



## PROGRESSION IN HISTORY: KEY MILESTONES (YEAR BY YEAR)

Our Coverage		CONCEPTS & SKILLS (Using Sources, Investigate History & Interpret History run through and across each of these below.)		
		Chronology	Events, People & Changes	Communicating History
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EARLY YEARS</p> <p style="text-align: center;"><b>AUTUMN</b></p> <p><b><u>I wonder if my family is like yours?</u></b></p> <ul style="list-style-type: none"> <li>* Begin to make sense of their own life-story and family's history.</li> <li>* Understand the ways they have changed.</li> <li>* Talk about the changes that have happened within their family lifetime e.g. talking to grandparents about holiday etc.</li> <li>* Talk about changes that happen over a short period of time.</li> </ul> <p style="text-align: center;"><b>SPRING</b></p> <p><b><u>I wonder if other people celebrate?</u></b></p> <p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> <li>* Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul> <p style="text-align: center;"><b>SUMMER</b></p> <p><b><u>I wonder if everyone lives near the sea?</u></b></p> <p>The lives of significant individuals in the past</p> <ul style="list-style-type: none"> <li>* Compare and contrast characters from stories, including figures from the past</li> <li>* Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>THE THEMES AND VEHICLES FOR THESE WILL BE RESPONSIVE TO THE INTERESTS AND NEEDS OF THE COHORT AT BASELINE AND THROUGHOUT THE YEAR. THIS MUST BE DYNAMIC AND ADAPTABLE.</b></p>	<p><b>Understanding the World</b> <b>ELG: Past and Present</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>o Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> </ul>	<p><b>Understanding the World</b> <b>ELG: Past and Present</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>o Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>Understanding the World</b> <b>ELG: Past and Present</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>o Talk about the lives of the people around them and their roles in society;</li> </ul>	
	<p><b>VOCABULARY</b></p> <p>After, Before, Change, Different, New, Old, Past, Present, Similar</p>			

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YEAR 1	<p><b>AUT: Aspect Study: Toy Story</b> Changes within and beyond living memory at a national level. Great toys from the past (Victorians to Present), moving toys, family games, puzzles, practical to virtual toys, popular toys from years gone by and family favourites.</p> <p><b>SPR: Local Study: St Annes in Bloom</b> Study significant historical events, people and features in their own St Annes town as we continue our local history thread from our living near the sea EYFS introduction. This local history focus will be revisited and developed at specific points within the academic years ahead.</p> <p><b>SUM: Wider Study: Travels &amp; Tales</b> The lives of significant individuals in the past and present some of whose achievements have <b>links to the locality e.g. Amy Johnson, Dame Sarah Storey</b>. The children consider Neil Armstrong and Christopher Columbus, their journeys and the significance of their explorations.</p>	<p><b>Show their emerging knowledge and understanding of the past by:</b></p> <ul style="list-style-type: none"> <li>Recognising the distinction between past and present.</li> <li>Identifying <i>some</i> similarities and differences between their own present and aspects of the past.</li> <li>Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>).</li> </ul> <p><b>Show their developing knowledge and understanding of the past by:</b></p> <ul style="list-style-type: none"> <li>Recognising the distinction between present and past in their own and other people's lives.</li> <li>Identifying some similarities and differences between ways of life in different periods.</li> <li>Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events.</li> <li>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> <li>Use simple stories and other sources to show that they know and understand key features of events.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use simple historical concepts such as now/then and same/different.</li> <li>To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>).</li> <li>Understand historical concepts and use them to make simple connections and draw contrasts.</li> </ul>
YEAR 2	<p><b>AUT: Aspect Study: The Gunpowder Plot</b> Changes and events that are beyond living memory at a national or global level. We turn our attentions to the events of 1605 and the legendary plot to blow up the Houses of Parliament. We look at the motives, the conspirators and the reasons why the plot failed before moving into a wider study of Tudor and Stuart life in KS2.</p> <p><b>SPR: Wider Study: Desert Island Champions</b> Inspired by the work, beliefs and actions of notable individuals throughout history, the children are charged with creating a desert island community that can survive and work together by choosing which historic figures should join them there including local figures e.g. Rosa Parks, Louis Pasteur, Alexander Graham Bell, Nelson Mandela, Florence Nightingale</p> <p><b>SUM: Wider Study: Kings, Queens &amp; Castles</b> As we develop our studies of people and events throughout KS1, we move into a study of royal rulers through history and how they have lived. We introduce leaders such as Queen Elizabeth I, Queen Victoria and Queen Elizabeth II before the children unlock a deep study of these history periods during our KS2 chronological journey.</p>	<p><b>VOCABULARY</b></p> <p>After, Artefact, Before, Century, Chronology, Change, Condition, Different, Explore, Fact, Historical Source, Inventor, Location, New, Old, Opinion, Past, Present, Similar, Timeline, Year</p>		

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YEAR 3	<p><b>AUT: Chronology Study: Early Britain</b> Starting with the Stone Age, then Bronze Age and Iron Age, we then move into the Roman Invasion and what they would find upon arrival. Then, we move into a larger study of what the Romans brought to Britain. Considering which elements significantly improved the quality of life at the time and had long lasting impact. This include a locality focus upon Ribchester.</p> <p><b>SPR: Chronology Study: Clash of the Titans</b> The natural next step in the journey as the children undertake a study into the struggle for 'control' of Britain up to 1066: The Battle of Hastings. As we view the post-Roman domination of Britain through the eyes of the Anglo-Saxons and Vikings.</p> <p><b>SUM: Civilization Study: Valley of the Kings</b> The first of a carefully placed two part comparison of ancient civilizations and their achievements. We have chosen Ancient Egypt for our first study. This non-European society also provides contrast with British history.</p>	<p><b>Show their increasing knowledge and understanding of the past by:</b></p> <ul style="list-style-type: none"> <li>Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>).</li> <li>Making some links between and across periods, such as the differences between clothes, food, buildings or transport.</li> <li>Identify where periods studied fit into a chronological framework. Noting links, connections, trends and changes over time.</li> </ul>	<p><b>Be able to describe some of the main events, people and periods they have studied by:</b></p> <ul style="list-style-type: none"> <li>Understanding some of the ways in which people's lives have shaped this nation.</li> <li>Describing how, and when, Britain has influenced the wider world and vice versa.</li> <li>Understanding some significant aspects of history: nature of ancient civilisations – non-European societies; expansion of empires.</li> <li>Establishing a narrative showing connections and trends within and across periods of study.</li> </ul>	<ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>When doing this they should use specialist, historical terms and vocabulary linked to chronology.</li> </ul>
	<p><b>AUT: Chronology Study: The Norman Conquest</b> Our chronological journey across British history hits 1066 and the significant events of that year. We look at the Norman Conquest, the rivals for the throne and the significance of William The Conqueror's victory on life in Britain.</p> <p><b>SPR: Chronology Study: The Power and The Rose</b> We move the historical story of Britain forward into Tudor times. Starting with the Battle of Bosworth in 1485 we consider the main figures, leaders and events of this memorable period in our history.</p> <p><b>SUM: Civilization Study: Gods &amp; Legends (Ancient Greece)</b> The second of a carefully placed two part comparison of ancient civilizations and their achievements. This includes a short focus upon the Ancient Olympics which is planned to lead into the Olympic Heroes theme in year 6.</p>	<p><b>VOCABULARY</b> After, Artefact, Bias, Before, Century, Chronology, Change, Condition, Conflict, Conquest, Culture, Decade, Democracy, Different, Explore, Fact, Historical Source, Invasion, Inventor, Leaders, Location, New, Old, Opinion, Parliament, Past, Pastime, Peasant, Present, Retreat, Revolt, Rival, Similar, Slave, Society, Succession, Timeline, Year</p>		
YEAR 4				

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YEAR 5	<p><b>AUT: Chronology Study: The Cost of Empire</b> The Georgian period of history hits the spotlight, bit with a very specific theme. We take a close look at the society thread and delve into the issue of slavery and class during this time of growth: analysing history from a different angle.</p> <p><b>SPR: Chronology/Civilization Study: Amazon Adventure</b> Consideration of a further linked non-European society/civilization: <b>The Mayans</b>. We study their ways of life, beliefs and traditions and make strong links to the geography studies within this theme. Comparisons are also made to the ancient civilisations studied earlier within the key stage and feeds into the heavily contrasting industry led civilisation of Victorian Britain which follows next, not to mention the threads covered in The Cost of Empire.</p> <p><b>SUM: Chronology/Local Study: Victorians-on-Sea</b> Moving the importance and significance of industry and empire forward, the focus moves onto the Victorians with a specific, yet wider than ever, look at the local region (Lancashire) and how the emergence and growth of our local seaside resorts were a direct result of the Victorians industrial growth and influence and created a market for all classes seeking the 'clear air' and fun of the coastlines.</p>	<p><b>Show their chronologically secure knowledge by:</b></p> <ul style="list-style-type: none"> <li>Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>).</li> <li>Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.</li> <li>In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>).</li> <li>Analyse connections, trends and contrasts over time. (Year 6 Only)</li> </ul>	<p><b>Show their knowledge and understanding of local, national and international history by:</b></p> <ul style="list-style-type: none"> <li>Understanding significant aspects of history-expansion and dissolution of empires; characteristic features of ancient European and non-European societies; achievements and follies of mankind.</li> <li>Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.</li> <li>Begin to recognise and describe change and continuity and suggest relationships between causes.</li> <li>Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.</li> </ul>	<ul style="list-style-type: none"> <li>Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> <li>Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.</li> </ul>
	<p><b>AUT: Chronology Study: We All Stand Together (WW2)</b> The chronological journey reaches its climax with a study of Britain and the wider world in most recent times. Picking up where the Victorians-on-Sea theme left off, the study focuses upon a war weary, poverty stricken Britain on the brink of further conflict. It includes an in-depth study of rationing, evacuation, air-raids and the home guard. Alongside a study of the most significant events of WW2 including The Battle of Britain and the D-Day landings.</p> <p><b>SPR: Chronology Study: Olympic Heroes</b> Our chronological journey ends with a two-part study of life post World War Two. Firstly, the children pick up upon the ancient Olympic theme from year 4 and take a wider world look at the modern Olympic Games and the names and achievements that have become modern icons. The study looks at the broader themes involving society and culture which surrounded the stories of many great athletes.</p> <p><b>SUM: Chronology/Local Study: Bring Me Sunshine</b> The second and final part of life post World War Two focused upon Britain and the significance of live entertainment, music and the arts from the 1950s to the 1990s. Completing our local history thread we consider some aspects within the context of Blackpool as the live entertainment capital of Britain for much of this time.</p>	<p><b>VOCABULARY</b></p> <p>After, Artefact, Bias, Before, Century, Chronology, Change, Condition, Conflict, Conquest, Culture, Decade, Democracy, Different, Explore, Fact, Historical Source, Invasion, Inventor, Leaders, Location, New, Old, Opinion, Parliament, Past, Pastime, Peasant, Present, Retreat, Revolt, Rival, Similar, Slave, Society, Succession, Timeline, Year</p>		
YEAR 6				

CONCEPTS & SKILLS	
Investigate History, Interpret History, Using Sources	
EYFS	<ul style="list-style-type: none"> <li>○ Can ask questions based around stories told, books that have been read to them and through images and discussion.</li> </ul>
KSI	<ul style="list-style-type: none"> <li>○ Use sources to answer <i>simple</i> questions about the past.</li> <li>○ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li> <li>○ Identify some of the <i>basic</i> ways the past can be represented.</li> <li>○ To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).</li> </ul>
LKS2	<ul style="list-style-type: none"> <li>○ Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</li> <li>○ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</li> <li>○ Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li> <li>○ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>).</li> <li>○ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</li> </ul>
5	<ul style="list-style-type: none"> <li>○ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>○ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> <li>○ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish for particular enquiries.</li> </ul>
6	<ul style="list-style-type: none"> <li>○ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.</li> <li>○ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.</li> <li>○ Begin to recognise why some events, people and changes might be judged as more historically significant than others.</li> </ul>