

### Subject Strand: Historical knowledge

	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Substantive knowledge</b>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>Mary Anning Toys</b> <b>Houses and homes</b> Recognise the difference between past and present in their own lives and lives of others. Know and recount some simple events from the past.(lives of significant individuals)</p> <p><i>Science: Y3 rocks and fossils</i> <i>Science: Y1 materials and their properties</i> <i>Understanding the world: EFYS difference between past and present</i></p>	<p><b>Florence Nightingale and Mary Seacole</b> <b>Kings and Queens</b> <b>Great Fire of London</b> Recognise why people did things and what things happened as a result. Identify differences between ways of life in different times.</p> <p><i>Forest school: fires and fire safety</i> <i>PSHE: Healthy me</i></p>	<p><b>Stone age to Iron age Romans</b> Find out about everyday lives of people in the time studied and compare with life today. Identify reasons for and results of people's actions. (cause and effect) Understand why people may have wanted to do something.</p> <p><i>Science: Y3 rocks</i> <i>History: Y1 Mary Anning</i></p>	<p><b>Anglo Saxons</b> <b>Mayans (ancient civilisation)</b> <b>Ancient Greece</b> Use evidence to build a picture of what life was like in the past compared to life today. Identify key features and events of time studied. Offer a reasonable explanation for some events (cause and effect) Economic, social, cultural and religious history.</p> <p><i>RE: religious beliefs and Gods</i></p>	<p><b>Local history- St Edmund</b> <b>Ancient Egypt</b> Study different aspects of life of different people- differences between men and women. Examine causes and results of great events and the impact on people. Compare an aspect of life with the same aspect in another period. <i>History- ancient civilisations (Ancient Greece Y4)</i></p>	<p><b>Britain during WW2</b> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings. Compare beliefs and behaviour with another period studied. Explain past events in terms of cause and effect using evidence to support.</p> <p><i>RE: beliefs of different groups</i> <i>PSHE: Being me in my world</i></p>
<b>Disciplinary knowledge/skills</b>	<p>Similarities and difference within living memory. Oral history from family or the community.</p>	<p>Significance of an individual. Continuity and change- changes within living memory. Similarities and difference within living memory. Evidence and sources- picture sources (Mary Anning, Houses and Homes) and artefacts (Toys). Oral history from family or the community.</p>	<p>Significance of an individual. Continuity and change- changes within living memory. Similarities and difference within living memory or how an event beyond living memory impacted different parts of society. Cause and consequence of the Great Fire of London. Evidence and sources- picture sources (Florence Nightingale and Mary</p>	<p>Significance of events. Continuity and change from Stone age to Iron age. Similarities and differences between Stone age and Iron age. Cause and consequence- the Roman Empire and its impact on Britain. Evidence and sources- use sources to answer a question.</p>	<p>Significance of events. Continuity and change across time periods studies. Similarities and differences between Saxons and Vikings, ancient civilisations. Cause and consequence- Anglo Saxons. Evidence and sources- combine evidence from a number of sources to reach an overall conclusion.</p>	<p>Significance of events. Continuity and change across time periods studies. Similarities and differences between ancient civilisations. Cause and consequence- Evidence and sources- compare sources to look for consistency and difference.</p>	<p>Significance of events. Continuity and change across time periods studies. Similarities and differences between times studied, parts of society and people's lives. Cause and consequence of the world wars. Evidence and sources-</p>

# History Progression Document

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			Seacole) and artefacts (Great Fire of London).				
<b>Vocabulary</b>	<p>Days of the week Seasons of the year</p>	<p>Mary Anning fossils significant scientist</p> <p>wood metal plastic When I was little When my parents were little When my grandparents were little</p> <p>Tudor house Victorian house Modern day houses</p>	<p>Florence Nightingale Mary Seacole Crimean War Scutari Hospital Lady with the lamp soldiers injured treatment hygiene</p> <p>King Queen Ruler Monarchy Reign</p> <p>The Great Fire of London Samuel Pepys Pudding Lane Bakery Flammable London River Thames</p>	<p>Stone age Bronze age Iron age Civilisation Settlement Archaeologist Fossils Prehistoric Neolithic Palaeolithic Mesolithic Cave paintings</p> <p>Romans Soldier Invasion Emperor Legion Military Settlement Civilisation</p>	<p>Anglo Saxon West Stow (local trip) Jutes Angles Saxons Britons Normans Settlement Migration Invasion Conquer King Harold</p> <p>Mayan priest king warrior calendar</p> <p>Ancient Greece Empire vase Olympics slave</p>	<p>St Edmund Bury St Edmund King cathedral ruins Abbey</p> <p>Ancient Egypt pharaoh mummification canopic jars tomb pyramid hieroglyphics</p>	<p>World War 2 evacuate/evacuee propaganda military political cultural economic international history cause and consequence</p>



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### Subject Strand: Chronology

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive knowledge	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Sequence events in their life. Sequence events or artefacts (from distinctly different periods) in chronological order. Match objects to people of different ages/from different periods.	-Sequence photographs ect from periods of their lives. -Sequence artefacts closer together in time. -Describe memories of key events in lives.	Place the events studies on a time line. Sequence events or artefacts. Use dates related to the passing of time.	Place events studied on a timeline. Use terms related to the period and begin to date events. Understand more complex terms eg BC/AD	Know and sequence key events of time studied. Use relevant terms and period labels. Relate current studies to previous studies. Make comparisons between different times in history.	Place current studies on a timeline in relation to other periods studied. Use relevant terms and period labels. Sequence up to 10 events on a timeline.
Disciplinary knowledge/skills	Similarity and difference between the past and now.	Continuity and change-how toys have changed, how homes have changed Similarity and difference between then and now.	Continuity and change-how hospitals then and now are different and have changed over time Similarity and difference between then and now.	Continuity and change-Stone age to Iron age Similarity and difference between time periods.	Continuity and change-within the Anglo Saxon era, between time periods studied Similarity and difference between time periods.	Continuity and change-between time periods studied, within Ancient civilisations Similarity and difference between time periods studied so far.	Continuity and change-between time periods studied. Similarities and differences- WW2 warfare compared to now
Vocabulary	now next then today tomorrow yesterday old new	In addition to vocabulary taught in prior years... older newer a long time ago change modern sequence order	In addition to vocabulary taught in prior years... present day ... years ago cause effect chronological order timeline	In addition to vocabulary taught in prior years... BC/AD prehistoric continuity and change	In addition to vocabulary taught in prior years... ancient decade century	In addition to vocabulary taught in prior years... ancient civilisation period duration	In addition to vocabulary taught in prior years... concurrently/at the same time

### Subject Strand: Interpretation of history

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive knowledge	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Use stories to distinguish between fact and fiction. Begin to identify different ways to represent the past (eg photos, stories, adults talking about the past)	Compare 2 versions of a past event. Compare pictures of people or events in the past. Discuss reliability of simple sources. Identify different ways to represent the past.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and their usefulness. Compare different versions of the same story.	Look at evidence available and begin to compare and evaluate the usefulness/validity of each source. Use books and historical knowledge.	Evaluate the usefulness/validity of different sources. Compare accounts of events from different sources and offer some reasons for different versions of events.	Make links between sources and work out how historians came to a conclusion. Consider ways of checking accuracy of sources- fact, opinion, fiction ect. Be aware that different evidence will lead to different conclusions. Evaluate sources.
Disciplinary knowledge/skills	Use of evidence- pictures, stories and memories of family	Use of evidence- pictures, stories, artefacts, the memories of family of people within the community. Sort artefacts into 'then' and 'now'. Ask and answer questions related to a variety of sources (artefacts, photographs, sound clips, videos).	Use of evidence- images, stories, artefacts, oral history from the community within living memory. Use a source to ask 'who' 'what' 'where' 'when' 'why' questions. Use a source to answer questions about the past using simple observations and reasoning.	Use of evidence- Use a range of sources to find out about the past. Observe small details- photographs or artefacts. Select and record information relevant to the study. Begin to use library and internet skills to collect information. Ask and answer questions about sources.	Use of evidence- summarise the evidence in a source and use to answer a question. Use evidence to build a picture of a period in time. Choose relevant sources to present a picture of one aspect of life in history. Use the library and internet sources to collect information. Ask and answer a variety of questions about a source.	Use of evidence- compare 2 sources of evidence about the same event to look for consistency and difference. Begin to identify primary and secondary sources. Use evidence to build a picture of a period in time. Select relevant sections and pieces of information. use the library and internet to collect information with increasing confidence and independence.	Use of evidence- Recognise primary and secondary sources. Use a range of sources to build a picture of a period in time and identify omissions and suggest means of finding out. Bring knowledge gathered from a variety of sources together in a fluent account.



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<b>Vocabulary</b>		<p>In addition to vocabulary taught in prior years...</p> <p>same different compare pictures</p>	<p>In addition to vocabulary taught in prior years...</p> <p>evidence eye-witness photographs replica</p>	<p>In addition to vocabulary taught in prior years...</p> <p>artefacts remains archaeologists</p>	<p>In addition to vocabulary taught in prior years...</p> <p>primary source secondary source</p>	<p>In addition to vocabulary taught in prior years...</p> <p>viewpoint impact compare and contrast</p>	<p>In addition to vocabulary taught in prior years...</p> <p>reliable/unreliable accuracy validity</p>
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### Subject Strand: Historical enquiry

Historical enquiry is embedded within our history curriculum through the disciplinary knowledge and skills. Within every strand, there is an element of historical enquiry covered by teaching methods and careful planning of activities to allow the children to develop this crucial skill across all their history learning.



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### Subject Strand: Organisation and communication

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive		Understand and use common words about the passing of time through: Practical timelines with objects/artefacts/pictures Role play Drawings Simple writing Annotated photographs Discussions Making models		Use an increasing range of historical words/phrases to describe the passing of time through: Timelines Drawings Writing Discussions Drama Using computing	Use historic terms and words about different time periods in a variety of ways. Select evidence and present it to answer historical questions. Work independently and in groups. Display findings in a variety of ways.	Select and organise historical information to answer a question. Use appropriate historic terms and words for each time period, matching dates to people and events. Work independently and in groups.	Use a variety of ways to communicate knowledge and understanding, including extended writing. Plan and carry out individual investigations/research projects.
Disciplinary							
Vocabulary							