



### Progression in History

Age	Development Matters	Area of Learning	Key Skills	Key Vocabulary	Key Knowledge (to be covered in Cycle A and B)
30-50 Months	Understanding the world	People and Communities	<ul style="list-style-type: none"> <li>To show interest in the lives of people who are familiar to them.</li> <li>To remember and talk about significant events in their own experiences.</li> <li>To recognise and describe special times or events for family or friends.</li> <li>To show interest in different occupations and ways of life.</li> <li>To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</li> </ul>	New, old, before, after, long ago, next, then, past, change, changing, different, present, birth, toddler, child, teenager, adult, elderly, christening, wedding, birthdays, police, firefighters, paramedics, doctors, nurses, yesterday, today, tomorrow.	<p>To be able to discuss changes in their lives.</p> <p>To be able to discuss changes from being a baby to now.</p> <p>To be able to compare something old and something new.</p> <p>To be able to discuss family traditions and events and start to understand how they may be different in other families.</p> <p>To begin to use appropriate historical vocabulary. .</p>
		The World	<ul style="list-style-type: none"> <li>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>To talk about why things happen and how things work.</li> <li>To develop an understanding of growth, decay and changes over time.</li> </ul>		
40-60 Months	Understanding the world	The World	To look closely at similarities, differences, patterns and change.		
Early Learning Goal (ELG)	Understanding the world	People and Communities	<ul style="list-style-type: none"> <li>To talk about past and present events in their own lives and in the lives of family members.</li> <li>To know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul>		
		The World	<ul style="list-style-type: none"> <li>To know about similarities and differences in relation to places, objects, materials and living things.</li> </ul>		



Phase	Cycle	Strand:	Historical concepts covered	Key Knowledge	Key vocabulary	Key skills
KS1	A	Changes in living memory (Historical question; How was the food grown in my grandparents time, how is it different now?)	trade, social classes, land ownership	Similarities and differences between farming practises now and in the past. Chronology of changes in farming within living memory. Know farming in their grandparents time is different to now. Organise a number of artefacts by age. Know what a number of older objects were used for.	Now, then, past, present, trade, poor, rich, owner, farm worker/hand, agriculture, crops, combine, harvester, grow, grains, harvest, oats, plant, scythe, tractor.	Ask and answer questions, use artefacts as historical sources, understand how we can find out about the past
Phase	Cycle	Strand:	Historical Concepts covered	Key Knowledge	Key vocabulary	Key skills
KS1	A	Events beyond living memory (Historical Question; How did the Great Fire of London change London today?)	social classes, economy, government	Know where the people and events studied fit within a chronological framework. Identify similarities and differences between ways of life now and in 1666. Know about an event or events that happened long ago, even before their grandparents were born. Know what we use today instead of a number of older given artefacts. Know that children's lives today are different to those of children a long time ago.	Now, then, past, present, city, streets, houses, fire, 1666, Pudding Lane, River Thames, London, buildings, Samuel Pepys, King Charles II, city, baker, bakery, diary.	Ask and answer questions, use artefacts as historical sources, use common words and phrases to a passing of time, identify similarities and differences between then and now. Choose and use parts of a story and other features to show they know and understand how we find out about the past.
Phase	Cycle	Strand:	Historical Concepts Covered	Key Knowledge	Key vocab	Key skills
KS1	B	Significant Individuals (George Stephenson and the development of the railway)	social classes, trade, government, labour	Know where the people and events studied fit within a chronological framework. Identify similarities between the birth of the railway and the development of now. Use a wide range of vocabulary of every day terms. Name a famous person from the past and explain why they are famous.	Now, then, past, present, train, George Stephenson, rail, railway, development, steam, coal, electric, diesel, high speed, locomotives, diesel, wheels, axels.	Ask and answer questions, understand how we find out about the past, understand the chronology of rail development throughout the years.
Phase	Cycle	Strand:	Historical Concepts Covered	Key Knowledge	Key vocab	Key skills
KS1	B	Significant Historical events / Individuals (The Queen and her family - the coronation)	social classes, empire, government, wealthy land ownership, commonwealth	Be able to show the Queen's life on a timeline in chronological order. Be able to draw the Queen's family tree. Be able to talk about a key event in the Queen's life. To compare how life was at the start of the Queen's reign to now. To be able to recall facts about the Queen's coronation.	Elizabeth II, Queen of England, Highness, House of Windsor, abdicate, family tree, head of state, line of succession, monarch, royal, Buckingham palace, coronation, guard, trooping of the colour, crown, sceptre.	Be able to show the Queen's life on a timeline in chronological order, ask and answer questions, use a wide variety of sources to gain information about the past e.g. newspapers, videos. Know and understand how we find out about the past. Know where the people and events studied fit within a chronological frameworks. Use a wide range of vocabulary.



Phase	Cycle	Topic within History	Historical Concept Covered	Key Knowledge	Key Vocab	Key Skills
LKS2	A	Stone Age and Iron Age (Term 2&3)	rule, sacrifice, worship	Know how Britain changed between the beginning of the Stone Age and the Iron Age. Know the main differences between the stone, bronze and iron ages. Know what is meant by hunter gatherers.	Border, tribe, stone, isolation, club, flint, short spear, wolves, cave painting, evolve, Homosapien, weapons, hunt, Mesolithic, hunter, Palaeolithic, fire, tools	Continue to develop chronology to secure knowledge of history. Note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Develop the appropriate use of historical terms. Understand how knowledge of the past is constructed.
	A	Roman Empire (Term6)	Trade/social class, economy, democracy, government/citizenship, empire, imperial rule, gods, worship	Know how Britain changed from the Iron Age to the end of Roman occupation. Know how Roman occupation of Britain helped to advance British Society. Know how there was a resistance to the Roman Occupation. Know about Boudica. Know about at least one famous Roman emperor.	Amphitheatre, aqueduct, barbarian, chariot, election, gladiator, legion, Londinium, myth, republic, Roman Governor, sacred, senate, senator, slave, tax, tribe.	Continue to develop chronology to secure knowledge of history. Note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Develop the appropriate use of historical terms. Understand how knowledge of the past is constructed.
	B	Ancient Egypt (Term 2 and 3)	Trade/social class, economy, democracy, government/citizenship, empire, imperial rule, myths and gods, sacrifice, worship	Know about, and name some of the advanced societies that were in the world 3000 years ago. Know about the key features of Ancient Egypt.	Ancient, civilisation, Mesopotamia, Sumer, cuneiform, Egyptians, Indus Valley, sanitation, bronze, ritual	Locate ancient civilisations in time and place. Use historical terms appropriately when discussing ancient civilisations. To identify different ways in which the past is represented and know that different versions exist. To note connections and contrasts between ancient civilisations and modern.
	B	Vikings (Term 6)	trade/social class, democracy, rule, myths and gods, sacrifice, worship	Know where Viking originated from and show this on a map. Know that the Vikings and Anglo-Saxons were often in conflict. Know why the Vikings frequently won battles with the Anglo Saxons.	Barbarian, berserker, conquest, Dane, fighting, god, heathen, invader, loot, Norseman, pillage, plunder, raid, rune, Scandinavia, settlement, shield, slave, trader, warfare, chieftain, warrior.	Continue to develop chronology to secure knowledge of history. Note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Develop the appropriate use of historical terms. Understand how knowledge of the past is constructed.



UKS2	A	Anglo Saxons (Term 2 and 3)	trade/social class, democracy, rule, myths and gods, sacrifice, worship	Know how Britain changed between the end of Roman invasion and 1066. Know about how the Anglo-Saxons attempted to bring law and order to the country. Know that during the Anglo-Saxon period, Britain was divided into many kingdoms and how this helped to create county boundaries today.	AD/CE, BC/BCE, century, invade, village, settlement, kingdom, religion, evidence, artefact, tribe, monk, invaders, raiders, Paganism, Christianity, conversions, monastery, society.	Continue to develop chronology to secure knowledge of history. Note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Develop the appropriate use of historical terms. Understand how knowledge of the past is constructed.
	A	WW2 - local history focus (Term 6)	trade/social class, democracy, British Empire, war	Know about a period of history that has strong connections to their locality. Understand the related issues with the period. Know about the lives of the people during this time and how it is different to modern day.	TBC when local History study is confirmed.	Continue to develop chronology to secure knowledge of history. Note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Develop the appropriate use of historical terms. Understand how knowledge of the past is constructed.
	B	Ancient Greece (Term 2 and 3)	Trade/social class, economy, democracy, government/citizenship, empire, imperial rule, myths and gods, sacrifice, worship	Know about Greek life and influence on the Western world. Know some of the main characteristics of the Athenians and the Spartans. Know about the influence the gods had on Ancient Greece. Know at least five sports from the Ancient Greek Olympics.	Acropolis Assembly Democracy Oligarchy Olympics Titans Tyrant Empire Architecture Archaic Philosopher	Continue to develop chronology to secure knowledge of history. Note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Develop the appropriate use of historical terms. Understand how knowledge of the past is constructed from a range of sources. Select and organise relevant and historical information. Identify historically significant people and events in situations.
	B	Mayans (Term 6)	Trade/social class, economy, government/citizenship, empire, myths and gods, sacrifice, worship	Know about the impact that the Mayans had on the world. Know why the Mayans were considered an advanced society in relation to their time period when compared with British history.	Ahau, Batab, City-state, Codex, glyph. Haab', Hero Twins, Kin, Pyramid, Uinal	Continue to develop chronology to secure knowledge of history. Note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Develop the appropriate use of historical terms. Understand how knowledge of the past is constructed.