

Danson Primary School- History Progression – Whole School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Significant People People from the Past Growing Up	Toys Kings, Queens & Castles Transport	Famous Explorers Hospitals & Healthcare The Great Fire of London	Stone Age to Iron Age The Romans	Ancient Egypt Anglo Saxons & Vikings	Ancient Maya Crime and Punishment	Ancient Greece World War II
Themes:	Society and Community Power	Society and Community Power	Society and Community Exploration and Invasion Conflict and Disaster	Society and Community Exploration and Invasion Power	Society and Community Exploration and Invasion Power	Society and Community Exploration and Invasion Power Conflict and Disaster	Society and Community Exploration and Invasion Power Conflict and Disaster
Substantive concepts:	Significant People Civilisation People from the Past Monarchy Growing up Civilisation, Trade	Toys Trade, Civilisation, Industry Technology Trade, Industry, Civilisation Kings, Queens and Castles Trade, Empire, Monarchy	Explorers Trade, Migration Hospitals and Healthcare Empire, Civilisation, Industry The Great Fire of London Monarchy, Civilisation	Stone Age to Iron Age Migration, Settlement, Trade, Civilisation, Industry The Romans Civilisation, Trade, Settlement, Empire, Monarchy, Rebellion	Ancient Egypt Civilisation, Trade, Settlement, Empire, Monarchy, Rebellion Anglo Saxons and Vikings Migration, Trade, Monarchy, Settlement, Rebellion	Ancient Maya Civilisation, Trade, Settlement, Empire, Monarchy Crime and Punishment Empire, Monarchy, Civilisation, Rebellion	Ancient Greece Civilisation, Trade, Settlement, Empire, Monarchy World War II Empire, Monarchy, Civilisation, Rebellion
Overall Enquiry Question:	What is the past and how do we learn about it?	How have toys changed since our older relatives were little? How has technology changed our lives over the last 60 years? Where did kings and queens live through time?	Where and why have humans explored? How did Florence Nightingale and Edith Cavell help to improve hospitals? What happened to London during and after the fire of 1666?	How did daily life change in Britain from the Stone Age to the Iron Age? How did the Roman Empire impact Britain?	What were the greatest achievements of Ancient Egypt? How did England change during the settlement of the Anglo-Saxons and Vikings?	What similarities and differences are there between the Maya civilisation and England from the 8 th to the 10 th century? How has crime and punishment changed over time in Britain?	What were the greatest achievements of Ancient Greece? Why was the Battle of Britain a significant turning point for the United Kingdom in World War II?
Substantive knowledge:	<ul style="list-style-type: none"> I know that the past refers to time which has come before what is happening now. I know we can talk to people to find out about the past. I know we can read books and find out about the past. I know how to use the vocabulary of time to talk about the past, present and future. 	<ul style="list-style-type: none"> I know what toys in my lifetime look like. I know what toys in my caregivers' lives looked like. I know what toys in my older relatives' lives looked like. I know how technology has changed the way we write. I know how technology has changed the way we talk. I know how technology has changed the way we are entertained. I know the names of some of the important inventors in the history of technology and what they invented. I know what a monarch is. I know who our current monarch is. I know some of the kings and queens of the past. I know why monarchs built castles. 	<ul style="list-style-type: none"> I know some of the places where humans have explored in the past. I know why people have explored in the past. I know about some famous explorers. I know about some famous explorations. I know how explorations have changed over time. I know who Florence Nightingale was and why she was important. I know who Edith Cavell was and why she was important. I know when Florence and Edith became significant. I know why Florence and Edith acted the way they did. I know how Florence and Edith changed our hospitals. 	<ul style="list-style-type: none"> I know the three key time periods of the Stone Age. I know what life was like in the Palaeolithic and Mesolithic ages. I know about the Neolithic age and the key changes that took place up to the Bronze Age. I know who the beaker people were. I know how the Bronze age developed into the Iron Age. I know what roundhouses are. I know what hillforts are. I know how early Rome grew to become the Roman Empire. I know who was in charge of the Roman Empire. I know the events which led to Emperor Claudius invading Britain. 	<ul style="list-style-type: none"> I know about the main ancient civilisations around the world such as the Ancient Egyptians, Shang Dynasty, Indus Valley and Ancient Sumer. I know what life was like in early Egypt. I know that hieroglyphics were an ancient writing system developed by the Egyptians. I know about some key Ancient Egyptian gods. I know what the Ancient Egyptians believed about the afterlife. I know how and why the pyramids were built. I know what changes took place from the Old Kingdom to the New Kingdom. 	<ul style="list-style-type: none"> I know where the Maya lived. I know what made the Maya civilisation so successful. I know what the Maya people were like and what their beliefs were. I know how the Maya were ruled. I know how Anglo-Saxon Britain was ruled and how this compared to the Maya. I know about the Maya city-states and how they compared to Anglo-Saxon Kingdoms. I know how the abandonment of the Southern Maya lowlands helped the Northern city-states survive. I know who was involved in the power struggle in England between the 8th 	<ul style="list-style-type: none"> I know about the Ancient Greeks from around 3000 BCE to the death of their ruler, Alexander the Great, in around 330 BCE. I know how archaeologists, including Sir Arthur Evans, were able to excavate and interpret evidence from Ancient Greek times. I know about the Minoans and how they developed a system of trading. I know what life was like in both Athens and Sparta and can describe similarities and differences. I know about how the city-states overcame the Persian invasion and how life changed after the Persians retreated. I know about life in Ancient Greece under the rule of King Phillip II and

		<ul style="list-style-type: none"> ● I know the main features of a castle and what they were used for. ● I know which palaces and castles were significant to which monarchs. ● I know about a local castle. 	<ul style="list-style-type: none"> ● I know what London was like in 1666. ● I know how the Great Fire of London started. ● I know how and why the fire spread across London. ● I know what was left of London following the fire and how it was rebuilt. ● I know how the Great Fire of London has impacted life in modern Britain. 	<ul style="list-style-type: none"> ● I know how Roman settlements compared to Celtic villages. ● I know who Boudicca was and why she took revenge on the Romans. ● I know how the Romans protected their land and how we know this. ● I know what happened in the final years of the Roman Empire. ● I know how the Roman Empire impacted Britain. 	<ul style="list-style-type: none"> ● I know who Ramses II was. ● I know how the Egyptian empire ended. ● I know what life was like in England at the end of the 4th century. ● I know how life changed following the fall of the Roman Empire. ● I know why the Angles, Saxons and Jutes settled in Britain. ● I know how Anglo-Saxon Britain was ruled after the settlement of the Angles, Saxons and Jutes. ● I know how the Anglo-Saxons kept control of their kingdoms. ● I know who the Vikings were and why they carried out raids. ● I know where the Vikings settled and how we know this. ● I know how Anglo-Saxon life changed following the arrival of the Vikings. 	<p>and 10th century and can make comparisons to what happened in the Maya region.</p> <ul style="list-style-type: none"> ● I know what crime and punishment is. ● I know what crime and punishment was like in Roman Britain. ● I know what crime and punishment was like in the Anglo-Saxon period. ● I know what crime and punishment was like in the Tudor period. ● I know what crime and punishment was like in the Stuart period. ● I know what crime and punishment was like in the Victorian period. ● I know how the police force developed through the 20th century. ● I know how crime and punishments today compare with the past. 	<p>subsequently, Alexander the Great.</p> <ul style="list-style-type: none"> ● I know about some of the greatest achievements of the Ancient Greeks and how their legacy remains today. ● I know what life is like in modern Germany and what life was like in Nazi-Germany. ● I know about Hitler and how he became leader of Germany. ● I know how Europe was ruled prior to the start of World War II. ● I know about Hitler expanding Germany and the events which led to the start of World War II. ● I know how my local area was impacted by events in World War II. ● I know how Britain secured victory in World War II.
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Historical Skills – Disciplinary Knowledge							
Chronology	<p><u>3-4 years old</u></p> <ul style="list-style-type: none"> ● I can use vocabulary such as before and after, now and next, today and tomorrow when describing the order of events and when recalling a simple story. ● I can, with support, make sense of my own life story and family. <p><u>Reception</u></p> <ul style="list-style-type: none"> ● Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> ● I can label timelines with words such as: past, present, older and newer. ● I can recount changes that have occurred in my own life. ● I can use a timeline to support my understanding of how long ago things were. ● I can place some events and some artefacts chronologically on a timeline. 	<ul style="list-style-type: none"> ● I can place explorative events on a timeline. ● I can place events, artefacts and people on a timeline. ● I can begin to use some dates where appropriate. ● I can place events, artefacts and historical figures on a timeline using dates where appropriate. 	<ul style="list-style-type: none"> ● I can place ages in order of time and understand the meaning of their names. ● I can place artefacts within their correct age. ● With support, I can use the terms BCE/BC and CE/AD. ● I can place events, artefacts and historical figures on a timeline, using dates. 	<ul style="list-style-type: none"> ● I can use the terms BCE/BC and CE/AD with increasing confidence. ● I can place events, artefacts and historical figures on a timeline using dates and time (BCE/BC and CE/AD) ● I can discuss the main changes within a period of history using a timeline. ● I can use timelines to compare what was happening in Britain during the time of Ancient Egypt. 	<ul style="list-style-type: none"> ● I can use dates accurately in describing events and people. ● I can use terms, including BCE/BC and CE/AD, accurately in describing events and people. ● I can describe the main changes across periods of history using a timeline. 	<ul style="list-style-type: none"> ● I can use dates and terms accurately in describing events, making connections with other periods of history I have learnt about. ● I can create an accurate timeline using dates and terms accurately. ● I can create an accurate timeline to describe the main changes in a period of history.

Evidence and Interpretation	<p><u>Reception</u></p> <ul style="list-style-type: none"> I can comment on images of familiar situations that happened in the past. I can compare and contrast characters from stories, including figures from the past. <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> I can talk about the lives of the people around me and their roles in society 	<ul style="list-style-type: none"> I can consider how we know about the past. With support, I can observe or handle some evidence to ask and answer questions about the past. I can look at sources and ask “What was it like for people?”, “What happened?”, “What was this used for?”, “How long ago?” I can interpret evidence to answer questions about the past. 	<ul style="list-style-type: none"> I can name at least three different ways that we can find out about the past. I can use evidence of explorers’ lives to ask questions about the past with support. I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary). I can understand that being a historian is like being a detective searching for clues. 	<ul style="list-style-type: none"> I can observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence. I can use archaeological evidence and talk about the limitations of what can and can’t be excavated. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. I can begin to understand how to select sources that are able to answer questions we want to find the answer to. 	<ul style="list-style-type: none"> I can use more than one suitable source for historical enquiry. I can use recounts written at the time as sources of evidence. I can use a variety of sources of evidence to deduce information about the Saxons and Vikings. I can use a variety of sources of evidence to deduce information about the Ancient Egyptians. I can discuss whether the evidence is reliable and explain why. 	<ul style="list-style-type: none"> I can use sources of evidence to deduce information about the Ancient Maya. I can use sources of information to form conclusions about the past referring to the evidence. I can analyse a wide range of evidence in order to for historical interpretations. I can explain the difference between primary and secondary sources and use both to find out about the past. I can evaluate the usefulness and reliability of sources. 	<ul style="list-style-type: none"> I can explain how we know about the Ancient Greeks and use sources of evidence and inference skills to deduce information about them. I can use sources of information to form hypotheses about the past. I can explain that no single source of information gives the full answer to questions about the past. I can use a range of primary and secondary sources explaining the difference between the two types of source and their reliability. I can use evidence to support and refute ideas about the past.
Cause and Consequence	<p><u>Reception</u></p> <ul style="list-style-type: none"> I can consider the reasons that things happen in a story. I can think about the possible outcome in a story. 	<ul style="list-style-type: none"> I can discuss causes that lead to toys changing. I can explain why monarchs built castles and what the consequences of these actions were. I can explain some reasons why certain technology was manufactured. 	<ul style="list-style-type: none"> I can discuss the causes of exploring and what we found out from exploration. I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were. I can explain the causes of the Great Fire of London and what the consequences were. 	<ul style="list-style-type: none"> I can suggest causes and consequences of key events within prehistory. I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. 	<ul style="list-style-type: none"> I can suggest causes and consequences of some of the main events within Ancient Egypt. I can explain how the Egyptian Empire ended. I can explain how the struggles of the Roman Empire at the end of the 4th century caused England to become vulnerable to attack. I can describe causes of invasion in Britain and what the consequences were. 	<ul style="list-style-type: none"> I can describe the causes of events and their consequences in Ancient Maya. I can describe the social causes of crime across a range of periods of history. I can describe the consequences of crimes across a range of periods of history. 	<ul style="list-style-type: none"> I can describe some of the causes and consequences of World War 2 and use evidence to support my answers. I can explain the causes and consequences of some of the main events and changes in Ancient Greece and use evidence to support my answers.
Change and Continuity	<p><u>Reception</u></p> <ul style="list-style-type: none"> I can talk about things that have changed and things that have stayed the same within my life so far and also through what has been read in class. I can compare and contrast characters from stories, including figures from the past 	<ul style="list-style-type: none"> I can say which toys have stayed the same and which toys have changed overtime. I can describe changes within the monarchy and historical events. I can describe how technology has changed and how it has continued over time. 	<ul style="list-style-type: none"> I can describe changes over a period of time. I can describe historical changes and the impact on the present day. I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century. 	<ul style="list-style-type: none"> I can explain what stayed the same and what changed between the Palaeolithic and Mesolithic. With support, I can begin to explain the concept of change over a long period of history. I can explain the concept of change over time, when the Romans arrived in Britain. 	<ul style="list-style-type: none"> I can explain the concept of change over a long period of time. I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain and represent this with evidence. I can use historical vocabulary when discussing change and 	<ul style="list-style-type: none"> I can explain the concepts of continuity and change over time. I can identify changes in crime and punishment and analyse why these changes happened. I can explain what has changed and what has stayed the same from the past to the present day. I can use appropriate historical vocabulary to 	<ul style="list-style-type: none"> I can explain the concept of change over time and represent this with evidence. I can explain the concept of continuity over time and represent this with evidence. I can explain specifically what changed and what stayed the same in a significant period of history and the impact this had.

				<ul style="list-style-type: none">With support, I can use some historical vocabulary to discuss changes within a period of history.	continuity within a period of history.	communicate change and continuity.	<ul style="list-style-type: none">I can use increasingly complex historical vocabulary such as dictatorship, fascism, communism and supremacy to communicate change and continuity.
Similarity and Difference	<p><u>Early Learning Goals</u></p> <ul style="list-style-type: none">I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.	<ul style="list-style-type: none">I can compare toys using pictures and artefacts from the past and present.I can compare the similarities and differences between different castles.I can use pictures and film footage to find out about technology in the past compared to now.	<ul style="list-style-type: none">I can use pictures and stories to find out about the past and compare different explorations.I can use pictures, stories and film footage to find out about the past and make comparisons to the present.I can use artefacts and images to compare similarities and differences before and after a significant event.	<ul style="list-style-type: none">I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.I can explain the differences between Roman settlements and Celtic villages.I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ (Boudicca).	<ul style="list-style-type: none">I can make comparisons between ancient civilisations around the world commenting on differences and similarities.I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.I can compare similarities and differences between Anglo-Saxon and Viking culture.	<ul style="list-style-type: none">I can compare the similarities and differences between sections of a civilisation.I can compare the Maya civilisation with what was happening in England in the 8th to 10th century.I can compare similarities and differences in crime and punishments over time.I can compare the main changes within a period of history with the present day.	<ul style="list-style-type: none">I can describe the social, ethnic, cultural and religious diversity of the past referring to similarity and difference.I can use appropriate historical vocabulary to compare and contrast key people, events and artefacts in history.I can compare the main changes within a period of history with a focus on a key aspect such as hyperinflation in Nazi Germany.
Historical Significance	<p><u>Reception</u></p> <ul style="list-style-type: none">I can talk about the members of my own immediate family and community.I can talk about similarities and differences between different families.I can understand the role of a king or queen through the telling of stories featuring them. <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none">I can understand the past through settings, characters and events encountered in books read in class and storytelling.	<ul style="list-style-type: none">I can name a significant toy from the past and say what made it significant.I can discuss the fact that to understand the significance of the past, we need to understand the present first.I can explain what a monarch is and who the current monarch of the United Kingdom is.I can begin to talk about key events of a significant king/queen or castle.I can describe and begin to talk about key inventions of a significant person/time (advances in technology).	<ul style="list-style-type: none">I can name significant explorers from the past and explain why they are still remembered today.I can describe events from the past and explain why they are important.I can describe significant people from the past and explain why they are important.I can name a monarch from the past and explain what they did that made them significant.	<ul style="list-style-type: none">I can use suitable sources of evidence to find out more about significant people/events.I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my opinion.I can explain how powerful the Roman Army was and what made it so powerful.	<ul style="list-style-type: none">I can suggest suitable sources of evidence for a historical enquiry that justifies why an event or person is significant historically.I can describe the significance of individuals and events on religion in a period of history.I can describe the significance of key events within a period of history.I can explain the significance of gods in Ancient Egypt.I can explain the historical significance of Rameses II and the Battle of Kadesh.	<ul style="list-style-type: none">I can describe the social and cultural significance of a past society. (Ancient Maya)I can describe people from the past explaining what they did and why it was significant.I can describe how events of the past were significant and the subsequent impact.I can explain the historical impact on the justice system today.	<ul style="list-style-type: none">I can describe the social and cultural diversity and significance of a past society and its relevance today. (Ancient Greece)I can describe a person of significance from the past using evidence to support my reasoning.I can describe how experiences of events in the past differed for different people.I can explore why a place holds historical significance and its relevance today.
Vocabulary:	First, next, then, last, last week, next week, month, January, February, March, April, May, June, July, August, September, October, November, December, day,	<p><u>Toys</u></p> before, after, past, present, old, new, then, now, today, modern, timeline, different, same, favourite	<p><u>Famous Explorers</u></p> explore, explorer, exploration, significant, astronaut, oceanographer, mountaineer, before, after, past, present, monument,	<p><u>Stone Age to Iron Age</u></p> artefacts, excavation, archaeologist, continuity, remains, migrate, preserve, agriculture, domestication, significant, mine, ore, alloy,	<p><u>Ancient Egypt</u></p> era, artefact, chronology, scribe, hieroglyphs, polytheistic, obelisk, temple, preserve, prepare, pyramid, chamber,	<p><u>Ancient Maya</u></p> historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajaw,	<p><u>Ancient Greece</u></p> civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire,

	<p>week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday Sunday, today, tomorrow, yesterday old, new, young, begin, start, end, weekday, weekend, time, people, family, king, queen, mum, dad, brother, sister, grandparents, born, age, growing up, change, same, different</p>	<p>king, queen, reign, monarch, coronation, before, past, present, moat, drawbridge, battlements, attack, defend, protect, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Elizabeth II, present day, monument, sceptre, similar, different, regal, Battle of Hastings, William the Conqueror, significant, change, continuity, then, now, different</p> <p><u>Technology</u></p> <p>before, after, past, present, old, new, then, now, today, modern, timeline, different, same, technology, evidence</p>	<p>same, different, change, continuity, then, now.</p> <p><u>Hospitals and Healthcare</u></p> <p>before, after, past, present, old, new, then, now, today, modern, timeline, different, same, similar, compare, decade, century, pioneer, discrimination</p> <p><u>The Great Fire of London</u></p> <p>evidence, present, past, now, then, Lord Mayor, fire hook, diary, Samuel Pepys, significant, archaeologist, before, after, modern-day, Christopher Wren, St Paul's Cathedral, chronological order, timeline</p>	<p>beaker, burial, construct, settlement, palisade, granary, ditch.</p> <p><u>The Romans</u></p> <p>archer, infantry, fleet, annex, military alliance, legion, emperor, empire, peninsula, tactic, settlement, kingdom, revolt, occupation, outnumber, governor, conquer, fort, defences, civil war, pillage.</p>	<p>Egyptologist, chariot, invade, bronze, navy, archer, trade, expand, monarchy, empire</p> <p><u>Anglo Saxons and Vikings</u></p> <p>empire, emperor, rebellion, raid, pillage, barbarian, invasion, legion, rebel, status, aristocracy, settlement, native, migration, tribe, kingdom, capital, pagan, hostile, idol, Scandinavia, priory, monk.</p>	<p>comparing, kingdom, abandoned, obsidian, annex, hostile, invade, trade, port</p> <p><u>Crime and Punishment</u></p> <p>crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation.</p>	<p>retreat, revolt, unified, militaristic policy, tyrant, victorious</p> <p><u>World War II</u></p> <p>republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilization, squadron</p>
National Curriculum:	<p><u>Understanding the World 3-4 years old</u></p> <ul style="list-style-type: none"> ● Begin to make sense of their own life-story and family's history. <p><u>Reception</u></p> <ul style="list-style-type: none"> ● Talk about members of their own immediate family and community. ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past. <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> ● Talk about the lives of people around them and their role in society. ● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ● Understand the past through settings, characters and events encountered in books and storytelling. 	<ul style="list-style-type: none"> ● Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life. (Toys and Technology) ● Significant historical events, people and places - including in their own locality. (Kings, Queens and Castles) 	<ul style="list-style-type: none"> ● Events beyond living memory that are significant nationally or globally. (The Great Fire of London). ● 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. (Famous Explorers and Hospitals and Healthcare) 	<ul style="list-style-type: none"> ● Changes in Britain from the Stone Age to Iron Age. ● The Roman Empire and its impact on Britain. 	<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. ● The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one (Ancient Egypt). 	<ul style="list-style-type: none"> ● A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Crime and Punishment). ● A non-European society that provides contrasts with British history (Maya c900). 	<ul style="list-style-type: none"> ● Ancient Greece – a study of Greek life and achievements and their influence on the western world. ● A local history study – Taught through our World War II topic including a local study of the impact on our local area.