



History Progression – Moorlands Primary School

By the end of EYFS pupils should:	By the end of Year 1 pupils should:	By the end of Year 2 pupils should:	By the end of Year 3 pupils should:	By the end of Year 4 pupils should:	By the end of Year 5 pupils should:	By the end of Year 6 pupils should:
	Units of study: Family History and Toys Significant people in History	Units of study: Seaside – past and present Great Fire of London Local heroes	Units of study: Rise of man Black Country – local study	Units of study: Ancient Egyptians Roman Rule Crime and Punishment	Units of study: Anglo-saxons and Vikings Greeks	Units of study: World War 2 Mayans
Taught through the 17 areas of learning.	Chronological narrative:	Chronological narrative:	Chronological narrative:	Chronological narrative:	Chronological narrative:	Chronological narrative:
<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Know where people and events they study fit within a chronological framework. (sequence events or objects in chronological order) Eg, toys and family. Significant people in order using pictures.</p>	<p>Know where people and events they study fit within a chronological framework – to sequence new learning within the last 100 years using Year 1 learning of sequence. Eg. our lives, local heroes Use of a timeline – pictures</p>	<p>Know where people and events they study fit within a chronological framework – to sequence new learning and place on a timeline. Use dates relating to the passing of time – events. Eg, Rise of man – Stone Age, Bronze Age, Iron Age Sequence events or artefacts and justify why</p>	<p>Know where people and events they study fit within a chronological framework. - to sequence new learning and place on a timeline. Use dates relating to the passing of time – events Sequence significant events in the time period and use appropriate terms. Eg, Roman Empire, Ancient Egypt</p> <p>Understand the term BC and AD</p>	<p>Know where people and events they study fit within a chronological framework. - to sequence new learning and place on a timeline. Use dates relating to the passing of time – events – how does this relate to the other periods of time previously studied.</p> <p>Sequence significant events in the time period and use appropriate terms. Eg, Anglo-Saxon and Vikings, Greece</p>	<p>Know where people and events they study fit within a chronological framework. - to sequence new learning and place on a timeline. Use dates relating to the passing of time – events – how does this relate to the other periods of time previously studied.</p> <p>Sequence significant events in the time period and use appropriate terms. Eg, World War 2 and Mayans</p>

					Sequence up to 5 events on a timeline Eg, , Greece	Sequence up to 10 events on a timeline. Eg, World War 2
	Historical concepts:	Historical concepts:	Historical concepts:	Historical concepts:	Historical concepts:	Historical concepts:
	<p>Begin to describe similarities and differences in artefacts. Eg, toys, photographs and portraits (Significant people) – link to technology.</p> <p>Describe memories of key events in living memory. Eg, 75th VE celebrations, Olympic Games</p>	<p>Begin to describe similarities and differences between the ways of life in different periods through seaside and how it has changed, buildings that still exist – global travel – link to changes in technology. Eg, pictures, post cards and experiences. Widening from family history in Year 1 to Local History. Their experiences of seaside / holidays</p> <p>Describe memories of key events in living memory. Eg, reflect on learning from Year 1 to Year 2</p>	<p>Begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Identify reasons for and results for people’s actions.</p> <p>Compare evidence of the lives of the people studies with our life today. Eg, artefacts, photos, physical evidence – buildings in our local area.</p> <p>Identify key features and events.</p>	<p>Begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Begin to identify connections and contrasts in the time periods studied. Eg, Romans and Ancient Egyptians.</p> <p>Develop a broad understanding of ancient civilisations. Eg, Romans and Ancient Egyptians.</p> <p>Identify key features and events. Identify the reasons and results for people’s action.</p> <p>Identify the impact the period has had on modern day life.</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Identify key features and events .Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late times studied. Begin to justify the reasons for using primary resources and secondary resources.</p> <p>Identify the impact the period has had on modern day life. Eg, Anglo-Saxons and Vikings.</p> <p>Compare an aspect of</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Identify connections and contrasts in the time periods studied. Eg, reflect on World War 2, comparing to other time periods previously studied.</p> <p>Compare life in early and late times studied. Justify the reasons for using primary resources and secondary resources. Eg, World War 2.</p> <p>Identify key features and events . Examine causes and results of great events and the</p>

				Eg, Romans, Ancient Egypt, Crime and punishment.	life with the same aspect of another period. Eg, reflect on knowledge gained in Ancient Egyptians with Greeks.	impact on people. Eg, World War 2. Compare beliefs and behaviour with modern day life. Eg, World War 2 and Mayans.
	Significant aspects of history	Significant aspects of history	Significant aspects of history	Significant aspects of history	Significant aspects of history	Significant aspects of history
	To discuss living memory of themselves and family. Eg, toys and family. Events beyond living memory that are significant nationally and globally. Significant people topic eg, Neil Armstrong, Mary Secole	Events beyond living memory that are significant nationally and globally. The Great Fire of London	To understand how the past has impacted on the local area. Eg, The Black Country local study Find out about the everyday lives of people. Eg, The Black Country local study, Bronze Age, Stone Age, Iron Age	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt. Roman Empire and its impact on Britain. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Crime and punishment.	Ancient Greece – a study of Greek life and achievements and their influence on the western world 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. Eg, World War 2. A non-European society that provides contrasts with British history –Mayan civilization c. AD 900.
	Questioning:	Questioning:	Questioning:	Questioning:	Questioning:	Questioning:
	Question and explore	Ask and answer	Begin to ask	Ask historical valid	Devise historically	Devise historically

	aspects of history through discussion with their family – changes within living memory. Using toys as a stimulus.	questions as to why the seaside has changed – question and explore Use of postcards, photographs, activities done at the seaside.	historical valid questions about the period studied. Begin to justify reasons through using historical evidence.	questions about the periods studied. Comparing ancient civilizations. Justify reasons through using historical evidence and the impact on the modern day.	valid questions about change, cause, similarity and difference, and significance. Begin to construct informed responses through the use of primary and secondary sources, identifying weaknesses of the source.	valid questions about change, cause, similarity and difference, and significance. Through the time periods studied and links / contrasts to other time periods previously studied. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:
	How has this affected communication? – eg, use of online is now global (game consoles)	How has this affected communication? Global travel, migration, jobs, influence of different cultures - seaside	How has this affected communication? Visual representation, connections to different time periods Importance of communication means and how this time period impacted on Britain – compare to technology and knowledge (little travel – little knowledge of the world and	How has this affected communication? Paper, building design, connections to different time periods	How has this affected communication? Building design, growth of towns, connections to different time periods	How has this affected communication? Building design, technology, warfare, visual developments –cinema, newspapers and connections to different time periods

			impact)Rise of man			
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:
Past Present Before After Change	Past Present Before After Change Chronology Long ago Artefact Similar Different Living memory	Past Present Before After Change Chronology Long ago Artefact Similar Different Significant Sequence Local Living memory Documented documentation	Past Present Before After Change Chronology Long ago Artefact Similar Different Significant Comparison Cause and effect Urban Rural Evidence Opinion Impact	Past Present Before After Change Chronology Long ago Artefact Similar Different Significant Period BC and AD Ancient Civilisations Evidence Opinion Evaluate Sources Compare Identify	Past Present Before After Change Chronology Long ago Artefact Similar Different Significant Period BC and AD Ancient Civilisations Evidence Opinion Evaluate Sources Significant Sequence Identify Compare Impact Primary and secondary sources	Past Present Before After Change Chronology Long ago Artefact Similar Different Significant Period BC and AD Ancient Civilisations Evidence Evaluate Sources Significant Sequence Impact Primary and secondary sources Significant Relevant Beliefs Behaviour Propaganda Prejudice

New learning