



Progress in History: EYFS, Key Stage 1 and 2

We believe that learning about the past helps us to understand our present. We teach history as the story of our world from the beginning of time to the present and help children understand that the present will one day be part of history, using narrative to teach about key people and events from our local area, our country, and the wider world. We help children to understand that the majority of human history occurred before the invention of writing, so much of our knowledge of these times is based on historians' interpretation of artefacts, which may change over time as new evidence becomes available. We help children understand that we learn about the past from a range of sources (primary and secondary) and give children skills to evaluate whether a source may be biased as well as analysing the validity of different viewpoints around the same event or person. Our curriculum aims to represent the history of a range of diverse people and draws on local expertise and resources to enhance teaching about key people and events in our town, including the historical importance of Tudor buildings in Scarborough and the Bombardment of our town in WWI.

HISTORY SUBJECT PROGRESSION - EYFS

	Nursery	Reception
Key Questions	<p>Do they know they were a baby?</p> <p>Can they talk about special events that have happened?</p> <p>Do they know the routines at school and what happens next?</p> <p>Can they use everyday language related to time - night, day, morning, and afternoon?</p> <p>Can they investigate objects from the past?</p>	<p>Can they talk about different events in their family history?</p> <p>Can they talk about life using some appropriate vocabulary of time? For example, new, old, young, before, after, now, past, present, and future.</p> <p>Can they talk about important events from the past? For example, I know Remembrance Day is to remember soldiers who died in the war. Do they know Guy Fawkes is the reason we celebrate Bonfire Night?</p> <p>Can they investigate objects from the past and ask questions about them?</p> <p>Do they know why some aspects of life were different in the past?</p>

HISTORY SUBJECT PROGRESSION - KS1 and KS2

NATIONAL CURRICULUM SUBJECT CONTENT	KS1	LKS2	UKS2
Locational Knowledge	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally <p>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</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 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 Ancient Greece – a study of Greek life and achievements and their influence on the western world 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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 <p>a local history study</p>	

	HISTORY THEME OVERVIEW					
Year Group THEME	KS1 Year A	KS1 Year B	LKS2 Year A	LKS2 Year B	YEAR 5	YEAR 6
	<p>The Great Fire of London Where is London? How does modern London compare to London in Tudor times? How did the Great Fire start?</p> <p>Dinosaurs What is a fossil? Where did the dinosaurs go? What is a museum? Has a dinosaur walked on Scarborough beach? Who was Mary Anning?</p> <p>Toys Did my grown-ups play with the same toys as me? How do toys work?</p> <p>Let's Explore Scarborough Changing RNLi How does the rescue of the Forfashire and the Rohilla compare and why was the motorised lifeboat introduced because of it? How has the RNLi building and our seafront changed over the years?</p>	<p>Remembrance Why do we wear poppies?</p> <p>We Are Scientists Who was Charles Macintosh? Why do we wear wellingtons when it rains?</p> <p>Victorians Who was Queen Victoria? What was a Victorian school day like? How do we know Friarage was a Victorian school? Were the Victorians healthy eaters?</p> <p>Florence Nightingale Who was the lady with the lamp? Who has similar jobs and who has different jobs in our area? How has nursing/ how have hospitals changed since the 1850's?</p>	<p>Stone Age to Iron Age Digging up our history- What is under our feet?</p> <p>The UK Discover the British Isles: the countries, counties, and capital cities. How has London changed?</p> <p>Ancient Egyptians How do we know so much about Ancient Egypt?</p>	<p>Romans What did the Ancient Romans do for me?</p> <p>Theatre How has the role of theatre changed in our town? [And through time? Compare to Romans]</p> <p>Ancient Mayans Why were the Ancient Mayans such a significant society? And how do they compare with The Romans and Modern Britain? Why did they come to an end, so abruptly?</p>	<p>Anglo Saxons and Scots Do we still live like the Anglo-Saxons?</p> <p>Scarborough Bombardment WWI Should I care about what happened in WW1?</p> <p>Changes in Scarborough Is my Scarborough the same as my grandparents?</p> <p>Tudors How does the Tudor legacy impact my life? Was Henry VIII a bad king?</p>	<p>What made Scarborough one of the first tourist resorts in the UK and why was it so popular? How has the town's role changed throughout time? How have the needs of tourists changed over the decades?</p> <p>Industrial Revolution What was the industrial revolution? Why is it an important part of our history? How did the industrial revolution change people's lives?</p> <p>The Vikings Why did the Vikings invade the Kingdom of England? What was life, like during the Viking period? How did the Battle of Stamford Bridge help bring an end to the power struggle?</p> <p>WWII Why did WWII begin? How did affect people at home?</p>

	HISTORY SUBJECT PROGRESSION - YEARS 1 to 6					
	KS1 Year A	KS1 Year B	LKS2 Year A	LKS2 Year B	YEAR 5	YEAR 6
Chronological Understanding	<p>Can they put up to three objects in chronological order(recent history)?</p> <p>Can they use words and phrases like: old, new and a long time ago?</p> <p>Can they tell me about things that happened when they were little?</p> <p>Can they recognise that a story that is read to them may have happened a long time ago?</p> <p>Do they know that some objects belonged to the past?</p> <p>Can they retell a familiar story set in the past?</p>	<p>Can they use words and phrases like: before I was born, when I was younger?</p> <p>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</p> <p>Can they use the words 'past' and 'present' accurately?</p> <p>Can they use a range of appropriate words and phrases to describe the past?</p> <p>Can they sequence a set of events in chronological order and give reasons for their order?</p>	<p>Can they describe events and periods using the words: BC, AD and decade?</p> <p>Can they describe events from the past using dates when things happened?</p> <p>Can they describe events and periods using the words: ancient and century?</p> <p>Can they use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can they use their mathematical knowledge to work out how long-ago events would have happened?</p>	<p>Can they plot recent history on a timeline using centuries?</p> <p>Can they place periods of history on a timeline showing periods of time?</p> <p>Can they use their mathematical skills to round up time differences into centuries and decades?</p>	<p>Can they use dates and historical language in their work?</p> <p>Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived (e.g., Tudor Monarchs)?</p> <p>Can they use their mathematical skills to work out exact time scales and differences as need be?</p>	<p>Can they say where a period of history fits on a timeline?</p> <p>Can they place a specific event on a timeline by decade?</p> <p>Can they place features of historical events and people from past societies and periods in a chronological framework?</p>

Knowledge and Interpretation	<p>Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</p> <p>Can they recount some interesting facts from an historical event, such as where the 'Fire of London started' or whether the Victorians were healthy eaters?</p> <p>Can they begin to identify the main differences between old and new objects?</p> <p>Can they give examples of things that are different in their life from that of their grandparents when they were young?</p> <p>Can they explain how their local area was different in the past?</p>	<p>Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?</p> <p>Do they understand that we have a king who rules us, and that Britain has had a king or queen for many years?</p> <p>Can they explain why Britain has a special history by naming some famous events and some famous people?</p> <p>Do they appreciate that some famous people have helped our lives be better today?</p> <p>Can they identify objects from the past?</p>	<p>Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</p> <p>Can they begin to picture what life would have been like for the early settlers?</p> <p>Can they suggest why certain events happened as they did in history?</p> <p>Can they suggest why certain people acted as they did in history?</p>	<p>Can they explain how events from the past have helped shape our lives?</p> <p>Can they recognise that Britain has been invaded by several different groups over time?</p> <p>Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</p> <p>Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</p> <p>Do they recognise that the lives of wealthy people were very different from those of poor people?</p> <p>Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p>	<p>Can they describe historical events from the different period/s they are studying/have studied?</p> <p>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Do they appreciate that significant events in history have helped shape the country we have today?</p>	<p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Can they describe features of historical events and people from past societies and periods they have studied?</p> <p>Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p>
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<p>Historical Enquiry</p>	<p>Can they ask and answer questions about old and new objects? Can they spot old and new things in a picture? Can they answer questions using an artefact/ photograph provided? Can they give a plausible explanation about what an object was used for in the past? Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</p>	<p>Can they find out something about the past by talking to an older person? Can they answer questions by using a specific source, such as an information book? Can they research the life of a famous Briton from the past using different resources to help them? Can they research about a famous event that happens in Britain and why it has been happening for some time?</p>	<p>Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can they use various sources of evidence to answer questions? Can they use various sources to piece together information about a period in history? Can they research a specific event from the past? Can they use their 'information finding' skills in writing to help them write about historical information?</p>	<p>Can they research two versions of an event and say how they differ? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they give more than one reason to support an historical argument? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? Can they, through research, identify similarities and differences between given periods in history?</p>	<p>Can they test out a hypothesis in order to answer a question? Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p>	<p>Can they look at two different versions of an event in history and say how the author may be attempting to persuade or give a specific viewpoint? Can they identify and explain their understanding of propaganda? Can they describe a key event from Britain's past using a range of evidence from different sources?</p>
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	VOCABULARY PROGRESSION - YEARS 1 TO 6					
	a long time ago, recently, when my... were younger, years, decades, centuries artefacts, archaeologist, When? What happened? What was it like _ ? Why? Who was involved?		Chronology, past, present, future, timeline, ancient artefacts, archaeologist,		Decade, century AD/CE BC/BCE Century Primary source Secondary source	
	KS1 (Year A)	KS1 (Year B)	LKS2 (Year A)	LKS2 (Year B)	YEAR 5	YEAR 6
	GREAT FIRE OF LONDON Bakery Diary Firebreak Leather buckets Water squirt Axe Fire hook	REMEMBRANCE Remember Remembrance Poppy World War 1 World War 2 Charity Soldiers	STONE AGE Palaeolithic Mesolithic Neolithic Bronze Age Iron Age BC/BCE AD Hunter-Gatherer Tribe Settlement	ROMANS Emperor Empire Invasion legacy rebellion Roman Picts Celts Tribes Settler/settlement	ANGLO SAXONS Invaders Kingdom Settlement Paganism Christianity Conversion	INDUSTRIAL REVOLUTION Evolve Engineer Locomotive Eco-friendly Renewable hybrid

	MARY ANNING Fossil Fossil hunter Skeleton Ichthyosaur Extinct Prehistoric Jurassic coast Lyme Regis	VICTORIANS Victorian era Significance Queen Victoria British empire Ragged schools Workhouse Bathing machine Edwardian era Georgian era	ANCIENT EGYPT Pharaoh Scarab Papyrus Scribe Amulet Canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Irrigation Shaduf Sphinx Oasis Egyptologist Pyramid Rosetta Stone	THEATRE Scaena Pulpitum Orchestra Cavea Director Actor Backstage Front of house Costume designer In the round stage	WW1 Propaganda Truce Bombardment Civilian Raid Ally Allied Trenches: Dugout Ammunition shelf Duckboards Parapet Fire step	VIKINGS Anglo-Saxons Danegeld Danelaw Longship Monastery Norse Norsemen Pagan Plunder Raid Rune Saga Scandinavia Thatched Trade/er Treaty Valhalla
		FLORENCE NIGHTINGALE Hospital Past Patient Red cross Scutari Crimean war Ward wounded		MAYANS Artefact Calendar Civilisation Dynasty Empire Hieroglyphics Kingdom Maize Prediction Temple tomb	TUDORS Monarch Heir Reign Church of England Reformation Pope Divorce Execution Beheaded Gallows stocks	WW2 Nazi Hitler Invaded Invasion Axis Allied Liberate German occupied Liberating Evacuation Urban Evacuees Campaign Rationing Air raid wardens