











History – Progression for Learning Overview

	Autumn	Spring	Summer
Reception	EYFS Goal-Understanding the World: Past and Present <ul style="list-style-type: none"> 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 story-telling. 		
	<ul style="list-style-type: none"> To identify differences in photographs from the present and the past To know some of the technologies that were used in the past: old style cameras - identify black and white photos from the past 	<ul style="list-style-type: none"> To know some of the technologies we use in the present: Beebots, computer keyboards, laptops, internet 	<ul style="list-style-type: none"> To learn about famous pirates throughout history <div>now press play</div> Pirates
Year 1	Topic: Our Amazing Area! <u>What was it like when our grandparents were children?</u> To understand chronology <ul style="list-style-type: none"> Sequence events in their life Match objects to people of different ages To build an overview of world history <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives To investigate and interpret the past <ul style="list-style-type: none"> Compare adults talking about the past – how reliable are their memories? To communicate historically <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Communicate their knowledge through: Discussion, drawing pictures, drama/ role play, making models, writing and using ICT. <div>now press play</div> Toys	Topic: Our Amazing Country! <u>Castles</u> To understand chronology <ul style="list-style-type: none"> Sequence 3 or 4 artefacts from distinctly different periods of time To build an overview of world history <ul style="list-style-type: none"> They know and recount episodes from stories about the past To investigate and interpret the past <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts Use stories to encourage children to distinguish between fact and fiction To communicate historically <ul style="list-style-type: none"> Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. Communicate their knowledge through: Discussion, drawing pictures, drama/ role play, making models, writing and using ICT. <div>now press play</div> Castles	
Year 2	Topic: A passport to Jamaica <div>now press play</div> Florence Nightingale <div>now press play</div> Mary Seacole <u>Florence Nightingale and Mary Seacole</u> To understand chronology <ul style="list-style-type: none"> Sequence photographs etc. from different periods of their life. Describe memories of key events in their lives. To build an overview of world history	Topic: Intrepid Explorers <div>now press play</div> Neil Armstrong <u>Greatest Explorers</u> To understand chronology <ul style="list-style-type: none"> Sequence artefacts closer together in time- check with reference books. To build an overview of world history <ul style="list-style-type: none"> Recognise why people did things, why things happened and what happened as a result. 	Topic: London's Burning! <div>now press play</div> Great Fire of London <u>The Great Fire of London</u> To build an overview of world history <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. To investigate and interpret the past <ul style="list-style-type: none"> Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/ stories.

	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Use a source- observe or handle sources to answer questions about the past on the basis of simple observations. Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/ stories. <p>To communicate historically</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time. <p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> Discussion, drawing picture, drama/ role play, writing and using ICT 	<ul style="list-style-type: none"> Identify differences between ways of life at different times. 	<ul style="list-style-type: none"> Use a source- observe or handle sources to answer questions about the past on the basis of simple observations. <p>To communicate historically</p> <ul style="list-style-type: none"> Show an understanding of the concept of nation and nation's history. Show an understanding of concepts such as monarchy, parliament and treason. <p>Communicate their knowledge through: Discussion, drawing pictures, drama/ role play, making models, writing, using ICT.</p>
<p>Year 3</p>	<p>Topic: Yabadaba Doo!</p> <p> Stone Age</p> <p><u>Stone Age to Iron Age</u></p> <p>To understand chronology</p> <ul style="list-style-type: none"> 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 <p>To build an overview of world history</p> <ul style="list-style-type: none"> Find out about every day lives of people in time studied and compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet to research Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story <p>Look at representations of the period – museums, cartoons etc.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> Dates time period era change chronology 	<p>Topic: Groovy Greeks</p> <p><u>Ancient Greeks</u></p> <p> Ancient Greece</p> <p>To understand chronology</p> <ul style="list-style-type: none"> 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 <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet to research Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museums, cartoons etc. <p>To communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> Dates time period era change chronology <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Topic: Choc-tastic</p> <p><u>Bournville –history of factory & village</u></p> <p>To understand chronology</p> <ul style="list-style-type: none"> Place the time studied on a timeline <p>To build an overview of world history</p> <ul style="list-style-type: none"> Find out about every day lives of people in time studied and compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Look at representations of the period – museums, cartoons, etc

<p>Year 4</p>	<p>Topic: Funky Pharaohs</p> <p> Ancient Egypt</p> <p><u>Egyptians</u></p> <p>To understand chronology</p> <ul style="list-style-type: none"> Place events from a period studied on timeline Use terms related to the period and begin to date events Understand more complex terms eg. BC / AD <p>To build an overview of world history</p> <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Ask a variety of questions Use the library and internet for research Use text books and historical knowledge <p>To communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> Dates time period era change chronology. <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Topic: Rotten Romans</p> <p> Roman Britain</p> <p><u>Romans</u></p> <p>To understand chronology</p> <ul style="list-style-type: none"> Place events from a period studied on timeline <p>To build an overview of world history</p> <ul style="list-style-type: none"> Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events. To investigate and interpret the past Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge <p>To communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> Dates time period era change chronology. Recall, select and organise historical information Communicate their knowledge and understanding <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Topic: Angle-Land</p> <p> Anglo- Saxons</p> <p><u>Anglo-Saxons</u></p> <p>To understand chronology</p> <ul style="list-style-type: none"> Place events from a period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg. BC / AD <p>To build an overview of world history</p> <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Offer a reasonable explanation for some events <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research Look at the evidence available Use text books and historical knowledge <p>To communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> Dates time period era change chronology. Recall, select and organise historical information Communicate their knowledge and understanding <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>
<p>Year 5</p>	<p>Topic: Taking Shelter</p> <p> World War 2</p> <p><u>World War 2</u></p> <p>To understand chronology</p> <ul style="list-style-type: none"> Know and sequence key events of time studied <p>To build an overview of world history</p> <ul style="list-style-type: none"> Study different aspects of different people – differences between men and women Examine causes and results of great events and the impact on people Offer some reasons for different versions of events 	<p>Topic: Wonders of the Tropics</p> <p> The Maya</p> <p><u>The Mayans</u></p> <p>To understand chronology</p> <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels <p>To build an overview of world history</p> <ul style="list-style-type: none"> Study different aspects of different people – differences between men and women Examine causes and results of great events and the impact on people 	<p>Topic: Take Action</p> <p> Vikings</p> <p><u>The Vikings</u></p> <p>To understand chronology</p> <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information

	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet with increasing confidence • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> – Dates – time period – era – chronology – continuity – change – century – decade – legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Begin to use original ways to present information and ideas. 	<ul style="list-style-type: none"> • Compare life in early and late times studied • Compare an aspect of life with the same aspect of life in another period <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet with increasing confidence <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> – Dates – time period – era – chronology – continuity – change – century – decade – legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Begin to use original ways to present information and ideas. 	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> – Dates – time period – era – chronology – continuity – change – century – decade – legacy.
Year 6	<p>Topic: Bostin Black Country</p> <p><u>The Industrial Revolution</u></p> <p>To understand chronology</p> <ul style="list-style-type: none"> • Place current study on timeline in relation to other studies • Use dates and terms accurately in describing events • Sequence up to 10 events on a timeline <p>To build an overview of world history</p> <ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. • Know key dates, characters and events of time studied <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • Dates • time period • era • chronology • continuity • change • century • decade • legacy. 	<p>Topic: Do the Right Thing!</p> <p><u>Crime and Punishment</u></p> <p>To understand chronology</p> <ul style="list-style-type: none"> • Place current study on timeline in relation to other studies • Use dates and terms accurately in describing events • Sequence up to 10 events on a timeline <p>To build an overview of world history</p> <ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. • Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of cause and effect using written evidence to support and illustrate their explanation • Know key dates of time studied <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • Dates • time period • era • chronology • continuity 	

	<ul style="list-style-type: none">• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.• Use original ways to present information and ideas.• Select and organise information to produce structured work, making use of appropriate dates and terms.	<ul style="list-style-type: none">• change• century• decade• legacy.• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.• Use original ways to present information and ideas.• Select and organise information to produce structured work, making use of appropriate dates and terms.	
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