

Year 1 - Progression in History grid

Term Overall topic Unit type	Autumn 1 This is Me History and Geography	Autumn 2 Guy Fawkes History unit	Spring Great Explorers History unit	Summer Toys History unit
Big question and key concept	Who was Robert Verdin and what did he do for the people of Northwich? (Significance)	Why do we remember what Guy Fawkes tried to do? (Cause and consequence)	What did these important explorers discover? (Significance)	How have toys changed over time? (Continuity and change)
Prior knowledge	Children will have visited Verdin Park in Reception. Children can name places in Northwich e.g. Post office and places of interest to them.	Some children may know what Bonfire Night is or what they do on Bonfire night.	Children have talked about famous people in reception and know what being famous means. Children have learned about pirates in Reception and talk about journeys and voyages.	Children will have talked about the toys that children played with in the past during the whole school WW1 topic.
Prior skills	People and communities (30-50) -Shows interest in the lives of people who are familiar to them -Remembers and talks about significant events in their own experience -Remembers and describes special events for family People and communities (40-60) -Children talk about past and present events in their own lives or family members People and communities (exceeding) -Children know the difference between past and present events in their own lives and some reasons why people were different in the past The World (30-50) Comments and asks questions about where they live	Children may have personal experiences and knowledge to share.	Children know the difference between fact and fiction form stories. From Y1 Autumn 1 they will remember the story of Guy Fawkes.	Children can sequence 3 events from their lives. Children can look at and discuss pictures and objects.
Key vocabulary	City Town Village Country Park Landmark Century	Century Detective Opinion Important Gunpowder Plot Parliament	Antarctic Different Discover Important Explorer Voyage Islamic	Similar Different Modern Decade Living memory Older generation Memories
Statutory Requirements	Learn about significant historical events, people and places in their own locality.	Events beyond living memory that are significant nationally or globally.	The lives of significant individuals in the past who have contributed to national and international achievements.	Study how toys have changed comparing their toys with toys in the past.
Skills covered	Range and depth of historical knowledge *Recognise the difference between past and present in their own and others' lives. *They know and recount episodes from stories about the past. Historical enquiry *Find answers to simple questions about the past from sources of information e.g. artefacts,	Range and depth of historical knowledge *Recognise the difference between past and present in their own and others' lives. *They know and recount episodes from stories about the past. Historical enquiry *Find answers to simple questions about the past from sources of information e.g. artefacts,	Range and depth of historical knowledge *Recognise the difference between past and present in their own and others' lives. *They know and recount episodes from stories about the past. Interpretations of history *Use stories to encourage children to distinguish between fact and fiction.	Chronological understanding *Sequence events in their life *Sequence 3 artefacts from distinctly different periods of time *Match objects to people of different ages Interpretations of history *Use stories to encourage children to distinguish between fact and fiction. *Compare adults talking about the past - how reliable are their memories?
Key Performance Indicators	History <ul style="list-style-type: none"> I can name Robert Verdin and describe why he is important to the people of Northwich. I understand why Verdin Park was created. Geography <ul style="list-style-type: none"> I can name the four countries of the UK and their capital cities. I can draw a map with some of the key features we passed on our journey to the park. I can name the four compass points; North, South, East and West 	<ul style="list-style-type: none"> I know the date of bonfire night through the rhyme (remember, remember the 5th of November) I can recall and explain what Guy Fawkes did. 	<ul style="list-style-type: none"> I can name 2 explorers and say why they are important. 	<ul style="list-style-type: none"> I can say how the toys I play with are different to the ones my grandparents played with. I can look at a toy and say if it is old or modern.

Year 2 - Progression in History grid

Term Overall topic Unit type	Autumn 1 Castles, Knights and Crusades History	Autumn 2 Amelia Earhart History	Spring Apollo 11 History	Summer 1 Local transport in the past History	Summer 2 History The Great Fires of London and Nantwich
Big question and key concept	How are knights from the past similar and different to soldiers today? (Continuity and change)	Why was Amelia Earhart such an important woman? (Significance)	What did Neil Armstrong do for space travel? (Significance)	Canals and Railways How has transport changed over time? (Continuity and change)	What caused the great fire of London to spread so quickly? (Cause and consequence)
Prior knowledge		From Y1 - the lives of significant explorers	From Y1 - lives of significant explorers	From Y1 - toys from past/visit to toy museum From Aut 2 planes AE	From Y1 - Guy Fawkes and Gunpowder plot From Autumn term Knights and castles
Prior skills	Recognise the difference between past and present in their own and others' lives	Children can distinguish between fact and fiction. Find answers to simple questions about the past from sources of information.	Know and recount episodes from stories about the past Find answers to simple questions about the past from sources of information	Match objects to people of different ages Sequence events in their life. Compare adults talking about the past - how reliable are the memories?	Know and recount episodes from stories about the past. Find answers to simple questions about the past from sources of information.
Key vocabulary	Knight Crusade Middle Ages Armour Order of the Garter Moat Portcullis Battlement Ditch Arrow loops Slit Gatehouse Drawbridge	Aviator Pioneer Flight Pacific Ocean Atlantic Ocean Solo Distinguished Flying Cross	Chronological order Industrial revolution Maps		The Plague Compare Contrast Artefact Theory Eyewitness report
Statutory Requirements	Learn about significant historical events, people and places in their own locality.	Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements.	Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements.	I can talk about significant historical places in their own locality.	I know about events beyond living memory that are significant nationally or globally. I can describe the lives of significant individuals in the past who have contributed to national and international achievements.
Skills covered	Range and depth of historical knowledge Identify differences between ways of life at different times. Historical enquiry Use a source - observe or handle sources to answer questions about the past based on simple observations.	Historical enquiry Use a source - observe or handle sources to answer questions about the past based on simple observations.	Range and depth of historical knowledge Recognise why people did things, why events happened and what happened as a result	Chronological understanding Sequence artefacts closer together in time Sequence photographs etc. from different periods of their life Describe memories of key events in live. Historical enquiry Use a source - observe or handle sources to answer questions about the past based on simple observations.	Range and depth of historical knowledge Recognise why people did things, why events happened and what happened as a result. Historical enquiry Use a source - observe or handle sources to answer questions about the past on the basis of simple observations. Interpretations of history Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/accounts.
Key Performance Indicators	I know what a castle is and why it was built. I can recognise and describe parts of a castle. I can name people who lived and worked in a castle. I can compare a knight to a soldier from 2020. I can describe what a knight did and the weapons and armour they used.	I can name Amelia Earhart and describe why she was important. I can explain why Amelia Earhart was a role model for girls and women.	I can describe key events in the Apollo mission. I can explain why Neil Armstrong was important. I can compare Neil Armstrong to Amelia Earhart.	I can describe how transport used to be in Victorian times. I can talk about transport on rivers and railways today and describe the differences.	I can describe how we know about the fire using the evidence. I know why the Great Fire of London spread so quickly.

Year 3 - Progression in History grid

Term Overall topic Unit type	Autumn Wonders of the UK History and Geography	Spring Stones and Bones History	Summer Voyages and discoveries History
Big question and key concept	Why was the Anderton boat lift built? (Change and continuity)	Stone age to Iron age in Britain Why did people start to live in settlements? (Cause and consequence)	Ancient Egypt What can we learn about people from Ancient Egypt from sources of evidence? (Interpreting ideas)
Prior knowledge	From y1 - significant people of Northwich (Robert Verdin). From y2 - know how transport systems in the area have changed. Know that life in Cheshire has changed over time by looking at local buildings.	Understand from previous learning that some areas have changed (London/Nantwich). Know that people, places and objects can change over time. Know that evidence can help us learn about the past (e.g. pictures/books)	Know from class assemblies some of the vocabulary associated with Ancient Egypt (through songs) Know that there were different eras in time. Know that sources and evidence help us learn about the past
Prior skills	Sequence artefacts close together in time. Use a source to answer historical questions about the past.	Use of pictures, text and other evidence to observe or handle sources to answer questions about the past based on simple observations. Sequence artefacts closer together in time.	Compare 2 versions of a past event Compare pictures of people or events in the past Identify differences between ways of life at different times.
Key vocabulary	Mechanism Caissons Hydraulic	Neolithic Hunter gatherer Archaeologist Hill forts Sources Archaeology	Civilisations Fertile Pyramid Tomb Tutankhamun Primary evidence Pharaoh
Statutory Requirements	To continue to develop historically secure knowledge of British, local and world history.	To learn about changes in Britain from the Stone Age to the Iron Age. To 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.	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of...Ancient Egypt... Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Skills covered	Use dates and terms related to the study unit and passing of time. Identify reasons for and result of people's actions. Use library and the internet for research. Select and record information relevant to the subject.	Chronological understanding Place the time studied on a timeline. Use date and terms related to the study unit and passing of time. Range and depth of historical knowledge Compare with our life today. Find out about everyday lives of people in time studied. Historical enquiry Begin to use the library and internet for research. Observe small details - artefacts, pictures. Interpretations of history Identify and give reasons for different ways the past is represented	Chronological understanding Sequence several events or artefacts. Range and depth of historical knowledge Identify reasons for and results of people's actions. Understand why people may have wanted to do something. Historical enquiry Select and record information relevant to the study. Use a range of sources to find out about a period. Interpretations of history Distinguish between different sources-compare different versions of the same story Look at representations of the period
Key Performance Indicators	I can say when and why the Anderton boat lift was built. I know how the purpose of the boat lift has changed over time.	I can name three Stone Age, Bronze Age or Iron Age artefacts and explain what they were used for. I can label a Bronze Age and Iron Age round house. I can explain some of the challenges faced by early man. I know two events on the Stone Age to Iron Age timeline and can sequence them. I can support my opinion using because and provide evidence.	I can describe the life of a Pharaoh. I can describe the events of the Ancient Egyptian death ceremony. I can explain why the river Nile was important to Ancient Egyptians. I know who Tutankhamun was and remember at least three key facts about him.

Year 4 - Progression in History grid

Term Overall topic Unit type	Autumn Ancient Greece	Spring The Romans	
Big question and key concept	What are the Ancient Greece influences in modern life? (Cause and consequence)	How did the Roman invasion change Britain? (Continuity and change)	
Prior knowledge	Have studied an Ancient civilisation (Egypt).	Children have studied the Stone Age to Iron Age and know that at the end of the Iron Age period was the first Roman Invasion From local area studies, they will know about local Roman settlements and recall those towns.	
Prior skills	Select and record information relevant to the study. Use a range of historical sources to find out about a period. Sequence several events or artefacts. Use the library and internet for research. Observe small details - artefacts, pictures.	Children can place events on a timeline Children have handled artefacts and use historical vocabulary to describe them Children can recall earlier periods of time They can use resources to find out more about a topic They can ask relevant questions relating to the subject	
Key vocabulary	Democracy Empire Conquests Olympic Myth	Chariot Roman Numerals Aqueducts Roman empire Centurion Amphitheatre Legacy Migration Gladiator	
Statutory Requirements	Ancient Greece - a study of Greek life and achievements and their influence on the western world.	Roman Empire and its impact on Britain	
Skills covered		Chronological understanding Place events from the Roman period on a timeline Use terms to the Roman period and begin to date events Range and depth of historical knowledge Identify key features and events of Roman period Look for links and effects in the Roman period Offer a reasonable explanation for some events Interpretations of history Use evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge Historical enquiry Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research Organisation and communication Recall, select and organise historical information Communicate their knowledge and understanding	
Key Performance Indicators	I can recall three things the Ancient Greeks did for us. I can sequence the main events of the Ancient Greek timeline and recall three different events. I can name three Greek Gods and explain what the Ancient Greeks believed about them. I can locate Greece and Ancient Greece on a map and discuss the differences between the two.	I can place key events from the Roman era on a timeline and recall four different events. I can explain why the Roman army was so powerful. I can describe the expansion of the Roman empire. I can compare technology, culture, and beliefs in Roman day Britain to modern day Britain.	

Year 5 - Progression in History grid

Term Overall topic Unit type	Autumn WW2 History	Spring Anglo Saxons and Vikings History	Summer Where on Earth? History and Geography
Big question and key concept	WW2 What caused WW2 to start and what were the consequences? (Cause and consequence)	The Anglo Saxons and Vikings What impact did Roman's leaving Britain have? (Continuity and change)	
Prior knowledge	From whole school weeks There were two world wars Understand why we have Remembrance Day and why we wear the poppy	Have learned about the Roman Empire in Year 4 and how Britain was because of this.	
Prior skills	Identify key features and events of time studied Use textbooks to research a past event Use evidence to build up a picture of past events	Created timelines with key events and offered explanations for them. Look at representations of the period. Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied.	
Key vocabulary	Rationing Remembrance Secondary evidence Black out Surrender Axis Allies Evacuation	Invade Settle Picts Norse Celts Monastery Rune Democracy Agriculture	
Statutory Requirements	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	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.	
Skills covered	Chronological understanding Know and sequence key events of time studied. Range and depth of historical knowledge Study different aspects of different people - differences between men and women. Examine causes and results of great events and the impact on people. Interpretations of history Compare accounts of events from different sources - fact or fiction. Offer some reasons for different versions of events. Historical enquiry Use the library and internet for research with increasing confidence. Use evidence to build up a picture of a past event. Select relevant sections of information. Begin to identify primary and secondary resources.	Chronological understanding Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Range and depth of historical knowledge Study different aspects of different people - differences between men and women Range and depth of historical knowledge Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Historical enquiry Use the library and internet for research with increasing confidence	
Key Performance Indicators	I recognise that the breaking of the treaty of Versailles led to WW2. I can name some axis and allied countries. I can describe evacuation and The Blitz. I can describe aspects of life in Britain during WW2. I understand the need for remembrance. I can identify and sequence the main events of WW2.	I can describe the Roman retreat from England. I can sequence events in the Anglo Saxon and Viking struggle for England. I can describe why Norsemen might leave Scandinavia. Pupils recognise King Cnut's role in the Viking occupation of England. Pupils can compare Viking democracy to today's democracy.	

Year 6 - Progression in History grid

Term Overall topic Unit type	Autumn Have we always looked this way? History	Spring Can we change the world?	Summer History and Geography
Big question and key concept	What sources of evidence do we have to teach us about the Shang Dynasty? (Interpretation)	What are the differences between British history and the Mayan civilization? (Compare and contrast)	Interpreting a range of evidence (Interpreting evidence)
Prior knowledge	Understand that in Britain it was the Stone Age during this time period.	Knowledge of other ancient civilisations (e.g. Ancient Greece/Ancient Egypt)	Knowledge of explorers from year 1
Prior skills	Know and sequence key events of time studied. Use relevant terms and period labels. Compare an aspect of life with the same aspect in another period.	Compare life in early and late 'times' studied. Offer some reasons for different versions of events. Select relevant sections of information.	Examine causes and results of great events and the impact on people. Use the library and internet for research with increasing confidence. Use evidence to build up a picture of a past event. Make comparisons between different times in the past.
Key vocabulary	Excavate Archaeologist Artefact Emporer Dynasty Sacrifice Ancient	Excavate Archaeologist Artefact Emporer Dynasty Sacrifice Ancient	Explorer Exploration Voyage Maiden
Statutory Requirements	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China.	A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	A theme in British History beyond 1066
Skills covered	<p>Chronological Understanding Sequence up to 10 events on a timeline.</p> <p>Range and depth of historical knowledge Find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views and feelings. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation- Why did the Shang Dynasty end? Know key dates, characters and events over time studied.</p> <p>Interpretation of History Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations - fact or fiction and opinion. Be aware that different evidence will lead to different conclusions.</p> <p>Historical enquiry Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account</p> <p>Organisation and Communication Select and organise information to produce structured work, making appropriate use of dates and terms</p>	<p>Chronological Understanding- Place current study on timeline in relation to other studies. Sequence up to 10 events on a timeline. Use relevant dates and terms.</p> <p>Range and depth of historical knowledge Find out about beliefs, behaviours, and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Know key dates, characters and events over time studied.</p> <p>Interpretation of History Confidently use the library and internet for research.</p> <p>Historical Enquiry Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.</p>	<p>Historical Enquiry Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.</p> <p>Organisation and Communication Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Interpretation of History Confidently use the library and internet for research.</p>
Key Performance Indicators	I can identify and sequence the main events of Shang Dynasty and can recall at least 5 key events and dates. I can identify at least 3 Shang Kings. I know and can describe what a Shang royal burial would look like. I can describe a day in the life of an ordinary person during the Shang Dynasty. I can give some reasons why the Shang Dynasty ended.	I can discuss the role of an archaeologist and can explain what happens at an archaeological dig. I can identify and sequence the main events of The Mayan Civilization and can recall at least 4 key events and dates. I can compare the Mayan timeline with the UK historical timeline. I can discuss why I believe the Mayan cities may have been abandoned, drawing upon evidence from a range of theories.	I can use a range of historical sources to find out about an aspect of time past. I can bring together knowledge gathered from several sources into my own account.