

Year 1 - Progression in History grid

	Autumn 1	Autumn 2	Spring	Summer
Topic	This is Me Why was Verdin Park created?	Guy Fawkes & Bonfire Night	Great Explorers - Ibn Battuta, Christopher Columbus, Neil Armstrong, Robert Falcon Scott	Toys
Prior knowledge	Children will have visited Verdin Park in Reception. 2018/19 Children can name places in Northwich, Post Office, places of interest to them. Reception 2019 Aut 1 Myself & My Family	Children know what Bonfire Night is and what happens on Bonfire Night and why.	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. 2018/19	Children will have talked about the toys that children played with in the past during the whole school WW1 topic. Aut 2 Christmas
Prior skills	People & Communities 30-50 Shows interest in the lives of people who are familiar to them. Remembers & talks about significant events in their own experiences. Remembers & describes special times or events for family People & Communities 40-60 Enjoys joining in with family customs and routines. People & Communities ELG Children talk about past & present events in their own lives of family members. People & Communities Exceeding Children know the difference between past & present events in their own lives & some reasons why peoples lives were different in the past. The World 30-50 Comments & asks questions about where they live		Children know the difference between fact and fiction from stories. From Aut Y1 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	Century Long ago Timeline Because Important What...? When...? Where...?	Century Because Detective Opinion Important Gunpowder Plot parliament	Year Long ago Timeline date order Different Important Antartic Space, discover, explorer Astronaut Islamic voyage	Year Decade Modern Long ago Timeline Date order Similar Different Living memory Remembers 1960s Toys Materials Wood Plastic Grandparents' time Older generation Memories Drawing Photograph What...? When...?
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	Recognise the difference between past and present in their own and others lives *They know and recount episodes from stories about the past *Find answers to simple questions about the past from sources of information e.g. artefacts,	Recognise the difference between past and present in their own and others lives *They know and recount episodes from stories about the past *Find answers to simple questions about the past from sources of information e.g. artefacts,	Recognise the difference between past and present in their own and others lives *They know and recount episodes from stories about the past *Use stories to encourage children to distinguish between fact and fiction	*Recognise the difference between past and present in their own and others lives *Sequence events in their life *Sequence 3 artefacts from distinctly different periods of time *Match objects to people of different ages *Use stories to encourage children to distinguish between fact and fiction *Compare adults talking about the past.

Key Performance Indicators	<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 	<ul style="list-style-type: none"> I can name Guy Fawkes and say what he tried to do. I know the date of Bonfire Night I can recall and explain what Guy Fawkes did. 	<ul style="list-style-type: none"> I can name 2 explorers and say what they did that was 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, new or modern.
Comments				<p>Maybe include an older outside visitor to discuss toys they had. Incorporate toys from the Salt Museum Invite grandparents in. Link to Dolls Hospital visit.</p>

Year 2 - Progression in History grid

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Topic	Castles, Knights and Crusades	Amelia Earhart	Apollo 11 Man on the Moon - Neil Armstrong	Local Transport in the Past - Canals and Railways	The Great Fires of London and Nantwich
Prior knowledge	From Y1 2018/19 Castles were built on high ground so that people could see all around Castles were communities with lots of people and roles	From Y1 2018/19 lives of significant explorers Roald Amundsen Great explorers topic Spring Y1 2019/2020	From Y1 2019/2020 lives of Great explorers	From Y1 toys from past/visit to toy museum From Aut 2 planes AE	From Y1 Guy Fawkes and Gunpowder plot
Prior skills	Recognise the difference between past and present in their own and others lives	Encourage children to 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 Castle Middle Ages Armour Knights Templar Beeston Chivalry Order of the Garter	Aviator Pioneer Flight Pacific Ocean Atlantic Ocean Solo Distinguished Flying Cross	Neil Armstrong Pioneer Rocket Apollo Space Race Solo Impact Moon landing Brave Research because	Chronological order Industrial revolution Salt Journeys Photographs Maps evidence	Artefact Why? Pudding Lane Theory Paintings Eyewitness report The Plague London Samuel Pepys Compare/contrast
Statutory Requirements	learn about significant people and places in their own locality	Learn about the lives of significant individuals in the past who have contributed to national and international achievements.	I know 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. Some should be used to compare aspects of life in different periods (Compare Neil Armstrong and Amelia Earhart)	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. (Samuel Pepys)
Skills covered	Identify differences between ways of life at different times Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.	Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.	Recognise why people did things, why events happened and what happened as a result	Sequence artefacts closer together in time Sequence photographs etc. from different periods of their life Describe memories of key events in live Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/accounts Recognise why people did things, why events happened and what happened as a result Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.
Key Performance Indicators	I can describe how life in a castle in 1600s was like I can describe what a knight did and the weapons and armour they used I can compare a knight to a soldier from 2019	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 and compare him 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 differences	I know why the GFoL spread so quickly I can describe how we know about the fire
Lessons to be covered	Learn about roles in a castle Focus on knights Compare knight to modern soldier	Learn about life of AM Understand why she was a pioneer Compare her plane to one now	Learn about the Space race Know facts about Apollo 11 Find out about NA Compare NA to AE	Learn about transport in Victorian times Learn about what Northwich was like at that time Compare to modern day	Learn about life in London in 1666 Understand why the fire spread so quickly Learn how London changed as a result of the fire

Year 3 - Progression in History grid

	Spring	Summer
Topic	Stone age to the Iron age - Changes in Britain	Ancient Egyptians
Prior knowledge	Understand from previous learning in KS1 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	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	Stone Age Neolithic Hunter gatherer BCE Archaeologist This suggests... Chronological order Iron age Bronze age Hill forts Skara Brae may be perhaps reason sources archaeology	First civilisations Fertile Pharaoh Ancient Egyptians Pyramid The Nile Flood Tomb Tutankhamun primary evidence
Statutory Requirements	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	Place the time studied on a timeline Compare with our life today Use date and terms related to the study unit and passing of time. Find out about everyday lives of people in time studied. Begin to use the library and internet for research Observe small details - artefacts, pictures Identify and give reasons for different ways the past is represented	Sequence several events or artefacts Identify reasons for and results of people's actions. Understand why people may have wanted to do something Select and record information relevant to the study Use a range of sources to find out about a period Distinguish between different sources-compare different versions of the same story Look at representations of the period
Key Performance Indicators	I can explain challenges faced by early man. I can read information from a historical source I can think about what an artefact tells me about the Stone age or Iron age I can sequence events on a timeline I can support my opinion using 'because' and provide evidence	I can describe the lives of Pharaohs' and understand how they shaped the nation of Ancient Egypt. I can select and organise relevant historical information from different sources. I can ask and answer questions about the past using different sources of evidence I can recognise that my life is different from the lives of people in the past by describing the events of Ancient Egyptian death ceremony
Comments		Vocabulary to be increased once topic has been taught for the first time

Commented [CK1]:

Year 4 - Progression in History grid

	Spring	Summer																																																																																																
Topic	The Romans	Ancient Egypt																																																																																																
Prior knowledge	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 Some children may have knowledge of the local area (Romans) from personal experiences.	From class assemblies the children will have had an overview of the Ancient Egyptians. Children will have studied another early civilisation - Ancient Greece																																																																																																
Prior skills	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	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																																																																																																
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Statutory Requirements	Roman Empire and its impact on Britain	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt																																																																																																
Skills covered	<ul style="list-style-type: none"> Place events from the Roman period on a timeline Use terms to the Roman period and begin to date events Identify key features and events of Roman period Look for links and effects in the Roman period Offer a reasonable explanation for some events Use evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge 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 Recall, select and organise historical information Communicate their knowledge and understanding 	<ul style="list-style-type: none"> Place events from the Egyptian period on a timeline Use terms to the Egyptian period and begin to date events Ask a variety of questions Use the library and internet for research Recall, select and organise historical information Communicate their knowledge and understanding Choose relevant material to present a picture of one aspect of life in time past 																																																																																																
Key Performance Indicators	I can place the key events from Roman era on a timeline. 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 days and modern day Britain.	I can explain the significance of the River Nile in Egyptian times I can name a range of Egyptian gods and pharaohs I can describe the different stages of mummification I can discuss the following achievements of the Ancient Egyptians (construction techniques, number system, irrigation and farming techniques)																																																																																																
Comments																																																																																																		

Year 5 - Progression in History grid

Topic		Anglo Saxons and Vikings	WW2
Prior knowledge	Have learned about the Roman Empire in Year 4 and how Britain was left as a result of this.		From whole school weeks There were two world wars Understand why we have Remembrance day and why we wear the poppy
Prior skills	Created timelines with key events Offer reasonable explanations for key events 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 Offer a reasonable explanation for some events		Identify key features and events of time studied Use text books to research a past event Use evidence to build up a picture of past events
Key vocabulary	invade settler/settlements Picts Anglo Saxon Viking Norse Witan Scandinavia Legacy Celts monastry	trade Lindisfarne rune kingdom longship Bretwalda King Cnut Democracy Dark Ages agriculture	Treaty of Versailles Nazi party Neville Chamberlain Winston Churchill Adolf Hitler air raid rationing Prime Minister Remembrance factories primary evidence secondary evidence
Statutory Requirements	<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
Skills covered	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Study different aspects of different people - differences between men and women Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Use the library and internet for research with increasing confidence 		<ul style="list-style-type: none"> Know and sequence key events of time studied Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare accounts of events from different sources - fact or fiction Offer some reasons for different versions of events 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 <p>Begin to identify primary and secondary resources</p>
Key Performance Indicators	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.		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.
Comments			

Year 6 - Progression in History grid

Topic	Is it ever right to fight?		Have we always looked this way?	Can we change the world?
	The Shang Dynasty	WWII Local History Study	Mayan Civilization	Undersea Exploration
Prior knowledge	Understand that in Britain it was the Stone Age during this time period.	Year 5 history unit Whole school week focusing on WW2	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	Study different aspects of different people - differences between men and women. Use the library and internet for research with increasing confidence Compare accounts of events from different sources - fact or fiction. Begin to identify primary and secondary resources	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 Archaeologists Artefact Proverb Shangdi Zhu Emporer Dynasty Burials Sacrifice Ancient	Soldier Sacrifice Prejudice Queue Symbol Remembrance Primary Secondary Sources evidence	Archaeologists Archaeological Civilisation Ancestry Traditional Glyphs Ancient Mayan Civilisation	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 study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	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	Chronological Understanding- Sequence up to 10 events on a time line 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 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 Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account	Develop an understanding of the impact of World Wars in our local area (Link to Remembrance) Know some of the key local characters whose lives were impacted during WWII Historical Enquiry Use a range of sources to find out about an aspect of time past	Chronological Understanding- Place current study on timeline in relation to other studies Use relevant dates and terms 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 Interpretation of History Confidently use the library and internet for research 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	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 Organisation and Communication Select and organise information to produce structured work, making appropriate use of dates and terms Interpretation of History Confidently use the library and internet for research

	<p>Organisation and Communication Select and organise information to produce structured work, making appropriate use of dates and terms</p>			
Key Performance Indicators	<p>I can sequence up to 10 events from the Shang Dynasty on a timeline. 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.</p>	<p>I can explain what Delamere Park was used for during WWII. I know what Delamere Park was used for at the end of WWII and the reasons why I can explain the impact of WWII on Delamere Park and the local area.</p>	<p>I can discuss the role of an archaeologist and can explain what happens at an archaeological dig. I know some of the main events from the Classic Mayan Civilisation and can sequence them on a timeline. 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.</p>	<p>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.</p>
Comments	<p>Find out about the Shang Dynasty of China and explore how we know about it Explore the evidence surrounding the Shang Kings To find out about Shang royal burials To find out what life was like for ordinary people during the Shang Dynasty Find about the writing and calendar used during the Shang Dynasty To find out why the Shang Dynasty ended</p>		<p>To understand the role of an archaeologist and what happens at an archaeological dig Understand the period of history in which the classic Maya Civilization occurred and compare with the UK historical periods Find out about the Maya cities and social order within To understand the importance and types of food in Maya culture and compare the use of foods across cultures in space and time Understand the diversity in Mayan Languages To debate and consider a range of theories why many Mayan cities were abandoned</p>	