



## The Craylands School EYFS History Progression

### **Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Talk about the lives of the people around them and their roles 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 read in class and storytelling.
EYFS	Discussions about own families and grandparents.  People who help us; visit from careers.	Use of stories e.g. Peepo to look at images of homes in the past - discuss what is different about items such as the bath tub, the way they wash clothes, the radio.	Use of stories e.g. Peepo to look at images of the past.  Use of language in stories e.g. once upon a time, a long time ago,



# The Craylands School KS1 History Progression

<b>Aims</b> <ul style="list-style-type: none"> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul> <p>gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</p>				
<b>Skills</b> <ul style="list-style-type: none"> <li>using common words and phrases relating to the passing of time</li> <li>ask and answer questions</li> <li>choosing and using parts of stories and other sources to show that they know and understand key features of events</li> </ul>		<b>Knowledge</b> <ul style="list-style-type: none"> <li>develop an awareness of the past</li> <li>know where the people and events they study fit within a chronological framework</li> <li>identify similarities and differences between ways of life in different periods should understand some of the ways in which we find out about the past and.</li> <li>changes within living memory</li> <li>events beyond living memory that are significant nationally or globally</li> <li>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</li> <li>significant historical events, people and places in their own localit</li> </ul>		
identify different ways the past is represented				
	<b>Presenting, Organising and Communicating</b> <ul style="list-style-type: none"> <li>using common words and phrases relating to the passing of time</li> </ul>	<b>Historical Investigations</b> <ul style="list-style-type: none"> <li>ask and answer questions</li> </ul>	<b>Interpretations of history</b> <ul style="list-style-type: none"> <li>choosing and using parts of stories and other sources to show that they know and understand key features of events</li> </ul>	<b>Interpretations of history</b> <ul style="list-style-type: none"> <li>identify different ways the past is represented</li> </ul>

Year 1	<p>To use language to describe what happened yesterday, last week, last year</p> <p>To use the word past</p> <p>To identify new and old objects</p>	<p>Ask questions about objects</p> <p>Ask questions of someone about their past life</p>	<p>Use images/objects to find out about life in the past e.g. homes in the past</p> <p>Use images to find out about seashores in the past</p>				
Year 2	<p>Victorian timeline</p> <p>What were hospitals like in the past</p> <p>Describe London in the past</p>	<p>Ask questions about what can be seen in images of hospitals</p>	<p>Use of a diary as a source of evidence to find out about the fire of London</p>	<p>Describing hospitals in the past through images</p> <p>Use of paintings as a source of evidence</p> <p>Use of a diary as a source of evidence</p>			
Chronological knowledge / understanding			<b>Knowledge and Understanding of Events, People and Changes in the Past</b>	<b>Knowledge and Understanding of Events, People and Changes in the Past</b>			
develop an awareness of the past		know where the people and events they study fit within a chronological framework	identify similarities and differences between ways of life in different periods should understand some of the ways in which we find out about the past and.	changes within living memory	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, some should be used to compare aspects of life in different periods	significant historical events, people and places in their own locality

<p>Year 1</p>	<p>Recognise old and new objects</p> <p>Recognise seaside was different in Victorian times</p>	<p>Understand that the Queen we have today was not always Queen.</p> <p>Recognise the Victorians lived when Queen Victoria reigned</p>	<p>Compare what homes are like now and were like in the past.</p> <p>Compare what we can do at the seaside now and what could have been done in Victorian times.</p>	<p>What has changed in your home since you have been alive.</p>	<p>Find out about a significant person who has links to the area e.g. Charles Dickens, Pocahontas</p>
<p>Year 2</p>	<p>Recognise London was different in the past to today</p> <p>Recognise hospitals were different in the past</p>	<p>Recognise Fire of London happened before the Victorian period.</p> <p>Place Fire of London events on a timeline. Recognise that Florence Nightingale/Mary Seacole lived in the Victorian period</p>	<p>Compare what London was like in the past and what it is like now.</p> <p>Compare what hospitals are like now and what they were like in Victorian times.</p>		<p>Great Fire of London</p> <p>Impact of Florence Nightingale on nursing</p> <p>Impact of Mary Seacole on nursing</p>



## The Craylands School KS2 History Progression

### Aims

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

### Skills

- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  
They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

### Knowledge

- to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should understand how our knowledge of the past is constructed from a range of sources
- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- 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 local history study

		<ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• 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</li> </ul>	
	Historical enquiry	<b>Presenting, Organising and Communicating</b>	Chronological knowledge / understanding
	<ul style="list-style-type: none"> <li>• They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>	<ul style="list-style-type: none"> <li>• They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
<b>Year 3</b>	<p><b>Use artefacts to question about life in the Stone Age</b></p> <p><b>Questions what can find out about Ancient Greek artefacts</b></p>	<p><b>Find out about life in Stone Age including hunting</b></p> <p><b>Understand what an Empire is</b></p> <p><b>Understand what democracy is</b></p> <p><b>Study of Greek Gods</b></p> <p><b>Spartan war study</b></p>	<p><b>Recognise what BC means in relation to the Stone Age</b></p> <p><b>Timeline of changes between Stone Age and Iron Age</b></p> <p><b>Did the Ancient Greeks come before or after Stone Age</b></p>
<b>Year 4</b>	<b>Compare Greek empire with that of the Romans</b>	<b>Find out about life in Pompeii</b>	<b>Use BC/AD to look at events around Pompeii; when the Romans lived</b>

	<p><b>Why the Romans invaded Britain</b>  <b>Why Tutankhamun's tomb was important</b></p>	<p><b>Life in Britain before the Roman invasion</b>  <b>Boudicca's revolt</b>  <b>Who Tutankhamun was</b>  <b>Process of mummification/Egyptian afterlife</b></p>	<p><b>Timeline of the events of the eruption of Vesuvius</b>  <b>Timeline of events during the Roman period</b>  <b>When Tutankhamun lived within the Egyptian timeline/how long the Egyptians ruled</b></p>			
<b>Year 5</b>	<p><b>Who lived in Britain before the Anglo Saxons? Why did they invade and settle?</b>  <b>What happened at Lindesfarne?</b>  <b>Why did Vikings invade and settle?</b></p>	<p><b>Life for an Anglo Saxon including Gods</b>  <b>Alfred the Great</b></p>	<p><b>Did the Anglo Saxons live at the same time as any of the other civilisations studied?</b>  <b>Time line of Anglo Saxon/Viking invasions</b>  <b>What happened to the Anglo Saxons/Vikings</b></p>			
<b>Year 6</b>	<p><b>Were all Mayans the same?</b>  <b>What happened to the Mayans?</b></p>	<p><b>Mayan civilisation including food, Gods, society</b></p>	<p><b>Who did the Mayans live at the same time as? What was happening elsewhere in the world?</b></p>			
	<p><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p>	<p><b>Historical Investigations</b></p>	<p><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p>	<p><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p>	<p><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p>	
	<p>note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>They should understand how our knowledge of the past is constructed from a range of sources</p>	<p>changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots</p>	<p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the</p>	<p>achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>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</p>

<b>Year 3</b>	<p><b>Compare what the Stone Age was like in comparison to the Bronze and Iron Age</b></p> <p><b>Impact of Ancient Greeks on life today</b></p>	<p><b>Use of artefacts/wall paintings when finding out about stone age life</b></p> <p><b>Use Ancient Greek artefacts</b></p>	<p><b>Life in the Stone Age to the Iron Age</b></p>	<p><b>Ancient Greek study</b></p>	
<b>Year 4</b>	<p><b>Look at what we can see in Pompeii today</b></p> <p><b>Leadership of Julius Caesar</b></p> <p><b>Impact of Roman invasion on life in Britain</b></p> <p><b>Impact of Roman invasion on life today</b></p> <p><b>What is the Ancient Egypt legacy.</b></p>	<p><b>What we can find out about life in Pompeii from sources of evidence</b></p> <p><b>Sources of evidence related to Boudicca's revolt</b></p> <p><b>Finding out about Ancient Egypt from artefacts in a tomb.</b></p>	<p><b>Events around Pompeii</b></p> <p><b>Invasion of Britain by Romans</b></p>	<p><b>Ancient Egypt study through the tomb of Tutankhamun</b></p>	
<b>Year 5</b>	<p><b>Compare way Anglo Saxons and Vikings lived.</b></p>	<p><b>Sutton Hoo and what it tells us about Anglo Saxons</b></p> <p><b>Sources of evidence about Lindesfarne</b></p> <p><b>Importance of Bayeux tapestry</b></p>	<p><b>Anglo Saxons and Vikings invasions of Britain</b></p>	<p><b>Anglo Saxons and Vikings invasions of Britain</b></p>	
<b>Year 6</b>	<p><b>Mayan legacy – what have we today from the Mayans?</b></p>	<p><b>Sources of evidence from the Mayans.</b></p>			<p><b>Maya civilisation</b></p>



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Presenting, Organising and Communicating</b>	Labelling Describing Gap filling	Descriptions Write in role Comparisons	Recall facts and knowledge Use of key vocabulary Arguments/debates Comparisons			
<b>Historical investigations</b>	Ask questions about objects  Ask questions of someone about their past life	To know what we can use to find out about the past – using sources of evidence.	Use of artefacts to find out about a period of history Recognizing primary sources are more reliable	Use evidence to find out about an event Begin to consider the reliability of sources of evidence Recognise the difference between primary and secondary	Select relevant information from sources to support a point  Consider what primary sources tell us about the past.  Consider the idea of bias sources of evidence	Use a range of sources to find out about an aspect of time past  Use research effectively  Consider how images were manipulated in the past for a reason.
<b>Interpretations of history</b>	Use images/objects to find out about life in the past e.g. homes in the past  Use images to find out about seaside in the past	Compare sources of the Fire of London. Consider what we can find out from looking at images.	Look at sources of evidence for a period e.g. cave paintings, pottery	Evaluate the usefulness of a source of evidence e.g. recount of Pompeii  Begin to consider bias e.g. accounts of Boudicca rebellion	Consider why a source of evidence may be written that way e.g. Lindesfarne  Offer reasons for events in the past e.g. why Britain was invaded in the past	Be aware that there are different opinions on the past e.g. end of Mayan civilisation Compare arguments given for an event in history
<b>Chronological knowledge / understanding</b>	To use language to describe what happened yesterday, last week, last year  To use the word past  To sequence events in their life	To order events over a few days e.g. Fire of London  To order events in a period of history using dates  To recognise different monarchs existed	Recognizing what BC means Understand the term ancient Comparing periods of history Timelines for a period of history	Understanding BC/AD – using them to place events in the past Placing events on a timeline for a civilisation Recognising periods of history that overlapped Calculating length of periods of history	Compare what came before and after an event	Recognize events occurring in Britain and around the world at the same time
<b>Knowledge and Understanding of Events, People and Changes in the Past</b>	Homes in the past e.g. Victorian Seasides in the past e.g. Victorian Royalty in the past e.g. Queen Victoria	Recognise differences between past and today e.g. London, Victorian childhood, hospitals Significant events e.g. fire of London Significan individuals e.g. Florence Nightingale	Compare lives of people across consecutive periods of history e.f. stone – iron age  Understand what an Empire is; consider how people lived in an ancient period.	Recount a significant historical event using sources.  Compare ancient civilizations in terms of Empire, religion, society and legacies.	Compare life in Britain through various invaders considering reasons for invasions, how they lived, and religion.	Studying a non-European civilization; comparing life with other civilizations studied. Know key dates of periods of history.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Monarchy</b>	Who our current monarch is. Has there always been a queen? Introduction to Queen Victoria.	King Charles II – Great Fire of London Queen Victorian – Florence Nightingale			Norman invasion – William the Conqueror  Danelaw across Viking England.	Tudor period of history – Henry VIII and Queen Elizabeth 1 Revisiting Victorian period and Queen Victoria as a queen.
<b>Local</b>	Was Swanscombe always like this? Seasides in the past.	How has London changed?				Swanscombe in the past – Swanscombe skull.
<b>Invaders &amp; Settlers</b>				Roman invasion of Britain.	Anglo Saxons, Vikings and Normans.	Exploration in Tudor period; discovery of the Americas.
<b>Religion</b>			Ancient Greek Gods and beliefs.	Ancient Roman and Ancient Egyptian Gods and beliefs.	Anglo Saxon and Viking Gods and beliefs.	Mayan Gods and beliefs.
<b>Empire</b>			Ancient Greek empire.	Ancient Roman and Ancient Egyptian Empires.		Mayan Empire.
<b>Civilisation</b>	Seaside in the past.	Hospitals in the past; how Victorians lived.	How Stone age people lived. Changes in civilisation from Bronze and Iron Age.	How Celts lived. How Ancient Romans lived How Ancient Egyptians lived	How Anglo Saxons and Vikings lived when settled.	How the Mayas lived. What ended the Mayan civilisation?
<b>Society and government</b>			Democracy in Ancient Greece Slavery	Republic in Ancient Rome Slavery	Danelaw in Viking period	Roles in Mayan society
<b>Artefacts</b>	Photos from the past Objects from the past	Samuel Pepys diary Photos from the past	Stone age artefacts Cave paintings Ancient Greek pottery	Pompeii artefacts/images Pompeii/ Boudicca descriptions	Sutton Hoo artefacts	Tudor portraits Census