Clyst St Mary Primary School
History Progression Framework

Topic						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Past Events beyond living memory: Events, celebrations and commemorating festivals	**Toys and Books** (Changes within living memory)	**Monarchy: Queen Victoria** *Comparing aspects of daily life between the reigns of Queen Victoria and Queen Elizabeth II* (The lives of significant individuals in the past who have contriuted to national achievements + compare aspects of life)	**Stone Age to Iron Age** (Changes in Britain from the Stone Age to the Iron Age + related local history)	**Britain's settlement by Anglo Saxons** (Britain's settlement by Anglo-Saxons and Scots)	**The Vikings** (The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)	**The Ancient Maya** (A non-European study that provides contrasts with British history)
The Past Events beyond living memory: **Families**	**The History of Transport** (Events beyond living memory that are significant globally)	**The Great Fire of London** (Events beyond living memory that are significant nationally)	**The Romans** (The Roman Empire and its impact on Britain + related local history study)	**Ancient Egypt** (The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt)	**Ancient Greece** (A study of Greek life and achievements and their influence on the 'western world')	**WWII: The Battle of Britain** (Local history + a study of an aspect or theme in British history that extends the pupils' chronological knowledge beyond 1066 - a turning point)
My Past Events Beyond Living Memory	**Henry Hamlyn** (Significant individuals in the locality) **Mary Anning** (Significant individuals in the past who have contributed to national and international achievements + significant historical people in their own locality)	**Explorers** **Christopher Columbus and Neil Armstrong** (Significant individuals in the past who have contributed to international achievements)		**Exeter Through the Ages** (Chronological study: local history)		**The Changing Power of the Monarchy** (Chronological study: a study of an aspect or theme in British history that extends the pupils' chronological knowledge beyond 1066)
Chronological Understanding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<u>My Past</u> Pupils will refer to (talk and write about) past and present events in their own lives and lives of family members family members. For example, yesterday, last: weekend, week, month, year. <u>The Past</u> Pupils will refer to the shared past through the study of past events, celebrations and commemorative festivals.	Pupils will: - Sequence events in their lives. - Sequence 3 or 4 <u>artefacts</u> from distinctly different periods of time based on the artefact's age and will be able to reason their decisions (e.g. history of toys in order of invention). - Match artefacts to people of different ages. - Begin to refer to history on a timeline and chronological order events (e.g. history of transport).	Pupils will: - Sequence <u>events</u> in chronological order during an era of history (e.g. timeline of events during The Great Fire of London). - Sequence artefacts in a progressively shorter time frame (e.g. comparing exploration equipment). - Sequence photographs etc. from different periods of their life - Describe memories of key events in lives - Contonue to develop understanding of events on a timeline and in chronological order.	Pupils will: - Place the time studied on a time line. - Use dates and terms related to the study unit and passing of time. - Sequence several events or artefacts in chronological order.	Pupils will: - Place the time studied on a time line. - Sequence several events or artefacts in chronological order. - Use dates of events. - Understand more complex terms linked to chronology e.g. BC/AD and 'era'. + Embark upon a local history chronological study	Pupils will: - Place the time studied on a time line. - Use dates of events. - Confidently use more complex terms linked to chronology e.g. BC/AD and 'era'. - Make comparisons between different times in the past, with reference to a timeline (i.e. making reference to knowledge of other events that took place before, after or during)	Pupils will: - Place the time studied on a timeline in relation to other time periods studied. - Sequence up to 10 events on a time line. - Use relevant dates and terms (e.g. BC/AD) - Make comparisons between different times in the past (i.e. making reference to knowledge of other events that took place before, after or during). + Embark upon a chronological study
Range and depth of historical knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Progression thematic thread: **'Daily Life'** and **'Rule of Law'.** Lines of enquiry and knowledge gained during each unit relates to either 'Daily Life' or 'Rule of Law'.			
*Pupils will make reference to the unit's **knowledge organiser,** containing lines of enquiry and relevant knowledge gained.*						

Historical knowledge is distinguished between: 'the past' and 'my past'. The past relates to wider historical knowledge of events, celebrations and commemorating festivals beyond living memory, as well as the history of their families. My past relates will enable pupils to understand changes throughout their lives and develop a chronological understanding of the past and the past of people who are significant in their lives.	Recognise the difference between past and present in their own and others lives. Develop an understanding of change, trends and developments throughout history and recall and recount these changes. Know about significant national and global events and about the lives of people who have made significant contributions to national and international achievements. Pupils will begin to draw on and use appropriate historical terms used and some unit-specific vocabulary acquired.	Develop understanding of the concepts of daily life and rule of law through study of monarchy and everyday life. Develop an understanding of change, trends and developments throughout history and recall and recount these changes. Know about significant national and global events and about the lives of people who have made significant contributions to national and international achievements. Identify and recall similarities and differences between two different time periods. Pupils will draw on and use appropriate historical terms used and unit-specific vocabulary acquired.	Begin to connect aspects of daily life or rule of law between two different time periods. Make comparisons (similarities and differences) between period of time studied and present day. Develop conceptual understanding of change, trends and developments throughout history through study of Stone Age to Iron Age. Develop understanding of the concept of empire, invasions and elements of local history through a study of the Roman Empire and its impact on Britain. Local history: understand how several aspects of history are reflected in a locality (link to Roman Exeter). Pupils will draw on and use appropriate historical terms used and unit-specific vocabulary acquired. Use sources of evidence to decipher and gain knowledge about what daily life was like and how civilisations were ruled.	Connect aspects of daily life or rule of law between two different time periods. Develop knowledge of invasions and settlements through study of Britain's settlement by Anglo Saxons and Scots. Develop knowledge of the achievements of earliest settlements through a study of Ancient Egypt. Pupils will recount specific dates of key events and periods of history. Pupils will draw on and use appropriate historical terms used and unit-specific vocabulary acquired. Use sources of evidence to decipher and gain knowledge about what daily life was like and how civilisations were ruled.	Connect, compare and contrast aspects of daily life or rule of law between two different time periods or the same time period in a different part of the world. Develop knowledge of raids and invasions through investigation of the VIking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Develop underdertanding and knowledge of a legacy of achievement and influence through study of Ancient Greece (opportunity to consider previous study of Ancient Egyptian achievements - compare and contrast). Pupils will draw on and use appropriate historical terms used and unit-specific vocabulary acquired. Examine the cause and result of key events and the impact on people/populations/civilisations. Compare, contrast and understand trends relating to religious beliefs, the behaviour and characteristics of people, settlements. Understand and identify how past events have influenced the modern day and how some civilisations have left a lasting legacy.	Connect, compare and contrast aspects of daily life or rule of law between two different time periods or the same time period in a different part of the world. Extend chronological knowledge beyond 1066. Draw on previous study of the monarchy (Year 2) and consider theme of 'Rule of Law' from KS2. Local history: understand how several aspects of history are reflected in a locality. Develop knowledge of a non-European society, which contrasts with British history through study of Ancient Maya. Draw on previous learning of occurrences during same time period (for example, the VIkings previously studied). Pupils will draw on and use appropriate historical terms used and unit-specific vocabulary acquired. Examine the cause and result of key events and the impact on people/populations/civilisations. Compare, contrast and understand trends relating to religious beliefs, the behaviour and characteristics of people, settlements. Understand and identify how past events have influenced the modern day and how

					Pupils will recount specific dates of key events and periods of history. Understand how historical knowledge is acquired.	some civilisations have left a lasting legacy. Pupils will recount specific dates of key events and periods of history. Understand how historical knowledge is acquired.
Interpretations of History						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Look at their own families and immediate surroundings.	Understand that our knowledge of the past is constructed from a range of sources. Use stories to encourage children to distinguish between factual and ficticious interpretations of the past. . Discuss the reliability of photos/ accounts/stories of the past.	Understand that our knowledge of the past is constructed from a range of sources. Understand that the past can be represented in different ways because people can have different recollections of the past/versions of past events could differ. Compare different versions of a past event. Acting as historians, compare pictures or photographs of people or events in the past and events in the present. Discuss the reliability of photos/ accounts/stories of the past and how this could change our view of historic events in the present.	Understand that our knowledge of the past is constructed from a range of sources. Acting as historians, compare different versions/recounts of the same event. Identify and give reasons for different ways in which the past is represented. Examine and interpret different representations of the past through visual sources such as artwork, film and sculpture.	Understand that our knowledge of the past is constructed from a range of sources. Acting as historians, begin to evaluate the usefulness of different sources in developing their own understanding of events. Some may consider how historians could arrive at different conclusions when examining sources: compare accounts of the same event from a range of sources. Distinguish between factual and fictitious recounts of the past and what makes these so Examine and interpret different representations of the past through visual sources such as artwork, film and sculpture.	Understand that our knowledge of the past is constructed from a range of sources (primary and secondary sources). Understand how events in the past shape, influence, impact and made the present. Acting as historians, examine and analyse historical sources to draw reasoned conclusions about the past. Understand how historians have drawn conclusions about the past and how this has influenced society's understanding of the past. Consider the validity of historical sources (fact and fiction) [including discussion of primary and secondary information sources]. Consider how historians could arrive at different conclusions when examining sources: compare accounts of the same event from a range of sources. Offer some reasons for different versions of events. Distinguish between factual	Understand that our knowledge of the past is constructed from a range of sources (primary and secondary sources). Understand how events in the past shape, influence, impact and made the present. Acting as historians, examine, interpret and analyse historical sources to draw reasoned conclusions about the past. Understand how historians have drawn conclusions about the past and how this has influenced society's understanding of the past. Consider the validity of historical sources (fact and fiction) [including discussion of primary and secondary information sources]. Critically investigate various interpretations of sources/check the accuracy of different interpretations. Consider how historians could arrive at different conclusions when examining source.

					and fictitious recounts of the past and what makes these so.	Develop an awareness that different people may interpret sources in different ways (e.g. due to religious or political beliefs and different upbringings) and that different sources may lead to different interpretations of the past.
Historical Enquiry						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children know about similarities and differences between themselves, others, and families, and communities and traditions.	Find answers to simple questions about the past from sources of information e.g. artefacts.	Observe or handle sources to answer questions about the past on the basis of simple observations. When answering these questions, pupils will consider concepts including: similarities and differences between periods of time.	Use different historical sources to find out about a period of history. When answering these questions, pupils will consider concepts including: similarities and differences between periods of time. Ask questions about a period of history covered and find answers to their question. Observe small details of artefacts and other primary historical sources. Select and record information relevant to the study. Begin to use the library and internet for research.	When posed a question about an event/period of history, begin to consider ways to find out about the past (using primary and secondary sources with support) to build their own understanding of past events and ultimately answer a line of historical enquiry. When answering these questions, pupils may begin to consider concepts including: changes, causes, similarities, differences and significance. Sometimes devise their own relevant questions about historic periods/events/eras. Use more than one source to find out about an aspect of time past. Use the library and internet for research with increasing confidence.	When posed a question about an event/period of history, pupils will select and record information relevant to the study and begin to decipher the means to answer these questions. When answering these questions, pupils will begin to consider concepts including: changes, causes, similarities, differences and significance. Sometimes devise their own relevant questions about historic periods/events/eras. Question various perspectives and interpretations of history to build their own understanding of past events. Use different sources to find out about an aspect of time past. Use the library and internet for research with increasing confidence	When posed a question about an event/period of history, confidently select and record information relevant to the study and decipher the means to answer these questions. When answering these questions, pupils will consider concepts including: changes, causes, similarities, differences and significance. Sometimes confidently devise their own relevant questions about historic periods/events/eras. Confidently and critically question history and different perspectives of it to build their own understanding of past events. Confidently use a range of sources to find out about aspects of history. Bring knowledge gathered from several sources together in a fluent account.
Organisation and Communication						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Children talk about past and present events in their own lives and family members.	Sort events or objects into groups (i.e. then and now.). Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past. Communicate their knowledge through: - Discussion - Drawing pictures - Drama/role play - Making representative models - Writing - Using ICT	Sort events or objects into groups (i.e. then and now.). Use timelines to order events or objects. Communicate their knowledge through: - Discussion - Drawing pictures - Drama/role play - Making representative models - Writing - Using ICT	Use timelines to order events or objects. Communicate their knowledge through: - Discussion - Drawing pictures - Drama/role play - Making representative models - Writing - Using ICT	Use timelines to order events or objects. Recall, select and organise historical information. Select and organise information to produce structured work, making appropriate use of dates and terms. Communicate their knowledge through: - Discussion - Drawing pictures - Drama/role play - Making representative models - Writing - Using ICT	Use timelines to order events or objects and connect historical events/eras. Communicate ideas about from the past using different genres of writing, drawing, diagrams, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. Recall, select and organise historical information. Select and organise information to produce structured work, making appropriate use of dates and terms.	Use timelines to order events or objects and connect historical events/eras. Communicate ideas about from the past using different genres of writing, drawing, diagrams, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. Recall, select and organise historical information. Select and organise information to produce structured work, making appropriate use of dates and terms.
Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
*Pupils will make reference to the unit's **knowledge organiser** for key vocabulary relating to units.*						

My Past (examples): *Family, year, month, day, spring, summer, winter, autumn, season*	Toys and books (examples): *Artefact, new, old, similarities, toys, memory, popular* Henry Hamlyn (examples): *trade, purchase, sale, farming, industry.* Mary Anning (examples): *fossil, rock, pre-historic, dinosaur, Lyme Regis, scientist* Transport (examples): *Transport, travelling, inventor, modern, vehicle, airplane, train, past.*	Explorers (examples): *Desert, mission, space, voyage, exploration, discovery, North Pole, maps, Apollo 11 Inventions, inventors, scientists, telephone, television, X-rays, flight, aeroplane* Monarchy (examples): *Victorian, steam train, seaside holiday, Charles Dickens, Queen Victoria, empire, workhouse, cane, service, reign, industrial revolution* Great Fire of London (examples): *London Pudding Lane St Pauls Cathedral River Thames diary Britain capital city bakery change order architect Lord Mayor Sir Christopher Wren monument*	Demonstrate understanding of historical terms and concepts among the following: continuity, change, cause, consequence, similarity, difference, connection, contrast, enquiry and question. Stone Age to Iron Age (examples): *Stone Age, Bronze Age, Iron Age, prehistory, archaeologist, agriculture, Mesolithic, Palaeolithic, Neolithic, homo sapiens* Romans (examples): *Invade, settle, centurion, Emperor, aqueduct, Gladiator, Londinium, Britannia, Romanisation, Senate, Roman bath, amphitheatre, Hadrian's Wall, Colosseum, fortress, Mosaic, Dewa*	Demonstrate understanding of historical terms and concepts among the following: continuity, change, cause, consequence, similarity, difference, connection, contrast, enquiry and question. Anglo-Saxon (examples): *Sutton Hoo, kingdoms, shires, Shire, reeve, thane, legacy, Wessex, Witan or witenagermot, wergild, churl, Mercia, Norman, conquest, King Harold , William the Conqueror, Battle of Hastings, Bayeux Tapestry motte, bailey* Vocabulary for features of castles : *moats, drawbridges, keep, arrow-slits, battlements, knights, peasants, taxes 17th Century* Ancient Egypt (examples): *pharaoh, tomb, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab*	Understand historical terms and concepts: continuity, change, cause, consequence, similarity, difference, connection, contrast, enquiry and question. VIkings (examples): *Norse raids vicious longhouse berserkers longship Odin Scandanavia Danelaw Jorvik* Ancient Greece (examples): *philosophy Athenians Spartans democracy Olympics plague truce Zeus loincloth Apollo Sacred truce temple*	Demonstrate a historically grounded understanding of abstract terms such as: empire, civilisation, parliament and peasantry. Understand historical terms and concepts: continuity, change, cause, consequence, similarity, difference, connection, contrast, enquiry and question. Post-1066 study (examples): *Societies, civilization, propaganda, advancement, Empire, conquest, invade, cathedral, feudal system, absolute monarchy, Protestant, Catholic, Divine Right of Kings, government, parliament, Prime Minister, monarch* Post-1066 study (examples): *Allies, allotment, axis powers, Blitz, censorship, evacuee, Nazi, refugee,* Ancient Maya (examples): *Communities, noble, astronomy, agriculture, architecture, Xocolatl, society, civillisation, government, ceremony, population, trade, Chichen Itza, cacoa, pok-ta-pok*
Assessment:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Through observations and interactions (recordings of this on Tapestry).	Knowledge retrieval: **Elicitation** Complete spider diagram with key enquiry questions on at start of unit. Pictures can be used as prompts. **End of unit assessment** Add knowledge gained to the same spider diagram at the end of unit. Pictures can be used as prompts.	Knowledge retrieval: **Elicitation** Complete spider diagram with key enquiry questions on at start of unit. **End of unit assessment** Add knowledge gained to the same spider diagram at the end of unit.	Knowledge retrieval: **Elicitation** Complete spider diagram with key enquiry questions on at start of unit. **End of unit assessment** Add knowledge gained to the same spider diagram at the end of unit.	Knowledge retrieval: **Elicitation** Complete spider diagram with key enquiry questions on at start of unit. **End of unit assessment** Add knowledge gained to the same spider diagram at the end of unit.	Knowledge retrieval: **Elicitation** Complete spider diagram with key enquiry questions on at start of unit. **End of unit assessment** Add knowledge gained to the same spider diagram at the end of unit.	Knowledge retrieval: **Elicitation** Complete spider diagram with key enquiry questions on at start of unit. **End of unit assessment** Add knowledge gained to the same spider diagram at the end of unit.