



# Slater Primary School History Progression Plan

<b>EYFS</b> <b>ELG</b> <b>Understanding The World</b>	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul>
	People, Culture and Communities	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Areas Of Study	<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• 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</li> <li>• Significant historical events, people and places in their own locality</li> </ul>		<ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age (Y3 Through the Ages)</li> <li>• the Roman Empire and its impact on Britain (Y3 Emperors and Empires)</li> <li>• Britain’s settlement by Anglo-Saxons and Scots (Y4 Invasion)</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y4 Invasion)</li> <li>• a local history study (Y6 Canals and Railways: Industry around Frog Island)</li> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Y6 Britain at War)</li> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China (Y4 Ancient Civilisations. Y5 Dynamic Dynasties)</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world (Y5 Groundbreaking Greeks)</li> <li>• a non-European society that provides contrasts with British history – Benin (West Africa) c. AD 900-1300 (Y6 Maafa)</li> </ul>			

# Chronology

<p>Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects. Use a timeline to place important events.</p>	<p>Identifying and comparing people from different periods of time – Rosa Parks, Emily Davison, Greta Thunberg Understand how to put people, events and objects in order of when they happened, using a scale provided by a teacher. Use a timeline to place important events.</p>	<p>Placing Stone, Bronze, Iron Ages, Ancient Romans and Roman Britain into wider chronological contexts Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Developing an understanding of concurrence of civilisations around the world during these times. Sequence several events or artefacts from the period studied.</p>	<p>Placing the Anglo Saxon and Viking invasions of Britain into the wider context of historical chronology Placing early civilisations of ancient Sumer and Egypt into chronological context Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Deeper understanding of concurrent civilisations around the world and their impact on later civilisations Use a timeline to place historical events in chronological order including those that are sometimes further apart. Describe dates of and order significant events from the period studied.</p>	<p>Placing Ancient China into the wider context of historical chronology Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Continued development of concurrent civilisations around the world and their impact on later civilisations Describe the main changes in a period in history. Make comparisons between different times in the past e.g. Ancient Egypt and Ancient China. Begin to accurately use dates and terms to describe historical events.</p>	<p>Placing Ancient Benin into chronological context. Continued development of concurrent civilisations around the world and their impact on later civilisations Identify and compare changes within and across different periods. Understand how some historical events/periods occurred concurrently in different locations (Industrialisation, WWII &amp; WWII) and evidence this on a timeline. Begin to accurately use dates and terms to describe historical events.</p>
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# Continuity and Change

Identifying that changes have happened in history that can impact on today – how childhood has adapted over time and how our lives are different now  
Identifying that there are reasons for continuities and changes and stating some of these – continuities such as school, washing and toys, changes are the access to and availability of.  
Identifying that continuity or change can be a good thing or a bad thing.

Identifying that changes throughout history have had important consequences – Alice Hawkins, Rosa Parks and the Great Fire of London  
Identifying why some things have stayed the same throughout history – monarchy, government ?

Identifying the continuity and changes throughout the Stone, Bronze, Iron Ages and Roman occupation by comparison of:  
• Trade  
• Civilisation  
Identifying the continuity and changes to the local area

Identifying the continuity and change throughout Britain from the Anglo Saxon invasion to the Norman Conquest through comparison of:  
• Trade  
• Civilisation  
Identifying the similarities and differences between the Anglo Saxons and Vikings and Ancient Sumer and Egyptians  
• Monarchy  
• Trade

Identifying the continuity and change throughout Ancient China through comparison of:  
• Monarchy  
• Trade  
achievements and inventions from then to now through:  
• Civilisation  
• Monarchy  
• Trade

Identifying the continuity and change from WWI to the modern day. Compare similarities and differences between the Ancient Benin and modern day Africa through comparison of:  
• Civilisation

Cause and Effect	Identifying that certain events and individuals have had major consequences in history –Begin to use the terms ‘cause’ and ‘effect’.	Identifying that certain events and individuals have had major consequences in history Florence Nightingale, Mary Seacole Christopher Columbus Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night Identifying that history can affect the local area, as well as nationally and globally –	Identifying the major causes of advancement from Stone to Bronze to Iron Age and the Romanisation of Britain; explaining the impact on life.	Identifying the reasons for the invasion of Britain by the Anglo Saxons and Vikings and the impact that it had on Britain.	Identifying the effects and influence of the Shang Dynasty and Greek achievements on the Western world – democracy, philosophy, medicine, language etc. Identifying that one event can have multiple effects –	Identify the cause and effect of the building of the canal and railway line in our locality - in and around Frog Island. Identifying the cause and effect and impact of the slave trade. Africa to Caribbean plantations
Significance and Interpretation	Identifying why certain people/events are significant in history – achievements, impact etc. Begin to understand what makes someone or something significant e.g. Barnado	Identifying why certain people/events are significant in the wider context of history – Christopher Columbus, Neil Armstrong : exploration & discovery. Identifying why some individuals are significant both locally and nationally David Attenborough, Alice Hawkins	Identifying why advancements in the Stone, Bronze and Iron Ages and Roman occupation were significant to the development of Britain. Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence	Use primary sources to understand that is one viewpoint and cannot be verified Identify why is such a significant individual for both British and Identify why interpretation of these sources is critical to our understanding of the past	Using e.g. Dig at Yinxu/ Fu Hao sources primary and secondary to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints. Identify why interpretations can change in light of new evidence –	Identifying the significance of WWI & WWII achievements and their impact on today Understanding why others might choose alternative achievements Interpreting WWI & WWII as key points in British history and the impact this has on our lives today – who felt more of their impact, us or them? Interpret the achievements of the Benin compared to the other ancient civilisations.

# Historical Enquiry

<p>Identify different ways in which the past is represented – posters, photographs, living history. Explore events, look at pictures and ask questions i.e. “Which things are old and which are new?” or “What were people doing?” Look at objects from the past such as a coal fire, mangle blackboard, cane and ask questions i.e. “What were they used for?” and try to answer.</p>	<p>Identify different ways in which the past is represented – newspaper articles, photos and artwork. Ask questions about the past. Use a wide range of information to answer questions</p>	<p>Begin to use a range of primary and secondary sources (documents, printed sources, Internet, pictures, photographs, music, artefacts, visits to museums and galleries) to find out about the past. Construct responses about one aspect of life or a key event in the past through relevant historical information provided, by beginning to make independent decisions and use evidence to justify their response. Begin to undertake their own research to address and ask own questions</p>	<p>Use a range of primary and secondary sources (documents, printed sources, Internet, pictures, photographs, music, artefacts, visits to museums and galleries) to find out about the past. Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information, by making independent decisions and using evidence to justify their response. Begin to independently undertake their own research using sources and ask own questions.</p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past (Fu Hao / Minoan civilisation) Begin to use a wide range of different primary and secondary sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. Select relevant sections of information to address historically valid questions and begin to construct detailed, informed responses. Continue to develop researching skills by independently identifying reliable sources. Making independent decisions using a range of evidence to justify</p>	<p>Secure understanding of primary and secondary sources and evaluate their reliability. Use a wide range of different primary and secondary sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. Select relevant sections of information to address historically valid questions and construct detailed, informed responses. Investigate their own lines of enquiry by posing historically valid questions to answer. Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</p>
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# Historical Interpretations

<p>Look at books, videos, photographs, pictures and artefacts to find out about the past. Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Begin to understand the difference between primary and secondary sources. Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron Ages but more exist for the Romans eg for Boudicca and Tacitus</p>	<p>Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different - Know that people in the past represent events or ideas in a way that persuades others. Identify why interpretations is critical to our understanding of the past.</p>	<p>Find and analyse a range of evidence about the past. Consider different ways of checking the accuracy of interpretations of the past. Start to understand the difference between primary and secondary evidence and the impact of this on reliability Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history. Begin to evaluate the usefulness of different sources and use them to interpret viewpoints, including bias –Identify why the amount of written primary sources varies depending on individual time periods – Ancient Greece/China compared to e.g. Anglo Saxons/Vikings</p>	<p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Consider different ways of checking the accuracy of interpretations of the past; taking into account bias (using the terms subjective and objective). Understand the difference between primary and secondary evidence and the impact of this has on reliability. Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history. Evaluate evidence to choose the most reliable form. Identify the effectiveness of sources as evidence. Use sources of evidence as the basis for an opinion. Begin to make references to evidence as justification</p>
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# Knowledge and Understanding

Recall some facts about people/events before living memory. Say why people may have acted the way they did

Use information to describe the past. Describe the difference between then and now. Look at evidence to give and explain reasons why people in that past may have acted in the way they did. Recount the main events from a significant event in history.

Begin to note key changes over a period of time and begin to give reasons for those changes. Begin to find out about the everyday lives of people in the period studied including: clothes; way of life; actions of people; culture and leisure activities; buildings and their uses. Begin to explain how people and events in the past have influenced life today.

Note key changes over a period of time and be able to give reasons for those changes. Find out about the everyday lives of people in the period studied including: clothes; way of life; actions of people; culture and leisure activities; buildings and their uses. Explain how people and events in the past have influenced life today.

Begin to identify and note connections, contrasts and trends over time in the everyday lives of people. Begin to give own reasons why changes may have occurred, backed up by evidence. Begin to examine causes and results of great events and the impact these had on people. Begin to describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Identify and note connections, contrasts and trends over time in the everyday lives of people. Give own reasons why changes may have occurred, backed up by evidence. Examine causes and results of great events and the impact these had on people. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

# Organisation and Communication

<p>Sort events or objects into groups (i.e. then and now). Use simple words to describe the passing of time – e.g. ‘past’ ‘before’ ‘now’ ‘then’ Tell stories about the past Talk, write and draw about things from the past</p>	<p>Using simple phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘Long ago’ ‘before I was born’ ‘changes to now’ Using simple words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’ Describe objects, people or events in history Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT</p>	<p>Using phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’ ‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’ Using words and phrases to describe events and people from the past – e.g. ‘local’ ‘national’ ‘important’ ‘significant’ ‘primary source’ ‘impact’ Begin to present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides Start to present ideas based on their own research about a studied period</p>	<p>Using phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’ ‘decade’ ‘century’ ‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’ Using words and phrases to describe events and people from the past – e.g. ‘impact’ ‘significant’ ‘continuity’ ‘change’ ‘warrior’ ‘artefact’ ‘BC/AD’ ‘ruled’ ‘reigned’ ‘empire’ ‘invasion’ ‘conquer’ ‘kingdoms’ Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides Present ideas based on their own research about a studied period</p>	<p>Using phrases &amp; words to describe the passing of time -e.g. ‘duration’ ‘period’ ‘era’ ‘during this time’ ‘previously’ ‘compared to’ Using words &amp; phrases to describe events and people from the past – e.g. ‘empire’ ‘emperor’ ‘migration’ ‘conquest’ ‘cause’ ‘effect’ ‘peasant’ ‘rebellion’ ‘reliable’ Begin to present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports Plan and present a self-directed project or research about the studied period Begin to use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p>	<p>Using phrases &amp; words to describe the passing of time and context of civilisations e.g. ‘duration’ ‘period’ ‘era’ ‘chronology’ ‘context’ ‘the duration of...’ ‘continuing on from...’ Using words and phrases to describe events &amp; people from the past eg ‘democracy’ ‘Christianity’ ‘myth’ ‘legend’ ‘global’ ‘invader’ ‘bias’ ‘interpretation’ ‘viewpoint’ ‘civilization’ ‘social’ ‘political’ ‘economic’ ‘cultural’ ‘religious’ Present, communicate and organise ideas about the past using detailed discussions, debates and different genres of writing such as myths, , accounts, diaries, letters, travel guides, posters etc Present a self-directed project or research about the studied period Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p>
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