



Ludgvan School Subject Progression Document

2024-2025 Subject: History

Autumn term 2 - Skills and Knowledge Progression:

Year / overarching questions	Sub questions and disciplinary concepts	Skills progression	Substantive concepts
<p>EYFS</p> <p>What do I know about my family?</p>	<p>1. How have I changed since I was a baby? Similarity and difference</p> <p>2. Were my parents the same as me? Similarity and difference</p> <p>3. What was life like for my grandparents when they were my age? Change and continuity</p>	<p><u>Using language associated with the past:</u></p> <ul style="list-style-type: none"> ● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <p><u>Recognising chronology within stories</u></p> <ul style="list-style-type: none"> ● Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>Remembering and discussing their own lives:</u></p> <ul style="list-style-type: none"> ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ● Invent, adapt and recount narratives and stories with peers. 	
<p>KS1 Readiness</p>	<ul style="list-style-type: none"> ● Use words associated with the past including: <ul style="list-style-type: none"> ○ yesterday, last week, last year ● Use past tense when speaking about things that happened in the past ● Share their memories of significant events in their own lives. ● Talk about things that have changed. ● Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. 	<p><u>Talking about things they have done with people that are special to them.</u></p> <ul style="list-style-type: none"> ● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions. ● Make comments about what they have heard and ask questions to clarify their understanding ● Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher. ● - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	

<p>Y1</p> <p>How has our local area changed in the last 100 years?</p>	<ol style="list-style-type: none"> 1. How has farming changed in my local area? <ul style="list-style-type: none"> - Similarity and difference - Evidence 1. How has my school changed over 100 years <ul style="list-style-type: none"> ● Similarity and difference ● Evidence 2. What was it like to shop for food in Ludgvan when my grandparents were my age? <ul style="list-style-type: none"> ● Similarity and difference ● Evidence 3. How has the use of technology changed in my local area? <ul style="list-style-type: none"> ● Continuity and change 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ● Recall some facts about people/events before living memory ● Say why people may have acted the way they did. <p>Historical enquiry</p> <ul style="list-style-type: none"> ● Look at objects and events from the past and ask and answer questions eg, “Which things are old and which are new?” or “What were people doing?” or “What were they used for?” <p>Chronological Understanding</p> <ul style="list-style-type: none"> ● Understand how to put people, events and objects in order of when they happened. ● Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born etc. <p>Historical Interpretation</p> <ul style="list-style-type: none"> ● Look at books, videos, photographs, pictures and artefacts to find out about the past. <p>Organisation and Communication</p> <ul style="list-style-type: none"> ● Sort events or objects into groups (then and now.) ● Use timelines to order events or objects. ● Tell stories about the past. ● Talk, write and draw about things from the past. 	<p>Industry Trade Settlement</p>
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<p>Y2</p> <p>How did London change as a result of the Great Fire of 1666?</p>	<ol style="list-style-type: none"> 1. How was Stuart Britain different from today? (look also at living conditions) <ul style="list-style-type: none"> ● Similarity and difference ● Evidence 2. What happened during the GFoL and how do we know? <ul style="list-style-type: none"> ● Significance ● Evidence 3. Could more have been done to stop the spread of the fire? <ul style="list-style-type: none"> ● Evidence 4. Why do we remember the Great Fire of London? <ul style="list-style-type: none"> ● Cause and consequence. ● Significance 5. How was London rebuilt? <ul style="list-style-type: none"> ● Cause and consequence 6. How did the fire impact the future? <ul style="list-style-type: none"> ● Continuity and change. 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ● Describe the differences between then and now. ● Recount the main events from a significant event in history. <p>Historical enquiry</p> <ul style="list-style-type: none"> ● Identify different ways in which the past is represented. ● Ask questions about the past. ● Use a wide range of information to answer questions. <p>Chronological Understanding</p> <ul style="list-style-type: none"> ● Understand how to put people, events and objects in order of when they happened. ● Use words such as past and present. <p>Historical Interpretation</p> <ul style="list-style-type: none"> ● Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, historical sites and the internet to find out about the past. <p>Organisation and Communication</p> <ul style="list-style-type: none"> ● Describe objects, people or events in history. ● Use timelines to order events or objects or place significant people. ● Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 	<p>Civilisation Monarchy</p>
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<p>Y3</p> <p>How did the stone, bronze and iron ages change our lives today?</p>	<ol style="list-style-type: none"> 1. What was life like in the palaeolithic and mesolithic times? <ul style="list-style-type: none"> ● Similarity and difference. 2. What changed between the palaeolithic and mesolithic times? (food, shelter etc) <ul style="list-style-type: none"> ● Change and continuity 3. What tools were used in the neolithic and how did they search for food? <ul style="list-style-type: none"> ● Similarity and difference. 4. Who were the Beaker people? <ul style="list-style-type: none"> ● Significance 5. How did tools change after the Neolithic? <ul style="list-style-type: none"> ● Similarity and difference. 6. How did the Bronze age move into the Iron Age? <ul style="list-style-type: none"> ● Change and continuity 7. What are round houses hillforts? <ul style="list-style-type: none"> ● Similarity and difference. 8. What was life like in the Southwest of England during the Stone Age? <ul style="list-style-type: none"> ● Change and continuity 9. How do we know what the roles of men and women were in the stone age? <ul style="list-style-type: none"> ● Evidence ● Diversity 10. How did early people use cave art to communicate? <ul style="list-style-type: none"> ● Evidence 	<p>Knowledge and Understanding</p> <p>Use evidence to describe the</p> <ul style="list-style-type: none"> ● culture and leisure activities, ● clothes, ● way of life and actions of people, ● buildings and their uses of people from the past. <p>Historical enquiry</p> <ul style="list-style-type: none"> ● Use various sources as evidence about the past. ● Ask questions and find answers about the past. <p>Chronological Understanding</p> <ul style="list-style-type: none"> ● Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) ● Use a timeline to place historical events in chronological order. ● Describe dates of and order significant events from the period studied. <p>Historical Interpretation</p> <ul style="list-style-type: none"> ● Explore the idea that there are different accounts of history. <p>Organisation and Communication</p> <ul style="list-style-type: none"> ● Explore the idea that there are different accounts of history. 	<p>Civilisation Migration Settlement Trade Industry</p>
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<p>Y4</p> <p>How did the Roman Empire impact Britain?</p>	<ol style="list-style-type: none"> 1. What do we know about Early Rome? <ul style="list-style-type: none"> • Evidence 2. Who was Septimius Severus and why was he significant? <ul style="list-style-type: none"> • Significance • Diversity 3. Who was in charge of the Roman Empire and was their army powerful? (Introduce significant individuals including Julius Caesar) <ul style="list-style-type: none"> • Significance 4. Who was Boudicca and why did she take revenge on the Romans? <ul style="list-style-type: none"> • Cause and consequence • Significance 5. How did the Romans influence the culture of the people already in Britain? <ul style="list-style-type: none"> • Change and continuity 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Use evidence to show how the lives of rich and poor people from the past differed. • Describe similarities and differences between people, events and artefacts studied. <p>Historical enquiry</p> <ul style="list-style-type: none"> • Use various sources to collect evidence about the past. • Ask questions and find answers about the past. <p>Chronological Understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events and dates on a timeline. • Describe the main changes in a period in history. <p>Historical Interpretation</p> <ul style="list-style-type: none"> • Look at different versions of the same event in history and identify differences. • Know that people in the past represent events or ideas in a way that persuades others. <p>Organisation and Communication</p> <ul style="list-style-type: none"> • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, role-play, storytelling and using ICT. 	<p>Civilisation Trade Settlement Empire Monarchy Rebellion</p>
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<p>Y5</p> <p>How did the Anglo Saxons and Vikings struggle for the Kingdom of England?</p>	<ol style="list-style-type: none"> 1. Who were the Vikings and why did they carry out raids? <ul style="list-style-type: none"> ● Significance 2. What effect did the arrival of the Vikings have on Britain? <ul style="list-style-type: none"> ● Cause and consequence 3. Who was Alfred the Great and why do we remember him? <ul style="list-style-type: none"> ● Significance 4. How did Anglo Saxon and Viking Britain come to an end? <ul style="list-style-type: none"> ● Significance ● Cause and consequence 5. How do we know about the Vikings and Anglo saxons? <ul style="list-style-type: none"> ● Evidence 6. What legacies did the Vikings and Anglo Saxons leave behind? <ul style="list-style-type: none"> ● Continuity and change ● Evidence 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ● Give own reasons why changes may have occurred, backed up by evidence. ● Describe similarities and differences between some people, events and artefacts studied. <p>Historical enquiry</p> <ul style="list-style-type: none"> ● Choose reliable sources of evidence to answer questions (realising that there is often not a single answer to historical questions). ● Investigate own lines of enquiry by posing questions to answer <p>Chronological Understanding</p> <ul style="list-style-type: none"> ● Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) ● Order significant events, movements and dates on a timeline. ● Describe the main changes in a period in history. <p>Historical Interpretation</p> <ul style="list-style-type: none"> ● Understand that some evidence is propaganda, opinion or misinformation, and that this affects interpretations of history. ● Evaluate evidence to choose the most reliable and give reasons why there may be different accounts. <p>Organisation and Communication</p> <ul style="list-style-type: none"> ● Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, role-play, storytelling and using ICT. ● Plan and present a self-directed project or research about the studied period. 	<p>Migration Trade Monarchy Settlement Rebellion</p>
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<p>Y6</p> <p>Who were significant figures in history to fight for equality?</p>	<ol style="list-style-type: none"> 1. Who were Rosa Parks and Martin Luther King Jr? <ul style="list-style-type: none"> ● Significance 2. What were the problems for many black-skinned people during those times? <ul style="list-style-type: none"> ● Cause and consequence 3. What are the advantages for gaining equal rights for all races? <ul style="list-style-type: none"> ● Diversity ● Significance 4. Have our perceptions changed as a result of past events? <ul style="list-style-type: none"> ● Cause and consequence ● Similarity and difference ● Change and continuity 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ● Give reasons why changes may have occurred, backed up by evidence. ● Describe similarities and differences between some people, events and artefacts studied. ● Describe how some of the things studied from the past affect/influence life today. <p>Historical enquiry</p> <ul style="list-style-type: none"> ● Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. ● Investigate own lines of enquiry by posing questions to answer. <p>Chronological Understanding</p> <ul style="list-style-type: none"> ● Order significant events, movements and dates on a timeline. ● Identify and compare changes within and across different periods. <p>Historical Interpretation</p> <ul style="list-style-type: none"> ● Know that people both in the past have a point of view and that this can affect interpretation. ● Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. <p>Organisation and Communication</p> <ul style="list-style-type: none"> ● Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. ● Plan and present a self-directed project or research about the studied period. 	<p>Civilisation Rebellion</p>
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Spring Term 1 - Skills and Knowledge Progression

Year / overarching questions	Sub questions and disciplinary concepts	Skills progression	Substantive concepts
<p>EYFS</p> <p>Have toys always been the same?</p> <p>KS1 Readiness</p>	<ol style="list-style-type: none"> 1. What was my favourite toy when I was a baby? <ul style="list-style-type: none"> ● Chronology 2. How is my teddy different from the very first teddy bears? How is it the same? <ul style="list-style-type: none"> ● Similarity and difference. 3. What playground games did children used to play? <ul style="list-style-type: none"> ● Similarity and difference. 4. What can we learn from a picture? <ul style="list-style-type: none"> ● Evidence 5. What toys and games did my parents and grandparents used to play with? <ul style="list-style-type: none"> ● Similarity and difference. <ul style="list-style-type: none"> ● Use words associated with the past including yesterday, last week, last year ● Use past tense when speaking about things that happened in the past ● Share their memories of significant events in their own lives. ● Talk about things that have changed. ● Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. 	<p><u>Using language associated with the past:</u></p> <ul style="list-style-type: none"> ● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <p><u>Recognising chronology within stories:</u></p> <ul style="list-style-type: none"> ● Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>Remembering and discussing their own lives:</u></p> <ul style="list-style-type: none"> ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ● Invent, adapt and recount narratives and stories with peers. <p><u>Talking about things they have done with people that are special to them:</u></p> <ul style="list-style-type: none"> ● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions. ● Make comments about what they have heard and ask questions to clarify their understanding ● Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher. ● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	

<p>Y1</p> <p>Why was Malala Yousafzai important to girls in schools?</p>	<ol style="list-style-type: none"> Who was Malala Yousafzai and why do we remember her? <ul style="list-style-type: none"> Significance Diversity Who was Rosa Parks and why do we remember her? <ul style="list-style-type: none"> Significance Diversity What was life like in Britain for Malala and Rosa and how is it different to today? <ul style="list-style-type: none"> Similarity and difference What changes did Malala and Rosa make to society? <ul style="list-style-type: none"> Change and continuity Diversity 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Recall some facts about people/events before living memory Say why people may have acted the way they did. <p>Historical enquiry</p> <ul style="list-style-type: none"> Look at objects and events from the past and ask and answer questions eg, "Which things are old and which are new?" or "What were people doing?" or "What were they used for?" <p>Chronological Understanding</p> <ul style="list-style-type: none"> Understand how to put people, events and objects in order of when they happened. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born etc. <p>Historical Interpretation</p> <ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past. <p>Organisation and Communication</p> <ul style="list-style-type: none"> Sort events or objects into groups (then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past. 	<p>Rebellion Monarchy</p>
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<p>Y2</p> <p>What did Sir Humphry Davy do for Penzance?</p>	<ol style="list-style-type: none"> What is tin mining and why was it important in Cornwall? <ul style="list-style-type: none"> Significance Who was Sir Humphry Davy and what were his greatest achievements? <ul style="list-style-type: none"> Significance Why do you think he has been so commemorated in Penzance even though he spent much of his life away? <ul style="list-style-type: none"> Significance How popular do you think Davy was amongst different groups of people? <ul style="list-style-type: none"> Significance Why do you think he was often more appreciated after his life than during it? <ul style="list-style-type: none"> Continuity and change 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Describe the differences between then and now. Recount the main events from a significant event in history. <p>Historical enquiry</p> <ul style="list-style-type: none"> Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions. <p>Chronological Understanding</p> <ul style="list-style-type: none"> Understand how to put people, events and objects in order of when they happened. Use words such as past and present. <p>Historical Interpretation</p> <ul style="list-style-type: none"> Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, historical sites and the internet to find out about the past. <p>Organisation and Communication</p> <ul style="list-style-type: none"> Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 	<p>Civilisation Industry Trade</p>
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<p>Y3</p>		<p>Knowledge and Understanding Use evidence to describe the;</p> <ul style="list-style-type: none"> ● culture and leisure activities, ● clothes, ● way of life and actions of people, ● buildings and their uses of people from the past. <p>Historical enquiry</p> <ul style="list-style-type: none"> ● Use various sources as evidence about the past. ● Ask questions and find answers about the past. <p>Chronological Understanding</p> <ul style="list-style-type: none"> ● Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) ● Use a timeline to place historical events in chronological order. ● Describe dates of and order significant events from the period studied. <p>Historical Interpretation</p> <ul style="list-style-type: none"> ● Explore the idea that there are different accounts of history. <p>Organisation and Communication</p> <ul style="list-style-type: none"> ● Explore the idea that there are different accounts of history. 	
<p>Y4</p> <p>How did the Anglo-saxons invade and settle in England?</p>	<ol style="list-style-type: none"> 1. How did life change in England after the fall of the Roman Empire? <ul style="list-style-type: none"> ● Cause and consequence ● Change and continuity 2. Who were the Anglo-Saxons and why did they settle in Britain? <ul style="list-style-type: none"> ● Significance 3. Who were the Scots and why did they settle in Britain? <ul style="list-style-type: none"> ● Significance 4. What was Anglo Saxon village life like? <ul style="list-style-type: none"> ● Similarity and difference 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ● Use evidence to show how the lives of rich and poor people from the past differed. ● Describe similarities and differences between people, events and artefacts studied. <p>Historical enquiry</p> <ul style="list-style-type: none"> ● Use various sources to collect evidence about the past. ● Ask questions and find answers about the past. <p>Chronological Understanding</p> <ul style="list-style-type: none"> ● Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) ● Order significant events and dates on a timeline. ● Describe the main changes in a period in history. 	<p>Migration Trade Monarchy Settlement Rebellion</p>

	<p>5. How was Anglo Saxon Britain ruled? (7 kingdoms)</p> <ul style="list-style-type: none">• Significance	<p>Historical Interpretation</p> <ul style="list-style-type: none">• Look at different versions of the same event in history and identify differences.• Know that people in the past represent events or ideas in a way that persuades others. <p>Organisation and Communication</p> <ul style="list-style-type: none">• Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, role-play, storytelling and using ICT.	
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<p>Y5</p> <p>How have people's lives changed over time in Cornwall and why?</p>	<ol style="list-style-type: none"> Why was mining so important in Cornwall? <ul style="list-style-type: none"> Significance What was life like for miners and their families in Cornwall? <ul style="list-style-type: none"> Cause and consequence Was tin mining a dangerous job? <ul style="list-style-type: none"> Cause and consequence Do Cornish people still mine for tin and why? <ul style="list-style-type: none"> Continuity and change How can we learn more about Cornwall's mining history? <ul style="list-style-type: none"> Evidence 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied <p>Historical enquiry</p> <ul style="list-style-type: none"> Choose reliable sources of evidence to answer questions (realising that there is often not a single answer to historical questions). Investigate own lines of enquiry by posing questions to answer <p>Chronological Understanding</p> <ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline. Describe the main changes in a period in history. <p>Historical Interpretation</p> <ul style="list-style-type: none"> Understand that some evidence is propaganda, opinion or misinformation, and that this affects interpretations of history. Evaluate evidence to choose the most reliable and give reasons why there may be different accounts. <p>Organisation and Communication</p> <ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. 	<p>Civilisation Trade Settlement Industry</p>
<p>Y6</p> <p>What changes did WW1 bring to Britain?</p>	<ol style="list-style-type: none"> What events led to the outbreak of WW1 and should Britain have fought in WW1? <ul style="list-style-type: none"> Evidence Cause and consequence What was life like on the Western front and how do we know? <ul style="list-style-type: none"> Evidence 	<p>Historical enquiry</p> <ul style="list-style-type: none"> Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer <p>Chronological Understanding</p> <ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. 	<p>Monarchy Empire</p>

	<p>3. Was anyone allowed to join the British army? Who was Walter Tull?</p> <ul style="list-style-type: none"> ● Diversity ● Evidence ● Significance ● Change and continuity <p>4. How was life different for British people after the war ended?</p> <ul style="list-style-type: none"> ● Change and continuity <p>5. How do we remember those who died in WW1 and is there evidence in our local area?</p> <ul style="list-style-type: none"> ● Significance ● Change and continuity ● Evidence 	<ul style="list-style-type: none"> ● Identify and compare changes within and across different periods. <p>Historical Interpretation</p> <ul style="list-style-type: none"> ● Know that people both in the past have a point of view and that this can affect interpretation. ● Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past <p>Organisation and Communication</p> <ul style="list-style-type: none"> ● Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. ● Plan and present a self-directed project or research about the studied period. 	
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Summer Term 2 - Skills and Knowledge Progression

Year Group and overarching questions	Sub questions and disciplinary concepts	Skills progression	Substantive concepts
<p>EYFS</p> <p>How can stories help us to understand events in the past?</p>	<p>(Using books to understand the concept of the past / chronology) e.g St Michael's Mount and the Giant. The Mousehole Cat.</p> <p>Is this story real or not real?</p> <p>What has already happened in the story?</p> <p>What happened to the ___ when ___?</p> <p>How do we know that part has already happened?</p>	<p><u>Using language associated with the past:</u></p> <ul style="list-style-type: none"> ● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <p><u>Recognising chronology within stories:</u></p> <ul style="list-style-type: none"> ● Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>Remembering and discussing their own lives:</u></p> <ul style="list-style-type: none"> ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<p>Monarchy Empire</p>

KS1 Readiness	<ul style="list-style-type: none">● Use words associated with the past including yesterday, last week, last year● Use past tense when speaking about things that happened in the past● Share their memories of significant events in their own lives.● Talk about things that have changed.● Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.	<ul style="list-style-type: none">● Invent, adapt and recount narratives and stories with peers. <p><u>Talking about things they have done with people that are special to them:</u></p> <ul style="list-style-type: none">● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions.● Make comments about what they have heard and ask questions to clarify their understanding● Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher.● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	
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<p>Y1</p> <p>Why were the Wright Brothers so important?</p>	<ol style="list-style-type: none"> 1. What did the Wright brothers do to make them famous? AND why did the Wright brothers succeed where others had failed? <ul style="list-style-type: none"> ● Significance 2. How do we know about the Wright brothers' first flight when there is nobody alive now who saw it? <ul style="list-style-type: none"> ● Evidence 3. How did flight change as a result of the Wright Brothers' work? <ul style="list-style-type: none"> ● Change and continuity ● Cause and consequence 4. How should the Wright brothers be remembered? <ul style="list-style-type: none"> ● Significance 5. Who was Amelia Earheart? <ul style="list-style-type: none"> ● Similarity and difference ● Significance 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ● Recall some facts about people/events before living memory ● Say why people may have acted the way they did. <p>Historical enquiry</p> <ul style="list-style-type: none"> ● Look at objects and events from the past and ask and answer questions eg, "Which things are old and which are new?" or "What were people doing?" or "What were they used for?" <p>Chronological Understanding</p> <ul style="list-style-type: none"> ● Understand how to put people, events and objects in order of when they happened. ● Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born etc. <p>Historical Interpretation</p> <ul style="list-style-type: none"> ● Look at books, videos, photographs, pictures and artefacts to find out about the past. <p>Organisation and Communication</p> <ul style="list-style-type: none"> ● Sort events or objects into groups (then and now.) ● Use timelines to order events or objects. ● Tell stories about the past. ● Talk, write and draw about things from the past. 	<p>Industry</p>
<p>Y2</p> <p>How did Queen Elizabeth and Queen Victoria change our lives?</p>	<ol style="list-style-type: none"> 1. Who was Queen Victoria? <ul style="list-style-type: none"> ● Significance 2. Who was Queen Elizabeth II? <ul style="list-style-type: none"> ● Significance 3. What similarities and differences did the queens have? <ul style="list-style-type: none"> ● Similarity and difference. 4. What was Victorian life like in Britain? <ul style="list-style-type: none"> ● Similarity and difference. 5. How did the queens change our life in Britain today? <ul style="list-style-type: none"> ● Change and continuity 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ● Describe the differences between then and now. ● Recount the main events from a significant event in history. <p>Historical enquiry</p> <ul style="list-style-type: none"> ● Identify different ways in which the past is represented. ● Ask questions about the past. ● Use a wide range of information to answer questions. <p>Chronological Understanding</p> <ul style="list-style-type: none"> ● Understand how to put people, events and objects in order of when they happened. ● Use words such as past and present. 	<p>Monarchy Empire</p>

	<ul style="list-style-type: none">• Cause and consequence	<p>Historical Interpretation</p> <ul style="list-style-type: none">• Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, historical sites and the internet to find out about the past. <p>Organisation and Communication</p> <ul style="list-style-type: none">• Describe objects, people or events in history.• Use timelines to order events or objects or place significant people.• Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.	
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<p>Y3</p> <p>What were the greatest achievements of the Ancient Civilisations? (Egypt)</p>	<ol style="list-style-type: none"> 1. What were the ancient civilisations known for and where did they first appear? <ul style="list-style-type: none"> ● Similarity and difference ● Significance 2. How did Ancient Egypt begin? What was the chronology of Ancient Egypt? <ul style="list-style-type: none"> ● Significance 3. What was life like in Early Egypt and How do we know about Ancient Egypt? <ul style="list-style-type: none"> ● Similarity and difference ● Evidence 4. Who were the Egyptian gods and what did they think about the afterlife? <ul style="list-style-type: none"> ● Significance ● Similarity and difference 5. How were the Pyramids built and why? <ul style="list-style-type: none"> ● Evidence ● Significance 6. Who was Rameses II? <ul style="list-style-type: none"> ● Significance 7. How did Ancient Egypt come to an end? <ul style="list-style-type: none"> ● Cause and consequence 8. How was life in Ancient Egypt different from life today? <ul style="list-style-type: none"> ● Similarity and difference 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ● Use evidence to describe the; <ul style="list-style-type: none"> ○ culture and leisure activities, ○ clothes ○ way of life and actions of people ○ buildings and their uses of people from the past. <p>Historical enquiry</p> <ul style="list-style-type: none"> ● Use various sources as evidence about the past. ● Ask questions and find answers about the past. <p>Chronological Understanding</p> <ul style="list-style-type: none"> ● Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) ● Use a timeline to place historical events in chronological order. ● Describe dates of and order significant events from the period studied. <p>Historical Interpretation</p> <ul style="list-style-type: none"> ● Explore the idea that there are different accounts of history. <p>Organisation and Communication</p> <ul style="list-style-type: none"> ● Explore the idea that there are different accounts of history. 	<p>Civilisation Monarchy Empire Rebellion Settlement</p>
<p>Y4</p> <p>Were the Ancient Greeks the most influential civilisation?</p>	<ol style="list-style-type: none"> 1. What can excavations tell us about Early Greece? <ul style="list-style-type: none"> ● Evidence 2. What was life like in Early Greece? <ul style="list-style-type: none"> ● Similarity and difference. 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ● Use evidence to show how the lives of rich and poor people from the past differed. ● Describe similarities and differences between people, events and artefacts studied. 	<p>Civilisation Trade Settlement Empire Monarchy Rebellion</p>

	<p>3. How did the Minoans trade in Early Greece? What happened to the Minoans?</p> <ul style="list-style-type: none"> ● Significance <p>4. What was life like in Athens and Sparta?</p> <ul style="list-style-type: none"> ● Similarity and difference ● Evidence <p>5. How did the city-states overcome the Persian invasion? Cause and consequence</p> <p>6. Who was Alexander the Great and what made him a significant leader? Significance</p>	<p>Historical enquiry</p> <ul style="list-style-type: none"> ● Use various sources to collect evidence about the past. ● Ask questions and find answers about the past. <p>Chronological Understanding</p> <ul style="list-style-type: none"> ● Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) ● Order significant events and dates on a timeline. ● Describe the main changes in a period in history. <p>Historical Interpretation</p> <ul style="list-style-type: none"> ● Look at different versions of the same event in history and identify differences. ● Know that people in the past represent events or ideas in a way that persuades others. <p>Organisation and Communication</p> <ul style="list-style-type: none"> ● Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, role-play, storytelling and using ICT. 	
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<p>Y5</p> <p>What was life like at the height of the Mayan civilization?</p>	<ol style="list-style-type: none"> Who were the Maya, where and how did they live? <ul style="list-style-type: none"> Significance What made the Mayan civilisation so successful? <ul style="list-style-type: none"> Cause and consequence How do we know about the Maya? <ul style="list-style-type: none"> Evidence How were the Maya ruled? <ul style="list-style-type: none"> Significance How do the leaders of the Maya and the Anglo Saxons compare? <ul style="list-style-type: none"> Smilarity and difference What happened to the Mayan civilisation? <ul style="list-style-type: none"> Cause and consequence 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied <p>Historical enquiry</p> <ul style="list-style-type: none"> Choose reliable sources of evidence to answer questions (realising that there is often not a single answer to historical questions). Investigate own lines of enquiry by posing questions to answer <p>Chronological Understanding</p> <ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline. Describe the main changes in a period in history. <p>Historical Interpretation</p> <ul style="list-style-type: none"> Understand that some evidence is propaganda, opinion or misinformation, and that this affects interpretations of history. Evaluate evidence to choose the most reliable and give reasons why there may be different accounts. <p>Organisation and Communication</p> <ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. 	<p>Civilisation Trade Settlement Empire Monarchy</p>
<p>Y6</p> <p>How has crime and punishment changed in the last 1000 years?</p>	<ol style="list-style-type: none"> What is crime and punishment and what was crime and punishment like in the Roman period? <ul style="list-style-type: none"> Significance Continuity and change What was crime and punishment like in the Tudor period? <ul style="list-style-type: none"> Continuity and change What was crime and punishment like in the Victorian period 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. <p>Historical enquiry</p>	<p>Monarchy Civilisation Rebellion Industry Empire</p>

	<p>and how did the police force develop through the 20th century?</p> <ul style="list-style-type: none"> - Continuity and change - Significance - Cause and consequence <p>4. What is crime and punishment like today compared to the past?</p> <ul style="list-style-type: none"> - Similarity and difference. - Continuity and change - Cause and consequence 	<ul style="list-style-type: none"> ● Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer <p>Chronological Understanding</p> <ul style="list-style-type: none"> ● Order significant events, movements and dates on a timeline. ● Identify and compare changes within and across different periods. <p>Historical Interpretation</p> <ul style="list-style-type: none"> ● Know that people both in the past have a point of view and that this can affect interpretation. ● Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past <p>Organisation and Communication</p> <ul style="list-style-type: none"> ● Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. ● Plan and present a self-directed project or research about the studied period. 	
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Vocabulary Progression

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Change, past, different/ same	Now, yesterday, last week, when I was younger, a long time ago, before I was born.	Past, present, future, compare, impact, decade, century,	Neolithic, mesolithic, palaeolithic,	Ancient civilisation, narrative, concurrent, reliable source, artefacts, period, sequence, emperor conquer, conquest	Concurrent, reliable source, invade, artefacts, period, reign, Monastery	Equal rights, discrimination, resilience, Inspiration
Difference, past, change, favourite	Change, social, rights, racism, segregation, sexism.	Reign, similarities, differences, change, peasant.	comparison, legacy, archeologist, sources, excavation, period, hunter-gatherer, prehistoric	Artefacts, excavation, sequence, sources, archeologists, influence, leader	primary source primary evidence secondary source secondary evidence	Propaganda, Concurrent, reliable source, artefacts, period, political, remembrance, society
Yesterday, last week, last year, traditional stories	Locomotive, steam engine, inventor, legacy,	Mining, miner, tin, commemorate, legacy, achievement.	Ancient, pyramid, pharaoh, dynasty, chronological, chronology, afterlife.	Heptarchy, settle, ruler	Ancient, glyphs, Chichen Itza , codices,	3) Wergild, tithing, modern,

Subject Content Coverage and Timeline

	Autumn 1 - Geography Wellbeing	Autumn 2 - History Diversity and Inclusion	Spring 1 - History Local Citizens	Spring 2 - Geography Global Citizens	Summer 1 - Geography Planet Earth	Summer 2 - History Aspirations
EYFS		What do I know about my family?	Have toys always been the same?			How can stories help us to understand events in the past?
Y1	Fieldwork	Our local town- then and now BHM - Bristol Bus Boycott	Malala Yousafzai and Rosa Parks	Location and place knowledge	Human and physical geography	First flight
Y2	Fieldwork	Great Fire of London	Sir Humphrey Davy and mining	Location and place knowledge	Human and physical geography	Queen Victoria and Queen Elizabeth

		BHM - Mary Seacole				
Y3	Fieldwork	Stone Age BHM - Transatlantic Slave Trade	Iron Age	Location and place knowledge	Human and physical geography	All 4 ancient civilisations and a depth study of Ancient Egypt
Y4	Fieldwork	Romans BHM- Windrush	Anglo Saxons and Scots	Location and place knowledge	Human and physical geography	Ancient Greece
Y5	Fieldwork	Anglo Saxons and Vikings BHM- Nelson Mandela	Mining and miners	Location and place knowledge	Human and physical geography	Maya
Y6	Fieldwork	Rosa Parks/ MLK BHM- Rosa Parks/Martin Luther King	WW1 Local war hero	Location and place knowledge	Human and physical geography	Crime and punishment