

HISTORY: PROGRESSION OVERVIEW



Links to EYFS Programme of study	
Nursery	Reception
Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To learn about changes within living memory To understand some of the ways in which we find out about the past To use sources to ask and answer questions To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods To identify changes in living memory	To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements I can explain what makes a person significant. I can explain how Florence Nightingale improved nursing. I can explain who Mary Seacole was and how improved nursing. I can explain who Edith Cavell was and how she improved nursing.	Develop an awareness of changes in Britain from the Stone Age to the Iron Age. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study. Develop the appropriate use of historical terms.	Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation	Develop an awareness of ancient Greece – a study of Greek life and achievements and their influence on the western world. 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. Develop the appropriate use of historical terms.	Changes in an aspect of social history A study women who challenged gender stereotypes and social expectations. Emmeline Pankhurst Marie Curie Malala Yousafzai Changing role of women Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and

To develop an awareness of the past, using common words and phrases relating to the passing of time I can find out the different ways in which travel and transport has changed from past to present I can find out about an early form of travel: the Viking longboat I can find out about how cars have changed since they were invented. I can find out about George Stephenson's life and inventions. I can understand how trains changed people's lives in the 19th century. I can find out about the different ways that humans have tried to fly throughout history. I can find out about the Wright brothers and the invention of the aeroplane.	I can compare the lives of different nurses. I can persuade others to remember Florence Nightingale, Mary Seacole and / or Edith Cavill. Nurturing Nurses To develop an awareness of the past To identify differences and similarities between ways of life in different periods. To know and understand key features of an event beyond living memory that are nationally significant. To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To understand key features of events, choosing and using parts of stories and asking and answering questions. I can compare past and present London.	Note connections, contrasts and trends over time. To explain how people survived during the Stone Age. To identify how life changed for people during the Stone Age. To explore how we know about life in the Stone Age. To describe some ways in which life changed from the Stone Age to the Bronze Age. To explore what archaeology has told us about Britain's prehistoric tombs and monuments. To learn about the lives of the Celtic tribes in Iron Age Britain. To discover why people built hillforts in Iron Age Britain and what we know about them. The Stone Age	of relevant historical information Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this Note connections, contrasts and trends over time and develop the appropriate use of historical terms I can find out about ancient Egyptian life by looking at artefacts. I can understand what was important to people during ancient Egyptian times. I can understand and explain the ancient Egyptian ritual of mummification. I can understand how evidence can give us different answers about the past.	Note connections, contrasts and trends over time. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To explore some of the key events during the ancient Greek period. To examine how Alexander the Great's Empire grew and the effects of this. To research aspects of daily life and society in ancient Greece. To make connections and draw contrasts between life in ancient Athens and life in ancient Sparta. To explore the Olympics in ancient Greek times through examining primary sources. To explore the similarities and differences between the Olympic Games in ancient Greek times and	across the periods they study Construct informed responses that involve thoughtful selection and organisation of relevant historical information Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Note connections, contrasts and trends over time and develop the appropriate use of historical terms I can find out about Baghdad's role in the early Islamic Civilisation. I can find out about the House of Wisdom and how it became a centre for learning. I can explain some of the significant discoveries and studies which were led by early Islamic scholars and
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I can compare travel and transport of the past, present and future. Travel and Transport To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements I can name some mills in Bolton. I can explain what a mill is and say what they were used for. I can identify some features of a mill. I can find out about Samuel Crompton. I can find out about Fred Dibnah and his role with Bolton mills. Local History Study	To explain how people live now is different to how people lived in 1666. To order the events of the Great Fire of London. To explain how we know about the Great Fire of London. To describe London before, during and after the Great Fire. Great Fire of London	Develop an awareness of the Roman Empire and its impact on Britain. 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. Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Note connections, contrasts and trends over time and develop the	I can compare and contrast the Egyptian writing with my own. I can compare and contrast the powers of different Egyptian gods. Ancient Egypt A study over time tracing how several aspects of national history are reflected in the locality I can research who the Warburtons family are and where they began. I can write a fact file about Warburtons. I can research who the Foster family are and where they began. I can write a fact file about Fosters running shoes and Reebok. Bolton Brands: Warburtons & Reebok	the modern Olympic Games. Ancient Greece Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing key narratives within and across the periods they study Construct informed responses that involve thoughtful selection and organisation of historical information	evaluate the impact they made to the wider world. I can describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph. I can identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques. I can identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered for trade and be able to describe the methods used by early Islamic chemists when making perfume. Early Islamic civilisation
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		appropriate use of historical terms. To learn about where the Romans came from and how the city of Rome became the centre of a huge empire To identify reasons why the Romans invaded Britain and to recall key facts about the invasions. To understand why and how the Romans built new roads and new towns in Britain. To understand why Queen Boudicca led a rebellion against the Romans and to consider the different perspectives on this event To recognise the importance of Hadrian's Wall to the Romans and to learn about the lives of soldiers who lived there. To examine Roman villa complexes in Britain and the way of life in a countryside villa.		Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance I can explain when and where the Vikings came from and why they raided Britain. I can identify and explain key aspects of Viking life. I can describe why, where and when the Scots and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were. I can understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they	
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		To understand the lasting impact of the Roman Empire on Britain. The Romans		established and their meanings. I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. I can explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and I know about some of the important Christian buildings that they founded. Vikings, Anglo-Saxons and the Scots invade England	
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Substantive Knowledge	Disciplinary Knowledge
Factual knowledge of the past including key events, place and people Chronological knowledge	• Historical Enquiry - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas • Cause - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation • Consequence - understanding the relationship between an event and other future events. • Change and continuity - analysing the pace, nature and extent of change.

	• Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period. • Historical significance - understanding how and why historical events, trends and individuals are thought of as being important. • Historical interpretations - understanding how and why different accounts of the past are constructed
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Disciplinary knowledge is how we make use of the facts that are learned. These are the types of disciplinary knowledge Gilnow historians will use to find out about the past.

Historical enquiry	Cause	Consequence	Change and continuity	Similarity and difference	Historical significance	Historical interpretation
						
Historical enquiry involves asking questions, using sources and evidence to construct and challenge the past, and communicate ideas.	Cause is selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation.	Consequence is where historians understand the relationship between an event and other future events.	Change and continuity means analysing the pace, nature and extent of change.	Similarity and difference is to analyse the extent and type of difference between people, groups, experiences or places in the same historical period.	Historical significance is understanding how and why historical events, trends and individuals are thought of as being important.	Historical interpretation is understanding how and why different accounts of the past are constructed.