, different, change, what happened?, why, because?</p>	<p>As a historian: Can I make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG) Can I look closely at similarities, differences, patterns and change? (The World 40-60m) Can I understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain?</p>	<p>As a historian: Can I answer questions using a range of artefacts/ photographs/pictures provided? Can I talk about the different ways that the past is represented? Can I recount some interesting facts from an historical event? Can I talk about some important people from the past? Can I talk about how their actions changed the way we do things today? Can I recognise that there are reasons why people in the past acted as they did? Can I tell you how I found out about people or events in the past? Can I find out more about a famous person from the past and carry out some research on him or her? Can I find out something about the past by talking to an older person? Can I recognise that some forms of evidence are more reliable than others when finding out about the past? Can I show an understanding of the word 'nation' and the concept of a nation's history? Can I show an understanding of concepts such as monarchy, war and peace when learning about historical events? Can I understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?</p>	<p>As a historian: Can I describe historical events? Can I describe significant people from the past and talk about what they did? Can I explain the causes of an historical event and what the consequences were? Can I explain what impact that significant events from the past have had on the way we live today? Can I talk about similarities and differences between two different time periods? Can I explain how local people or events in history have changed things nationally or internationally? Can I explain why someone in the past acted in the way they did? Can I choose and use parts of stories or other sources to show that I understand events or people from the past? Can I explain why Britain has a special history by naming some famous events and some famous people? Can I talk about what type of evidence is reliable when finding out about the past? Can I talk about a 'nation', an aspect of its history and the impact it has had on the nation? Can I show an understanding of concepts such as civilisation, monarchy, war and peace when talking about historical people and events? Can I create my own accounts of historical people or events? Can I understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods?</p>	<p>and/or Florence Nightingale and Edith Cavell) significant events, people and places in their own locality.</p>
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Learning Objectives	<p>Understanding the World Know that I have a name. Know who belongs in my family. Share special memories and experiences with others.</p>	<p>Understanding the World Talk about themselves and their families. Understand their own changes from a baby to a child. Talk about special past experiences: birthdays and celebrations</p>	<p>Understanding the World Talk about themselves and their family and community around them. Compare and see the differences between characters from stories, including figures from the past. Comment and talk about images of familiar situations in the past.</p>	<p>Changes in Toys (Aut 1) Understand that toys were made out of other materials before they were made out of plastic. Know what toys our grandparents played with. Know that Ole Kirk Kristiansen owned a wooden toy factory in Denmark which burnt down, resulting in him then designing toys out of plastic. Know that toys can be made from a range of materials that have changed and developed over time. Christopher Columbus and Neil Armstrong (Spr 2) Know who Christopher Columbus was and what his achievement was. (including DoB and dates of achievement) Know who Neil Armstrong was and what his achievements were. (including DoB and dates of achievement) Compare the achievements of Christopher Columbus and Neil Armstrong. Understand why their achievements have an impact on life today. Temple Newsam (Sum 2) Know that we can tell that an artefact is modern or old by looking for clues, e.g. What it is made out of? Understand that the Victorian era was important for Leeds. (the development of the railway, Prince Albert's visit, the Grand Theatre was opened) Understand what life was like for people in Leeds 150 years ago.</p>	<p>Railways –George Stephenson's Rocket (Aut 2) Understand that trains became very important in Victorian times for both travel and transporting goods. Know about the life of George Stephenson. Understand the significance of George Stephenson's Rocket. Know the importance of the railway to Cross Gates. Mary Seacole and Florence Nightingale (Spr 2) Know who Mary Seacole was and why she is famous. (including DoB) Know who Florence Nightingale was and why she is famous. (including DoB) Compare the achievements of Mary Seacole and Florence Nightingale. Understand the impact Mary Seacole and Florence Nightingale had on today's society. Great Fire of London (Sum 1) Compare London in 1666 to now. Understand that the Great Fire was caused by several factors: wind, summer weather, hygiene, width of streets and close proximity of buildings. Explain that after the fire there were many changes in London to prevent another fire. Know that the diaries of Samuel Pepys played a major part in our understanding of the events of the GFOL.</p>	
<div>History Progression Document</div> <div>Key Stage 2</div>						

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
	<ul style="list-style-type: none"> -Changes in Britain from the Stone Age to the Iron Age -Achievements of the earliest civilisations – Ancient Egypt -Achievements of the earliest civilisations – Ancient Civilisations 	<ul style="list-style-type: none"> -A study of Greek life and achievements and their influence on the western world. - the Roman Empire and its impact on Britain - a non-European society that provides contrasts with British history - Maya 	<ul style="list-style-type: none"> - Britain's settlement by Anglo-Saxons and Scots - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Windrush 	<ul style="list-style-type: none"> - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Industrial Revolution - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – WW2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Slavery 	
Chronological understanding	<p>As a historian: Am I beginning to use dates and historical terms to describe events? Am I beginning to use a timeline within a specific time in history to set out the order things may have happened? Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? Can I place events, artefacts and historical figures on a timeline using dates? Am I beginning to understand the concept of change over time, representing this, along with evidence, on a time line?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?</p>	<p>As a historian: Can I use dates and historical terms to describe events? Can I use a timeline within a specific time in history to set out the order things may have happened? Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? Can I place events, artefacts and historical figures on a timeline using dates? Can I understand the concept of change over time, representing this, along with evidence, on a time line?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade?</p>	<p>As a historian: Can I use dates and historical terms more accurately in describing events? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as housing; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious and cultural)? Can I identify periods of rapid change in history and begin to contrast them with times of relatively little change? Am I beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Am I beginning to make connections and contrasts between different time periods studied and talk about trends over time?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade?</p>	<p>As a historian: Can I use dates and historical terms accurately in describing events? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as housing; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)? Can I identify periods of rapid change in history and contrast them with times of relatively little change? Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Can I make connections and contrasts between different time periods studied and talk about trends over time?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy?</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and</p>

Historical Enquiry	<p>As a historian: Am I beginning to use evidence to ask questions and find answers to questions about the past? Am I beginning to suggest suitable sources of evidence for historical enquiry? Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history? Am I beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past? Am I beginning to use research skills in finding out facts about the time period I am studying? Am I beginning to compare and contrast different forms of evidence in my research? Am I beginning to research what it was like for specific people e.g. children, during the time period I am studying?</p>	<p>As a historian: Can I use evidence to ask questions and find answers to questions about the past? Can I suggest suitable sources of evidence for historical enquiry? Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history? Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I use my research skills in finding out facts about the time period I am studying? Through my research, can I compare and contrast different forms of evidence? Can I research what it was like for men, women and children in a given period from the past and use different forms to present my findings? As</p>	<p>As a historian: Can I devise historical questions about the period I am studying? Can I seek out and analyse range of evidence in order to justify claims about the past? Can I understand that no single source of evidence gives the full answer to questions about the past? Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I use some different sources of evidence to deduce information about the past? Can I select suitable sources of evidence, sometimes giving reasons for choices? Can I give a reason to support an historical argument? Can I begin to explain propaganda? Can I refine lines of enquiry as appropriate?</p>	<p>As a historian: Can I devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying? Can I seek out and analyse a wide range of evidence in order to justify claims about the past? Can I use sources of information to form testable hypotheses about the past? Can I understand that no single source of evidence gives the full answer to questions about the past? Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I use a wide range of sources of evidence to deduce information about the past? Can I select suitable sources of evidence, giving reasons for choices? Can I give more than one reason to support an historical argument? Can I identify and explain my understanding of propaganda? Can I refine lines of enquiry as appropriate?</p>	<p>difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>
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Knowledge and Interpretation	<p>As a historian: Am I beginning to give reasons why certain events happened as they did in history? Can begin to talk about why certain people acted as they did in history? Am I beginning to explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Am I beginning to describe changes that have happened in the locality of the school throughout history? Can I give a broad overview of what life was like in Ancient Egypt? Am I beginning to compare some of the times studied with those of other areas of interest around the world? Am I beginning to describe the social, cultural or religious diversity of past societies? Am I beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children? Am I beginning to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ? Can I talk about the causes and consequences of some of the main events and changes in history? Can I use literacy, numeracy and computing skills to communicate information about the past?</p>	<p>As a historian: Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history? Can I explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Can I describe changes that have happened in the locality of the school throughout history? Can I give a broad overview of life in Britain under the Roman Empire? Can I compare some of the times studied with those of other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past societies? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ? Can I suggest causes and consequences of some of the main events and changes in history? Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?</p>	<p>As a historian: Can I answer historical questions, using information and evidence that I have carefully considered and selected? Can I understand how our knowledge of the past is constructed from a range of sources? Can I describe with some detail any historical events from the different period/s I am studying/have studied? Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same? Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time? Can I appreciate that significant events in history have helped shape the country we have today? Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied? Can I identify changes in the history of the locality of the school? Can I give a broad overview of life in Britain and some major events from the rest of the world? Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past society? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?</p>	<p>As a historian: Can I answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made? Can I understand how our knowledge of the past is constructed from a range of sources? Can I describe in detail any historical events from the different periods I am studying/have studied? Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same? Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time? Can I appreciate that significant events in history have helped shape the country we have today? Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied? Can I identify changes in the history of the locality of the school? Can I give a broad overview of life in Britain and some major events from the rest of the world? Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past society? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?</p>	
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Learning Objectives	<p>Stone Age to Iron Age (Aut 2) Know what humans needed for survival in the Stone Age, such as the tools they made and ways to clothe and feed themselves. Know how Britain changed between the beginning of the Stone Age and the Bronze Age and know the main differences between the Stone Age and the Bronze Age. Know how Britain changed between the beginning of the Bronze Age and the Iron Age. Know how Britain changed between the beginning of the Bronze Age and the Iron Age.</p> <p>Ancient Egypt (Spr 1) Know the importance of the River Nile and how the Egyptians lived. Know the significance of communication in Ancient Egypt. Know what a Pharaoh was and the power he held. (including pyramids and tombs) Famous person – Howard Carter Know the importance of the Gods and the afterlife in Ancient Egypt.</p> <p>Ancient Civilisations (Sum 2) Know the location of and understand how the lives and achievements of the Indus Valley Civilisation (3300-1300BC) Know about the lives and achievements of the Shang Dynasty(1600-1046BC) Understand the significance of the Sumer Civilisation (4500-1900BC): what they achieved and how they lived. Compare the three civilisations: Indus Valley, Shang Dynasty and the Sumer Civilisation.</p>	<p>Ancient Greece (Aut 1) Know what everyday life was like for someone living in Ancient Greece. (including the city states) Know about the influence that the Gods had on Ancient Greece. Know some of the main characteristics of the Spartans and Athenians. Know the influences and legacies left behind by the Ancient Greeks. (including the Olympic Games and the impact of Alexander the Great)</p> <p>Romans (Spr 1) Know that the Romans came to Britain 2000 years ago and know why they wanted to invade Britain Know how the Roman Empire achieved its invasion of Britain and that the Roman army was very powerful and had many weapons Know what life was like for someone living in Roman times and how the Roman occupation of Britain helped to advance British society. Know that the Romans conquered Britain but left Britain with many important features, such as roads.</p> <p>The Maya (Sum 1) Know who the Maya were and what made them. Know why they were considered an advanced society in relation to others at that time in Europe e.g. Anglo Saxons and know the class structure of Maya society.</p>	<p>Anglo-Saxons (Aut 1) Know where the Anglo- Saxons came from and why and how they achieved their invasion of Britain. Know that during the Anglo-Saxon period Britain was divided into many kingdoms and describe the impact of the Anglo-Saxons on life in Britain e.g. place names, language Know that the way the kingdoms were divided led to the creation of some of our county boundaries today. Know what everyday life was like for an Anglo-Saxon Britain, including how the Anglo-Saxon attempted to bring about law and order into the country.</p> <p>Vikings (Spr 2) Know that the Vikings came from three countries of Scandinavia and show this on a map. Know that the Vikings were great explorers and traders. Know Vikings travelled the seas and rivers on Longboats. (including how they lived) Understand the Vikings and Anglo-Saxons were often in conflict for the control of Britain and know how the Vikings frequently won battles.</p> <p>Windrush (Sum 2) Know when and why people came to Britain. (Where did they come from?) Know about the HMS Empire Windrush and when it sailed. Know the impact on Britain (including Leeds) of the 'Windrush' generation. (include Sam Beever King) Know the difficulties that the 'Windrush' generation have had in recent years.</p>	<p>Industrial Revolution (Aut 1) Know what caused the industrial revolution. (factories being built and people moving for work) Identify characteristic features of Victorian transport and industry (Why were canals and railways important?) Know what life was like for children during the Victorian times. (What jobs did they do? How did they live?) Know how Leeds changed during the industrial Revolution and know what Leeds was famous for.</p> <p>World War 2 (Sum 1) Understand why WW2 began and order significant events. Identify the key events of the Dunkirk evacuation Understand the significance of the Battle of Britain Use historical sources to investigate The Blitz</p> <p>Slavery (Sum 2) Know why the Atlantic Slave Trade came about and know the 3 elements to the slavery triangle. (Africa, Europe and the Americas) Understand the conditions that slaves underwent in the Atlantic passage and once they arrived in the Americas Know that an abolitionist was a person campaigning against slavery and know the names of some famous abolitionists. (Olaudah Equino, William Wilberforce) Know why and how slavery still exists today in modern society</p>	
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