

St. Gerard's Catholic Primary & Nursery School

History Progression Document 2023-2024

	Foundation	KS1		Lower KS2		UPPER KS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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.						
Progression Aims 3 and 4 year olds will be learning to:	EYFS Children will explore collections of materials with similar or different properties (eg old/new) They begin to make sense of their own life story and family's history. Children will explore how things work. They will continue developing positive attitudes about the differences between people. They will know there are different countries in the world and talk about the differences they have experienced eg seaside holiday.	KS1 Children should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children will be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		KS2 Children should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. 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. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers will combine overview and depth studies to help Children understand both the long arc of development and the complexity of specific aspects of the content. Children will be taught about: changes in Britain from the Stone Age to the Iron Age (Year 3) the Roman Empire and its impact on Britain (Year 4)			

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Children in Reception will be learning to:	Children will be learning to talk about members of their immediate family and community. They will name and describe people who are familiar to them. Children will comment on images of familiar situations in the past. They will compare and contrast characters from stories, including figures from the past. They will understand that some places are special to members of their community and recognise that people have different beliefs and celebrate special times in different ways. Children wil recognise some similarities and differences.	events beyond living memory that are significant nationally or globally [for example, the Great Fire of London,(Year 1) the first aeroplane flight, the life of Martin Luther King and other leaders supporting equality,(Year 1 and 2)] 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 [for example, Elizabeth I and Queen Victoria (The Victorians Year 2), Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell, Leonardo DaVinci, Mother Theresa, Julius Caesar] significant historical events, people and places in their own locality.	Britain's settlement by Anglo-Saxons and Scots (Year 4) the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Year 5) a local history study (Year 6-and all –Remembrance and Our Family Year R, 1 and 2)) a study of an aspect or theme in British history that extends Children' chronological knowledge beyond 1066(Year 4 (Medieval) 5, 6 WW 1 and WW2) 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 Greece – a study of Greek life and achievements and their influence on the western world (Year 5) 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 (Year 3) c. AD 900; Benin (West Africa) c. AD 900-1300.				
Core Vocabulary	Subject Specific Recurring Vocab Alliance, Archaeologist, Agriculture, Bastion/Stronghold, Border, Beliefs, Period, City, Civilisation, Community, Conquest, Civilian, Colony, court, Coalition, Citizen, Culture, state, Conflict, Dictator, Defeat, Democracy, Expedition, Segregation, Emperor, Election, Exploration, Estate, Empire, Exile, Eyewitness, Farming, Famine, Frontier, Flee, Refugee, Galleon, Government, Hostility, Hierarchy, Invasion, King, Liberation, Legacy, Monarch, Military, Neutral, Navigation, Monarchy, migration, occupation, oppression, Opposition, persecution, poverty, parliament, ruler, leader, reign, resistance, rebellion, surrender, source, settlement, senate, treaty, tyranny, triumph, trade, transport, tribe, taxation, transport. Disciplinary Recurring Vocab						

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	Continuity, change, reliability, influence, cause, evidence, chronology, investigate, interpret, era, connections, contrast, secondary sources, similarity, difference, interrogate, connections, consequence, enquire, question, hierarchy, artefact, significance, explore, primary source, trends, analyse, source, time period, compare,						
Vocabulary	Old, new, past ago, family tree, before, after, first, next	Old, new, past ago, family tree, before, after, first, next, a long time ago, when I was little, since I was born, famous, celebrate event(s), queen king, rule, years difference, object, artefact picture photograph explain, used for	When I was younger, before I was born, past, present, then, now, older, newer, finally, a very long time ago, before/after past/present then/now, sequence, chronological order, earlier, later, local area, historical event, when grandparents were young, Britain parliament, older person, source research, Briton, chronological, , similar, different, modern, national, international, events, order, old, new, young, days, months, years, before, after,	BC/AD, decade, ancient, century, timeline, period, Brits, settlers, settlement invaders/invasion conquer(ed), combat, archaeologists, excavate, evidence similarities/ differences, information, finding skills, historical information, historian	recent history, time difference, shape our lives, wealthy, poor, items, accurate picture of the past, version, historical argument, point of view	Comparison, role of Britain, crime, punishment, hypothesis	Societies, summarise, major influence, world history, civilizations changes/ continuity persuade, viewpoint, propaganda

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			connections, aviator/aviation,				
Challenging Vocabulary	Year 1 vocab	chronological order, recent, history, very old, when mummy and daddy were little, before, after, historical event past/present succeed/succession.	Locality, democracy, eye-witness account	War, distress, bloodshed, specific reason, homesick	way of life, dictated, availability, food sources, developments, inventions, impact on health/ education, aspect	specific features of a time period (e.g. medicine/ weaponry/ transport) plague, medicine, healthcare, influence,	Advancements, causes in history, British Empire, helped/ hindered relationships, mono-cultural/ multi-cultural society interpretations significant
Subject Specific		Great Fire Of London Toys	Back in the 1800s Explorers	The Mayans Stone Age to Iron Age	Let Freedom Ring (Martin Luther King) Romans Anglo Saxons	Oscar Romero Vikings Ancient Egyptians History of Space travel	Extreme Explorers - Ernest Shackleton World War II – Heroes and Villains and the Windrush Generation What happened to the Indus Valley?
		17th Century, London, Pudding Lane, St Pauls Cathedral, River Thames, diary, Britain, capital city, bakery, change, order, architect, Lord	Modern, Queen Victoria, Victorians, Croxteth Hall, butler, maid, Penny Farthing, chamber pot, mangle, posser, flat iron, washing dolly, carpet beater, bed pan, workhouse, chimney sweep, street children,	Codice, Chichen Itza, cacao, ajaw ,Kukulkán, pok-ta-pok, huipil, kin, uina,l Popol, Vuh Neolithic, Palaeolithic, chronology, tribal, hunter-gatherers, Skara Brae	Sutton Hoo, kingdoms, shires, Shire, reeve, thane, legacy, Wessex Witan, or witenagemot, wergild, churl, Mercia Pax Romana, Eternal City, aqueduct, Roman	Norse, raids, vicious, longhouse, berserkers, long ship, Odin, Scandinavia, Danelaw Philosophy, Athenians, Spartans,	Inheritance, variation, adaption, theory, offspring, Darwin, natural selection, rank, descendent, categorising, classification, gas masks, ration books, black out, warnings, Blitz, air raid, bomb damage, submarines, allies, host family, barrage balloon, Anderson Shelter,

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		Mayor, Sir Christopher Wren, monument	working children, Dr. Barnardo, electricity, inventions, industrialisation, workhouse, gruel	Stonehenge Bronze Age	baths, sewers, forum, temple, Coliseum, Circus Maximus, gladiator, chariot, Pompeii, volcano, lava, molten rock, archaeologist, persecute, crucifixion, barbarian, goth, vanda, Dark Ages	democracy, Olympics, plague, truce, Zeus, loincloth, Apollo, Sacred, truce, temple	evacuee, billeting officer, Concentration camp, Artillery, boycott, civilian, De Gaulle, Charles, evacuation, ghetto, morale, D-Day, VE Day, resistance.

Communication & Organisation	Early Learning Goal	Talk, draw or write about aspects of the past.	Use a wide vocabulary of everyday historical terms.	Communicate his/her learning in an organised and structured way, using appropriate terminology.	Communicate his/her learning in an organised and structured way, using appropriate terminology.	Present findings and communicate knowledge and understanding in different ways.	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.
	<p>3 and 4 year olds will be learning to talk about what they see, using a wide vocabulary. They will begin to make sense of their own life story and family's history. They continue to develop positive attitudes about the differences between people.</p> <p>Children in reception will be learning to talk about members of their immediate family and community. They will name and</p>	<p>Understand key features of events.</p> <p>Identify some similarities and differences between ways of life in different periods</p>	<p>Speak about how he/she has found out about the past. Record what he/she has learned by drawing and writing.</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different</p>	<p>Describe changes in Britain from the Stone Age to the Iron Age.</p> <p>Describe a local history study</p> <p>Describe how Britain has influenced and been influenced by the wider world. (The Mayans,)</p> <p>Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements</p>	<p>Describe a local history study. (Romans – Chester Beddgelert)</p> <p>Describe and compare how some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. The Romans, Medieval)</p>	<p>Provide an account of a historical event based on more than one source. (The Greeks, The Vikings and other ancient visitors to the UK)</p> <p>Give some reasons for some important historical events.</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. Ancient Egypt Describe a local history study.</p>	<p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. Describe a local history study. Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.</p> <p>Describe a non European society that provides contrasts with British history – Ancient Sumer – Persian Gulf, Arabian Desert Use evidence to support arguments.</p>

	<p>describe people who are familiar to them.</p> <p>Children will comment on images of familiar situations in the past.</p> <p>They will compare and contrast characters from stories, including figures from the past.</p> <p>They will understand that some places are special to members of their community and recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Children will recognise some similarities</p>			<p>and follies of mankind.</p> <p>(The Mayans)</p>			
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	and differences.						

<h1>Chronology</h1>	<p>Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways Can retell a story in order.</p>	<p>Place up to 5 objects in chronological order (recent history) Talk about things that happened when they were little Recognise that a story that is read to them may have happened a long time ago. And say why. Know that some objects belonged in the past. Retell a familiar story set in the past. Explain how things have changed since they were born.</p>	<p>Sequence a set of events in chronological order and give reasons for their order. Sequence events about their own life. Sequence events about the life of a famous person. Try to work out how long ago an event happened.</p>	<p>Describe events and periods using BC, AD, decade. Describe events from the past using dates when things happened. Describe events using ancient and century. Use a timeline with a specific time in history to set out the order things may have happened. Use their mathematical knowledge to work out how long ago events would have happened. Set out a timeline within a given period, what special events took place. Begin to recognise and quantify the different time periods that exists between different groups that invaded Britain.</p>	<p>Plot recent history on a timeline using centuries. Place periods on a timeline showing periods of time. Use mathematical knowledge to round up time differences into centuries and decades. Use maths skills to work out differences between major events in history. Begin to build a picture of what main events happened in Britain/ the world during different centuries.</p>	<p>Use dates and historical language in their work. Draw a timeline with different time periods outlined which shows different information, such as periods of history, when famous people lived Use maths skills to work out exact time scales and differences. Appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them.</p>	<p>Identify where a period of Britain fits on a timeline. Place a specific event on a timeline by a decade. Place features of historical events and people from the past societies and periods in a chronological framework. Create timelines which outline the development of specific features, such as weaponry, medicine, transport.</p>
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Events, People and Changes		<p>Retell some events from beyond their living memory which are significant nationally or globally. Describe some changes within their living memory (including aspects of national life where appropriate)</p>	<p>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Develop awareness of significant historical events, people and places in their own locality.</p>	<p>Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.</p> <p>Demonstrate knowledge of aspects of history significant in their locality.</p> <p>Describe how Britain has influenced and been influenced by the wider world. (Mayans) Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.</p>	<p>Describe some aspects of the Roman Empire and recognise its impact on Britain.</p> <p>Summarise what Britain may have learnt from other countries (Romans)</p> <p>Appreciate that significant events in history (Anglo Saxons and Scots) have helped shape the country we live in. How people of the past cooked, used weapons, and travelled differently. The way of life was dictated by the work people did. Wealthy people lived differently and would impact on health and education. How do things we find in the past build a picture of how they lived.</p>	<p>Recognise how an ancient language could have affected the English language we use today. Describe some aspects of Britain's settlement by Anglo-Saxons Demonstrate knowledge of Ancient Egypt Including Egyptian life and achievements and their influence on the western world. Make comparisons between periods. Explain how they have changed or remained the same.</p>	<p>Trace the main events that define Britain's journey from a mono to a multi-cultural society.</p> <p>Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066 – WW2 Summarise the main events from a specific period and the order of key events. Appreciate that Britain once had an Empire and this has helped hinder our relationship with a number of countries today. Analyse trends.</p>
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Historical Enquiry		Find answers to some simple questions about the past from simple sources of information. Describe some simple similarities and differences between artefacts. Sort artefacts from 'then' and 'now'. Ask and answer relevant basic questions about the past. Relate his/her own account of an event and understand that others may give a different version.	Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. Describe changes within living memory and aspects of change in national life. Describe events beyond living memory that are significant nationally or globally. Describe significant historical events, people and places in his/her own locality	Use sources of information in ways that go beyond simple observations to answer questions about the past. Understand that sources can contradict each other.	Use sources of information in ways that go beyond simple observations to answer questions about the past.	Compare sources of information available for the study of different times in the past. Make comparisons between aspects of periods of history and the present day. Understand that the type of information available depends on the period of time studied. Evaluate the usefulness of a variety of sources.	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. Make confident use of a variety of sources for independent research.

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Suggested Cultural Capital		Stevenson Wright Brothers Guy Fawkes Martin Luther King Widnes Mother Theresa Liverpool	Martin Luther King Neil Armstrong, Amelia Earhart, Jane Goodall, Tim Peake, Florence Nightingale, mary Seacole, William Lever, 1 st Viscount Leverhulme, Dr Barnardo	Martin Luther King David Attenborough, Jasaw Chan K'awil, Hunac Ceel	Martin Luther King, Rosa Parks, Julius Caesar, Spartacus, Gaius Octavius, Augustus British Isles, Beddgelert, Scotland,	Martin Luther King, Buzz Aldrin, Neil Armstrong, Tim Peake, Oscar Romero El Savador British Isles, Kitty O'Brien Joyner, Katherine Johnson, Mary Jackson, Dorothy Vaughan,	Ernest Shakleton Martin Luther King Christopher Nevinson Guy Denning, Winston Churchill, Europe, The United Nations, Ancient Sumer

Key term	Definition
Annotated timeline	A timeline with annotation to depict the chronology, such as dates.
Cause and effect	Why things happened in history, why people did what they did and what the results were.

Change and development	Recognising similarities, differences, changes and developments.
Comment	Some analysis that demonstrates knowledge or historical understanding rather than just paraphrasing what the children have in front of them.
Complex sources	A range of sources that include more than short extracts, enabling children to search for relevant evidence.
Constructing the past	Building up a greater knowledge of events, themes, periods, societies, individuals and situations.
Context	The wider historical picture or background, such as the national dimension to a local event.
Dimensions	Aspects of a theme, development, society or event, such as political, social, economic or cultural.
Events	Largely specific occurrences, such as wars, plagues.
Family history	Specifically own family, but could be others'.
Global history	International – beyond the British Isles.
Historical enquiries	Usually an open-ended investigation involving more than one source.
Independently	Children showing initiative and confidence to work with minimal or no guidance on the specific task.
Key vocabulary	subject-specific terminology should be used.
Local history	The history of an area or region.

National history	The history of what constitutes the United Kingdom.
Overview	Portraying the general features that provide a broad grasp of the key historical issues of the theme, topic or unit but without the details.
Planning and carrying out a historical enquiry	The various activities involved in answering historical questions and carrying out an enquiry, including devising questions; locating and selecting different sources of evidence; using this evidence effectively to produce clear and effective responses in a variety of appropriate formats; using relevant terms and vocabulary; and the ability to judge the work and suggest ways in which it might be developed or improved. The progression statements look at some aspects separately as well as a complete activity.
Sequencing the past	Recognising the chronological order of history and the links between historical periods to gain a sense of time and a map of the past.
Significance and interpretations	What was seen as important at the time and later, and how it is possible to view history from different perspectives.
Situations	A description of a static state of affairs, such as a geographical description of Egypt.
Substantiated	An opinion or judgement backed up with a piece of historical content or a source reference.
Themes	A study of a specific aspect over a period of time, such as leisure, education, medicine.
Time periods	Usually an extended period of time or era that can require collating information across more than one topic.
Typical	Recognising whether something was commonplace or followed the usual pattern.
Using sources as evidence	Using and evaluating sources when answering a historical question or carrying out an investigation.
Valid historical questions	Those that are worthwhile in eliciting historical knowledge and understanding rather than more generic information such as general comprehension, numeracy and observation.